

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the review related literature. It consists of Nature of writing, writing ability, Narrative text, and definition of Home-Made Books and previous study.

A. Nature of Writing

Writing is one of four skills which arranged words into phrases, sentences, paragraph, etc in order of language in the written form.

O'malley & Pierce (1996:136) states that writing is one of language skills to express ideas in acceptable written form and draw ob background knowledge and complex mental processes in developing new insights.

According to the statement above, students expressed their feeling, ideas, and their wants in writing. They write it in the acceptable and correct written form. They explore their idea what they are thinking of in the writing form. They also can express what they have been seen and attended in their writing and then represent it into written form.

Writing skill cannot be separated from others skills such as listening, speaking, and reading. Writing covers others skills and it is the most difficult skill in language especially in English. Scott and Ytreberg (2010:63) state "There are difficulties in writing in the foreign language." Students in English

class where English as foreign language has more difficulties than in their own language. The difficulties have been said before and it was explained in the next.

When the students write sentences to express their feeling or wants to be understood, they must write it in correct language structures. They must attend the aspects that influence sentences can be understood such as content, grammatical function, vocabulary and lexical items, the mechanics like punctuation and capitalization, and organization.

Writing is the result of the people interaction with their environment, experiences in their life generally. Writing explains the unclear idea in our mind to be clearer in the written form. It makes more understandable to reader. We try to think more specific, from the whole to part, and back again part to whole to make it related each other and systematic. So, the meaning can be understandable and avoid being ambiguity. In this case, it can be said that writing is the practice tool to help students write and work in language they have studied. Moreover, students get many experiences and more practicing language they learned to improve their ability. Furthermore, writing skill is to attract students' writing mastery as writers. So, they students should have better in writing in kinds of writing features in language.

In this research, the researcher has hope that the students have more practice to learn writing, so their English skill and components can improve better. Besides, students can develop their idea by looking at the picture and

looking at the real life happen. They can represent it into writing to tell what they have been seen and did. Moreover, students can write the correct sentences, texts, and paragraphs by considering content, organization, and diction.

B. Teaching Writing

Writing is one of the skills that very important in learning language. Writing is the priority for the teacher recently in teaching language. Because of writing has important role as said in the previous chapter.

According to Collerson (1989:107) states that writing has been great teachers' agenda for several years. Writing skill is in the prominent place in the teaching and learning in the classroom, recording and for interest that students' writing can generate.

It means that writing has important position in the class teaching and learning, the teacher has tried to improve students' writing. Moreover, he states that teacher should link writing with reading and with spoken language, and through this language and literacy engage with the wider curriculum, as well as the life experience of each child and what they were thinking about something and then, they explored in their writing made. Writing is the mediator for us to express our idea then we write in the written form. We think some ideas then we want to explore it, one of the ways is by writing. Writing makes writers' ideas can be understood by in correct form of structure and it can monitor our own thinking and mindset.

Students should improve their creativity more to get more ideas in their writing, especially in the narrative stories that needed great imagination

to develop the stories. Besides, students should improve mindset, and also vocabulary. Because, in the writing needs various vocabularies to develop stories. Weigle (2009:16) states as “Written texts tend to contain a wider variety of words, and more lower frequency-words, than oral text.” It meant that Writing is an activity that produces ideas from human’s mind become meaningful text or sentence in the written form. It is not only as media for expressing idea and minds, but also it can be giving information. Moreover, students in Indonesia should master writing skill to express their ideas in their mind to tell and give information to the reader in understandable form. In this research the researcher asked the students to explore students’ ideas and creativity to write stories based from pictures sequences into Books that they made.

Raimes (1983:34) states that the pictures can be used a reference point for the students to discuss a cultural phenomenon and their own experiences related to it. It means that Students explore their selves to improve creativity and their ideas about some phenomenon based from looking at the pictures. The pictures may be drawings, photographs, posters, slides, cartoon strips, magazine advertisements, diagrams, graphs, tables, charts, and maps, etc. Pictures provide a shared experience for students in the class and lead to a variety of language activities.

Furthermore, students should be increasing many language activities of what the students are seeing about the people, some pictures of characters in a stories, such as Cinderella, snow white etc will activate their memories and

their background knowledge about what they can tell about the characters and the plot of the stories, also what happen with the characters that they tell about in the stories. In this research the students wrote stories based from the sequences of the pictures then, they made it into the books that they made.

