

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of some related literatures and theories which are related to this study. It provides into four topic of discussions, they are media, stick figure, writing (the nature of writing, aspect of writing, the purpose of writing, the writing learning process, the characteristics of good writing, how to evaluate writing), teaching writing (the nature of teaching writing, kind of writing, approach to teaching writing, teaching writing in senior high school, the roles of teacher in teaching writing).

A. Media

Media as teaching aids are needed to help the students rubric of scoring, understanding and to increase the effectiveness on writing paragraph. By using media, students can generate their idea to write easily. Gerlach and Ely (1971) stated that instructional media plays a key rules in the design and use the systematic instruction. A medium, broadly conceived, is any person, material, or event that establishes a condition which enables learner to acquire knowledge, skills, and attitudes. In this sense, the teacher, the text book, and the school environment are media. The existence of media is expected to support teaching learning process and makes the material more clear and easy to understand by the students. Teaching media gives students' interest in learning process, it is because media brings an enjoy situation in teaching learning process. Teaching

media are tools which are provided and carried into classroom by a teacher to facilitate teaching-learning process (Baidawi, 2016). It means teaching media brings a different atmosphere of teaching learning process.

Media helps the classroom situation to be more active and interesting. As stated by Reiser (as cited in Baidawi 2016) definition of media contains all of the traditional means of providing instruction (including teachers, chalkboard, textbooks and other print materials), as well as the newer instructional media such as computers, CDROOM, interactive video and multimedia systems.

1. The Definition of Media

Azhar (2002) stated that media is one of the component of teaching by using media that related to the subject that is given by the teacher. The students are not bored with the situation in the classroom or outside the class. The followings are presented some definitions of media.

- a. Media is any extension of man which allows him to effect other people who are not in face to face with him. Thus, media includes letters television, film, telephone, and even the roads and railways as three are extension by man which can communicate with another. It also carries the message to the students.
- b. According Gerlach and Ely (1971) media is human, material or activity which builds condition that makes students are able to get knowledge, skill or attitude.

- c. Media is all of types and copies which are used to send message or information.
- d. Media is kind of types which are used to send idea.

Based on the definitions above, the researcher can conclude that Media are a tool which is used to send message more understandable and easier.

B. Stick Figure

A Stick figure is a very simple type of drawing of lines made of lines and dots. It often consists of the human or other animals. In stick figure, the head is represented by circle, sometimes it is embellished with details such as eyes, mouth or crudely-scratched-out hair. The neck, arm, legs, and stomach are all represented by straight line. The neck and torso are all represented by straight line.

1. Picture as Teaching Aids

There is a wide variety of use to which pictures can be put to provide meaningful practice in the classroom. In this procedure, the students look at the picture and describe the teacher what they see. The teacher may ask questions to encourage the students to observe more closely and to describe what they see more precisely. This type of observation exercise is useful mainly in introducing new vocabulary.

Wright (1984) defines two kinds of pictures that are useful as teaching aids, they are pictures of individual persons and pictures of situations in which persons and objects are “in action”.

a. Individual Pictures

Picture of individual persons or things may be used mainly at the elementary level, to introduce or to test vocabulary items. Possible interpretation can be discussed first in small groups, then with the whole class. This is a very good exercise, as interpretations sometimes differ radically, and this provokes interesting, active discussion and arguments.

b. Situational Pictures

Situational picture that show or suggest relationship between objects and or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structure. They arouse interest and release imagination and energy, which are hard things to do in a language class. When the students have finished discussing the details of the pictures, they can try to arrange them in a sequence so the results could similar with story.

Both of the kinds of picture are used depend on the subject of teaching or the situation. However, the individual picture can only uses in elementary level to test vocabulary and the situational pictures to point the relationship between objects.

C. Writing

1. The Nature of Writing

The nature of writing can be widely defined from several perspectives. They are in comparison with speaking, as a physical and mental activity, as a cognitive and means of communication. These four perspectives could be explained more in the following discussions.