1. Writing Problems

Scott and Ytreberg (1990:68) state that writing is not always easy for the students. Students had difficulties when they write, especially students in the foreign language. Teaching writing is not easy, but it need be diligent and patience. It needs many exercises that should be hold the problems. Teachers needed effective strategies, methods, techniques, and also teaching media to teach students. Teaching writing for foreign language students needed a process that also entails the barriers. Because of, students write their writing into different language and culture. So, in teachers hopped to tackle the barriers, both students' barriers and the barriers from the teachers themselves. There are barriers in teaching writing that must be solved.

There are some problems which are classified into three kinds:

a. Psychological problem

Scott and Ytreberg (1990:69) states as “there are difficulties in writing in the foreign language”. The main problem that influence of the writing content is based from the writer psychology problem. Writing is largely a solitary act. It is communication formed in isolation and the fact that we are required to write on our own, without the possibility of

interaction or the benefit of feedback, in itself makes the act of writing difficult.

b. Linguistic problem

It is dealing to the use of structure of the utterances produced. Writing is a process to discover something new to write and express their ideas in the right word and sentences. The sentence produced should be grammatically correct. It must in the correct order. Then to make grammatically correct sentences the words and punctuation devices used should be chosen appropriately and full of consideration.

c. Cognitive problem

Writing is usually learned through formal instruction rather than through the natural acquisition processes. Writing must be learned and exercise it to improve writing ability. Writing requires extensive learning. It means that every people naturally, have writing skill but it cannot be improved if we do not practice it more. It needs more practice to be a good writer.

Based from these problems, it is important for the teacher to consider the problems above in teaching writing, in order to develop the quality of teaching writing and to improve the students' writing skill. By considering the problems had by the second year students of SMPN 3 Ngunut, this research deals with the application of Home-made Books teaching media to solve writing problems.

2. Writing Process

Writing process is the process while students conduct to write, or as the process to discover. The students develop their ideas and their text. It is seen clearly by Hogue.

According to Hogue (1996:24) he states that writing is the result of employing strategies to manage the composing process to get the product in the written form, which is one of gradually developing text. It involves a number of activities ; setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and revising it, then revising and editing.

Writing process is not just as language skill but also the creativity to arrange words in order to be understandable and readable. It means that Students' experiences and environments can influence their mind and their ideas in their writing. Their prior knowledge built their ideas and they have different ways to develop their ideas in their writings.

The writer pass the process of the writing is not just one step, but it needs many steps. Every steps based from the writer experiences and what have they met in their life. People's experience and environment can influence their mind and their idea in their writing. The process are varies with the personality or cognitive style of the each writers. They have different ways in their life, they prior knowledge are not same each other. Prior knowledge influences writer to develop their ideas and their creativities. Their mind set will enrich their imagination and their writing products. So, the writers or students need good grounding to develop and to discover their ideas to write down on the paper. They also need various

experiences in different aspect in their life and their writing process to product good writing.

The processes of writing are: prewriting, drafting, revising, editing, and writing the final paper. Each step has function to make the writing become a good writing.

a. Prewriting

a) Free writing

Free writing means a way to generate as many as ideas as possible and to write then down without worrying mistakes about appropriateness, grammar, spelling, or punctuation, and putting the ideas in order (Oshima & Hogue, 1999:6). We can write everything in our mind and we do not worry about the mistakes that we make, because in this stage, we focus to explore our ideas as much as possible.

b) Brainstorming

Brainstorming means storm or search your brain for ideas. Write down very quickly, do not worry about how useful they will be, and do not worry about neatness and correctness. Brain storming method is to write down ideas of all kind-good or bad on a piece of paper. Every idea in brainstorming stage is equal. So do not evaluate the ideas in this stage. We write all our ideas on a paper, we should not worry about whether every idea will be used or not, or whether the ideas are written in good order or not.

c) Clustering

Clustering technique is also known as diagramming or mapping technique that can be used to generate material for a paper. It can help students to represent ideas or thinking in a visual way. It usually use lines, boxes, arrows, and circle to show relationship among the idea and details that occur, it makes the step of writing process easily, because it give general idea to more specific terms. Begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as idea and details come to you, put them into boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put minor idea in the smaller boxes or circle, and use connecting lines to show how they relate as well. Every word can be developing until specific terms. Clustering is a way to think by uses paper with boxes or circle about how various ideas and details related to another.

b. Drafting

The drafting stage is where you are really begin writing. The most important this here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording. (Brown and Hood, 1989:14) In this stage, the students are encouraged to develop their ideas into rough drafts.