Weigle (2002) states that the process of writing involves three main cognitive activities, involving text interpretation, reflection and text production. The three cognitive processes are not only applied in the drafting process but also in the revising process. First cognitive activity of writing is text interpretation. It is the process of creating internal representations derived from linguistic and graphics input, while reflection is the process of creating new representation ideas from the existing representation in the process of text interpretation. Text production is the last process in which new written linguistic forms are produced.

Bell and Burnaby (1984) and Nunan (1989:360) also state that writing is a complex cognitive process which requires the writer to perform control of a number of variables simultaneously both in the sentence level and beyond the sentence level. Content, format, sentence structure, vocabulary, punctuation, spelling, letter formation are variables that must be controlled by the writer in the sentence level. While beyond the sentence level, the writer must be able to organize

and integrate the ideas into cohesive and coherent paragraphs. Being able to maximize the cognitive aspects in writing will lead the writer to deliver the clear message to the readers. In other words, their writing is successful.

The nature of writing can also be defined as both physical and mental activity that is aimed to express and impress (Nunan : 2003). It is categorized as the physical activity because a writer is required to be able to do the act of committing words or ideas. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into clear statements and paragraphs that enable a reader in understanding the ideas of written work.

In conclusion, writing is a productive skill that must be learn and mastered by the English learners that involve the process of thinking, drafting, and revising. Writing is a means of communication that enables the students to synthesize the knowledge they have into an acceptable text that is appropriate with the English writing conventions, such as, using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, letter formation and soon.

2. Aspects of Writing

Discussing the aspects of writing, there are some important matters that need to be outlined in this discussion. They include 1) micro and

macro skills or writing 2) mechanical components of writing, and 3) cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown (2001:324-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro and macro skills of writing mentioned by Brown cover several important aspects. Producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical system such as tense, subject verb agreement and etc, expressing particular meaning in different grammatical form, using cohesive devices in writing discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new formation, given information, generalization, and finally developing a battery of writing strategies that include such as accurately in using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Then, mechanical components are the second important matter of writing. Like other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and text (Harmer:2004). He also states that the previous components need to be introduced in the teaching and learning process of writing.

The last aspect could center on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover (Harmer:2004) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in the structure of the text surface. According to Harmer (2004), there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood. Oshima and Hogue (1999:40) state that to be able to have the coherence is writing, a writer need to focus on the sentence movements. The movement of one sentence to the next sentence must be logically and smoothly delivered. In other words, the sentences must flow smoothly. He then

adds four ways that can be done by the writer to achieve coherence in their works. They involve repeating key nouns, using pronouns, using transactional signals and arranging the sentences in logical order.

As summary, the micro and macro skill, the components cohesion and coherence are important aspects of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make students' writing works more accessible.

3. The Purpose of Writing

According to O'Malley & Pierce (1996) the purposes of writing are:

- a. Expository or informative writing. In this purpose is to give knowledge or to share the knowledge and give information or ideas. Informative writing includes describing events or experience speculating on cause and effect, etc. informative writing helps the writer to integrate new ideas and examine existing the knowledge.
- b. Expressive or narrative writing is a personal or imaginative expression in which the writer produce the story. It means that the expressive writing is about personal felling of the writer, how they produce the stories based on people's observation, object and place.

- c. Persuasive writing, the writers attempt to influence the other and initiate action or change. It means that the writer produce a story to persuade the reader or people. It is based on background information, fact, etc.

4. The Writing Learning Process

The review of related theories to teaching writing will be discussed in this chapter. They are presented in four sub-discussions consisting of the theory of writing process, approaches to teaching writing, the role of teacher in writing and teaching writing for senior high school students.

a. Process of Writing

Richards and Renandya (2002:316) state the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing. The sequence of writing process as mentioned below:

1) Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas to write, the writing

activities must be prepared to provide them learning experiences of writing, such as brain storming and etc.

2) Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

3) Revising

The students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4) Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling punctuation, sentences, diction and etc.

Planning, drafting, revising and editing are not just as the process that should be conducted in writing but also can become a process that make students are easier to conduct writing in English.

b. The Characteristics of Good Writing

Good writing is a product of writing that critical thinking. It is as a challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith, 1985).

According to Collins (2014) the characteristics of good writing could be categorized into 8 characteristics they are as follows:

1) Clarity and Focus

In good writing, everything makes sense and readers do not get lost or have to reread passages to figure out what is going on. Focused writing sticks with the plot or core idea without running of on too many tangents.

2) Organization

A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. The researcher can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

3) Ideas and themes

Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

4) Voice

This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

5) Language (word choice)

The writers can never understand or fail to appreciate our most valuable tools: words. Good writing includes smart and appropriate word choices and well-crafted sentences.

6) Grammar and Style

Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there is a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

7) Credibility or believability

Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable

(even if it is impossible), and in nonfiction, accurate research can make or break a writer.

8) Thought-provoking or emotionally inspiring

Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work could fully determine your success as a writer.

To get the good result of writing, the students should apply all of the characteristics that are mentioned above. Besides, the characteristics above are not seen just from the writer side but also the readers.

c. How to Evaluate Writing

Evaluation is an important part in teaching learning process. It is defined as a process collecting data to decide how far, in what case and which case of instructional objective has been reached. The functions of the evaluation are:

- 1) To give feed back to the teacher to improve the teaching-learning activities
- 2) To give information to the problem about the achievements of the students.
- 3) To gear the students in a certain talent the children's have

In evaluating students' writing ability, Langan (1968) offers some points needed to evaluate students' writing ability, they are unity, support organization and sentence skills. Unity is when the writer can advance a single point and stick to that point. It means that the writers have to include all the details in her paper related to our topics.

Harris (1968) stated that at least there are five general components in evaluating students' writing. They are as follows:

- 1) Content, the substance of writing.
- 2) Grammar, the employment of grammatical forms and syntactic patterns.
- 3) Form, the organization of the content.
- 4) Mechanics, the use of the graphic conversation of the language.
- 5) Style, the choice of structures and lexical items to give a particular tone or flavor to the writing.

Harris (1968), as he stated that the most direct way of measuring students' writing ability would be to have them write. There are two kinds of approaches to assess writing ability. Those two approaches are, first objective test, in this case it is to assess discrete element of writing such as: grammar, vocabulary, spelling, functions and orthography. Second, by having the students write. It means that we directly ask the students to perform writing. This kind of writing task is in line with. From the statement above, it can be seen that the

writing ability, as commonly conceives in a complex skill. It needs highly sophisticated skills combining a number of diverse elements. Also, for evaluating it, the writers need to consider from many criteria of writing itself.

D. Teaching Writing

1. The Nature of Teaching Writing

Writing is the most basic skill of English language that has the important part of communication Pincas (1998:56) states that writing is a way of communicating a message to a reader for a purpose. The purpose of writing are to express one's self, to provide information for one' reader, to persuade one's reader and to create literary work.

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that is appropriate with the English writing conventions, such as using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, letter formation and soon.

a. Kind of Writing

In the context of education, English is a mean of communication orally and in written form. Lie (2004) states that English curriculum for SMA the purpose of the company based teaching is to gain of competency itself. So, the approaches, the methods, and the techniques of teaching depend on the manager of the teaching coherence with the capacities and the source. The way to evaluate is by examining whether the indicator can be proved or not.

The quotation above means that an English students can be stated having good competency if the students can communicate orally and in written form using any kinds of way fluently and accurately. Further, in the context of writing, this English Curriculum 2004 tells us that the competency is gotten when the students are able to express any kind of minds (interpersonal, ideation, and textual) in any kinds of interaction and monolog written text especially in the form of descriptive, narrative, spoof/recount, procedure, report and anecdote.

1) Narrative

Narrative has purpose to entertain the readers with fairy tale and to entertaining deal with actual or vicarious experience. A narrative has following generic/schematic structures:

- a) Orientation : it deals with introduction of someone to someone else, introduction with the figure, time and place.
- b) Complication : it presents the development of the problem
- c) Resolution : it provides the solution of the problem

2) Description

The description has purpose to describe a particular person, place, or thing. Description text has the following generic schematic structures:

- a) Identification : Introduction of a person or something to describe
- b) Description : The text gives us more details of the physical description. The text gives us the specific characteristic of the subject.

3) Recount

Recount has social function to retell past events for the purpose of informing or entertaining. Recount has the following generic/schematic structures:

- a) Orientation: it provides the setting and introduces the past event.

b) Events: it tells what happened, in what sequence. Events are usually arranged in a temporal sequence.

c) Re-orientation: it gives optional closure of events.

4) Report

Report has purpose to describe the way things are, with reference to arrange of natural, and social phenomena in our environment. Report has the following generic/schematic structure:

a) General classification : it presents an introduction about something or phenomenon that will be discussed.

b) Description : it gives the description that includes parts, quality, habitual, and also its advantageous.

There are several kinds of text such as narrative, description, recount and report. Narrative is a text that has purpose to entertain the readers. Next, description is a text to describe particular person, place, or thing. Recount has social function to retell past events for the purpose of informing or entertaining. The last is report, report is re-inform the phenomena in around.

b. Approaches to Teaching Writing

1) Product-Oriented Approach

Product oriented approach has been applied by the English teacher many years ago in the process of teaching writing. The concern of this approach is on the correctness of final products of writing. (Picas:1982) in Badgar and White (2000) cites that

product-oriented approach to teaching of writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices.

In this approach, students' writing works could measure based on some criteria. The scoring criteria commonly involve content, organization, grammar, vocabulary and writing mechanics, for example spelling and punctuation. Bedgar and White (2000) state that four stages of learning writing are commonly done by the students in this approach. They are familiarization, controlled writing, guided writing and free writing. The familiarization is aimed at making the students aware of certain features of particular text. In controlled and guided writing stages, the students practice the skills until they are ready for the free production activity

In conclusion, the product-oriented approach is emphasized mostly on students' final product of writing. Since final products are the concerns of this approach, the activities of writing are also controlled by the teachers. They need to do particular efforts to avoid in the text composition, for example by focusing more on the correctness of the grammar.

2) Process-Oriented Approach

This approach concerns more on the process of how the students develop ideas and formulate them into effective writing

works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

The activities are intentionally designed to facilitate the students become the language creators. Here are list of typical writing activities done in the process approach mentioned by Brown (2004:335). They are as follows:

- a) Focus on the process of writing that leads to the final written products,
- b) Help student writers to understand their own composing process,
- c) Help them to build repertoires of strategies for pre-writing, drafting, and rewriting,
- d) Give students time to write and rewrite,
- e) Let students discover what they want to say as they write,
- f) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- g) Include individual conference between teacher and students during the process of composition.

Process-oriented approach focus on process of generating ideas on writing works. This activity help the students become active learners. The students have opportunity to express their

ideas based on their want. However, this activity pushed the students to create an effective writing work through the process of generating ideas clearly.

c. Teaching Writing in Senior High School

According to the content standard which is develop by BNSP (2006). The English teaching of senior high school in Indonesia is aimed at making the students develop several competences. They are 1) developing students' oral and written competences to achieve the informal competence which makes it possible for the students to access various knowledge 2) developing students' awareness of the importance of English in improving Indonesia's competence at the world's level, 3) developing students' understanding on the relationship between cultures and language.