c. Revising

In revising, the students must check the organization of the paragraph whether is correct or not and look at the idea. Students need to revise the content and organization of the paragraph that someone has written to get unity and coherence of the paragraph. However, this is not necessarily easy for students to do, so students need their teachers to guide them to revise their writing.

d. Editing

In this phase the students need to edit the mistakes in grammar and the vocabulary, thus the students should always edit their writing after they revise it. Editing is the point in the process when the writer looks for and corrects misspelled words and errors in grammar and punctuation, whereas revision involves changes-sometimes major ones in the content and style of the writing. Editing is not problematic in the way that revision is, because most students are willing to work hard at editing their work. However, it does take much time, knowledge, experience, and commitment to become a good editor, and some students can become preoccupied with editing, so much so that they equate good writing with correct grammar, syntax, word choice, and mechanics rather with the expression of meaning which editing is simply part.

e. Writing the final paper

The last step of in the writing process is to write a clean revision of the paragraph. This is the final of the work trough some steps above, this final work are done cleanly with all the revision and editing carried out. This draft is the one that the students will turn in, so they have to be sure to use good writing format. Writing format is decided by the draft that students write before.

C. Narrative Text

Narrative text is the one of the text types that inform and entertain the reader of the stories. Explore the value of the social, culture, religion, moral, etc that focus on teaching the reader or the writer in the life better. Narrative has aim to make the reader get information from the story, narrative also teach the reader about value from the stories. Narrative text used past tense to tell the stories.

There are some features of a Narrative Text as Anderson & Anderson states (1997:8):

1. Constructing a narrative

The steps for constructing a narrative text are:

- An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who

is in the story, when the story is taking place and where the action is happening.

- A complication that sets off a chain event that influences what will happen in the story.
- A sequence of events where the characters react to the complication.
- A resolution in which the characters finally sort out the complication.
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

2. Language features of a narrative

The language features usually found in a narrative are:

- Specific characters
- Time words that connect events to tell when they occur
- Verbs to show the actions that occur in the story
- Descriptive words to portray the characters and settings.

3. Types of narratives

Narrative has some types in the stories. There are many different types of narratives including Anderson & Anderson (1997:18) Humour, Romance, Crime, Real-life fiction, Historical fiction, Mystery, Fantasy, Science fiction, Diary-novels, Adventure.

Narrative is one of the interesting stories that taught to the students in school. It makes the students enjoy to read and write story of writing. Besides, they can get moral value that can easy to find in the narrative text. Narrative text has opportunity to the students to learn language more fun and imaginative. Students were in the Junior High School has been taught about narrative. Because of narrative text is included in the standard competency in 8th grade of Junior High School.

Students have been familiar about fiction stories in narrative text. They have prior knowledge about its story. The stories have known before by the students, makes the researcher easily the researcher's way in writing lesson and to ask the students to write story about narrative text. The stories that students know is not only from local contexts but also from foreign contexts. They had known from parents' storytelling, from books, and also from television. There are some stories local or foreign contexts such as mythes, folktales, fairy tales, legends, and fables. Some of the familiar stories are "Cinderella", "Snow White", and "Beauty and the Beast", and "The smartest Parrot" as famous foreign stories. But, stories of foreign and local, aim not only to amuse readers or listeners but also to give moral values to them. Moreover, Story in the in the narrative is not only spoken form, but also can be written form with generic structures. it is according to Anderson & Anderson.

Anderson & Anderson (1997:8) states that narratives can be presented in a written or spoken form, either in a foreign or local story. Stories have generic structure as follows: Orientation,

complication, sequence of events, resolution, and coda. Most of the narrative stories were fiction.

In this research the researcher chose fiction stories to teach narrative in writing skill. Because of, fiction stories can be developing by students self. Students can write their fiction stories based from the pictures that they chose. They can imagine while they are in the process writing, it will make them more creative.

D. Home-Made Books

1. Basic Thought of Home Made Books Teaching Media

Teaching English to learners should consist of many fun activities to attract students' motivation in learning English. Because of that, teachers should be creative to create interesting activities in the class. The teachers also need to prove various strategies that can motivate the students to be more active in the teaching and learning process. Strategy should be suitable with the students' level of competence, interest, and need and grade. There are many interesting strategies that are used in teaching English, but in this case, the writer chose homemade books as a media in teaching English, especially teaching writing.

The researcher use pictures as teaching media in writing. Based from the previous statements about pictures, pictures has important rule in teaching language skill. It can improve students' ability in language skill. The researcher use pictures to attract students' writing ability.