The next matter of teaching writing in senior high school is the students' age range. The age range of the students of senior high schools is between twelve and eighteen that is also called as puberty (Brown:2001:91). This makes them categorized into teenager learners who are in the age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

English teaching on senior high school are deal with students' character. Age range is one of matter on it. There are some students' characteristics that should be concerns of secondary school teachers. First, try to appreciate students' achievement talents. Second do small

group discussion to train their social activity. Then, teachers should not make the students feel insecure about their mistakes.

d. The Roles of Teacher in Writing

Kimble and Garnezy (as cited in Brown 2007:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. From the previous quotation, we can infer that teaching is not just a simple transferring knowledge activity since it is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial that permanently could contribute to their future.

Harmer (2007:261-2620) mentions some additional information about teacher's roles in teaching and learning process of writing. They will be explained as follows:

1) Motivator

When the students work on the writing tasks, the teacher must motivate them by creating the nice learning atmosphere, persuading them of usefulness of the activity, and encouraging them to create as much as efforts to achieve the optimal result.

2) Resource

When the students are doing more extended writing tasks, the teacher must be ready to supply information and language need by the students. Besides, the teacher must also ensure the students that he/she could be there to give them advice and suggestions in a

constructive and tactful way. For example, in the process approach, the teacher facilitates the students' writing by providing input or stimulus.

3) Feedback Provider

Being a feedback provider, a teacher should respond positively to the content of what the students have written. The feedback given to the students must be based on what they students need at their level of studies.

The teachers role can be motivator, resource, feedback provider in teaching learning process. The researcher concluded that the teacher's task is not only teaching, the activity of transferring knowledge is simple because it is intended for behavior change. But also as a motivator, resource, and feedback provider for students. Therefore, teachers must ensure that their students learn something useful that can permanently contributes to their future

E. Previous Studies

In this sub chapter, the researcher presents related studies to Stick Figure in terms of writing achievement. There are previous studies as stated below:

Some researchers also have been conducted on Stick Figure. A research conducted by Traer (2014) who examined the implementation of teaching writing by using Doodling in Science Class Using Stick Figure Animations to Explain Complex Science at Stanford University. This study

used classroom action research. The subject of the study of the research was Science Class. The result showed that turning these doodles (Stick Figure) into animations might help other grasp these tricky concepts too. He was found that cartoons are amazingly effective at capturing the complexities inherent in science while simultaneously making the subject matter move attainable to a broader audience. Then, a research done by Guerra (2005) who conducted a study of LIBRE Stick Figure Tool A graphic Organizer to Foster Self- Regulated Social Cognitive Problem Solving. She was recommended using Stick Figure for research to solve the students' problem in writing activity, because based on her journal the conclusion of the activity (Using LIBRE Stick Figure Tools) the students' is able to talk about her thoughts and feelings in an organized way resulting in a realistic plan for addressing her self-identified concerns.

Another study was conducted by St Munifah (2011) who examined a study of Using Stick Figure to Improve the Students' Ability of class VIII-E SMPN 1 Kencong to Write Recount. The result shows that learning process runs more joyful and using stick figure helps students to dig up their ideas and construct the text-type more easily both in-groups and individually. Teacher can consider of using Stick Figure to encourage students to be active, participated, competitive, and brave. It gives more joyful to have new impressions or experiences. Storyboard is an alternative media to help students get an idea easily. According to Glebas (2009: 47) as cited by (Hasan & Wijaya, 2016), storyboard is a strategy for the conception of that story. It

can be defined as brainstorming the idea before writing those ideas, it means students can arrange their story in a form of picture. While story board help the students to be more motivated in writing recount text. In addition, storyboard as a means for supporting the teaching/learning process of a subject area complies with all ages' interests and preferences (Antoniou-Kritikou, Carayannis, & Katsouros (2001). The result showed that the combination of both strategy effectively be used in teaching writing.

According to the findings from this study it is proved that using Stick Figure give advantages in teaching writing. One of the advantages of Stick Figure is that students more active and creative in make a story. To date, however, there has been no research which examined the effectiveness of using Stick Figure strategy towards student's writing achievement in first grade of senior high school with recount text as the subjects and researcher also want to apply Stick Figure strategy with emoticon picture as media.