Pictures have a power to attract students' attention and interest, it also motivate them in participating in the classroom. Students write stories based from the pictures that they had chosen. They were more fun to make their own stories. Stories can give students' experiences and knowledge. Raimes (1983:34) states that pictures provide opportunities for both variety and sequence of task in the writing lesson.

According to the Raimes's statement above, the students can move on from one level to the higher level, enrich the vocabularies, and the ability to use language which involves knowledge of grammatical structure, and sentences pattern as well as organization skill. It meant that pictures gave more chance for the students to develop their vocabularies and also enrich it. Students easier to develop stories by using pictures, it was interesting for the students especially for students in junior high school. When students make their own stories in papers, they will feel more fun when pictures represent their stories as said above. Students can make their stories on a book that they made. Pictures and books can be good collaborative materials in the class. Furthermore, Ramet (2007:142) states that pictures books present many new set of challenges.

It means that children more creative when they made books with pictures into. It brought them in the different dimension of world that needed imagination to present it. It was developing students' imagination. Then, they wrote it into stories. Using stories to teach

about life's experiences and humans' feelings is scarcely an original idea in writing. There were any ways to open ideas as in earlier cultures, or in a big armchair today, story-telling can help everybody, old and young, to deal with many different worries in life and to improve ideas and also mindset. Stories have related the adventures of talking animals, of fictitious characters, or of historical figures, stories have always offered both a sense of hope and possible pathways to follow.

Stories that students write will make a self adventures for student self. They will more understand what the story about. Because they are included in the writing of that stories. The teacher can give the direction while the students write story, because the teacher has authority that has not by other. So they can guide her students while they write.

The teacher controls the students' activity in teaching and learning process. Teacher gives direction to make them more in the right way. In this research the researcher as a teacher in teaching writing by using Home-Made Books Teaching Media. The researcher gave explanation to the students to make them more understandable the new material that will be taught for them. Home-made books can be modified whenever necessary by the situation, students made books or the teachers made.

Homemade books Teaching Media are a teaching media as books that are made or produced at home or in the school by writers own self. It means that teacher or students make a book by their selves as creative as can. But in this research the students make their own book and they finish their work in the class, so, they do not need to do at home. By using Home-Made Books, students could add some pictures that suitable with the content of the stories inside the book. As stated by Scott and Ytreberg (1990:63) that Homemade Books Teaching Media may different verse of a song the students already familiar with it. Or teacher makes books for their students to make a class stories. In addition to teacher-made materials and then the students made books, which are an essential part of any class reading corner / library.

According to that statement, homemade books are divided into two types, pupil made books and teacher-made materials. In this study, the writer only applies the use of pupil made books in teaching reading of recount text and the stories were based from the students' experience. Pupil made books mean books that are made by the students. The students make their own books based on their ideas. They can add some pictures with vocabulary collections in their book and try to write a sentence beside their pictures. Students will enjoy in learning vocabulary through pupil made books, because pictures with vocabulary collections are fun. It is emphasized with Scott and Ytreberg (1990:76) statement, that simple drawing or pictures with vocabulary

collections are fun, easy to make and always-useful reminders of the words. In this study, the writer will apply pupil made books as a media in teaching reading in SMPN 3 Ngunut.

2. The advantages of homemade books

Home-Made Books cannot be separated from using pictures in this teaching material. Pictures are the media that easiest to be understood by students. It makes them creative in playing words to tell story by using pictures. Pictures can bring students in the representation of object that limited by time and place. Pictures solves problem about it. It will make them more understand. When students write stories by using pictures sequences, they will feel that the story that pictures are in front of them by looking at the pictures. It means that pictures can attract students' interest and translate abstract ideas into more realistic form. Pictures are something important in teaching and learning process of writing as said in previous chapter. Students can make their story based from pictures and they can make their stories on a book. It will be more fun for them.

Ramet (2007:156) states as “picture books present a whole new set of challenges. The pictures may perform a variety of functions, depending on the type of book.”

It means that books that students made had function based on the type of text books. In this research the students made Home-Made Books about narrative stories that expressed moral value to the students.

The advantages were in the stories about. Furthermore, there were some advantages of homemade books (pupil-made books). Pictures in students-made books can easily be understood by the students, because they use words that they understood and their level, it can be understood by their other friends in the same level. The second advantage is that all levels of students find the book useful and fun. Then students-made books are easy to make so the students will enjoy in making it.

Based on that explanation, the researcher concludes that pictures in pupil made books are easy to understand by the students. Because of the students understand the meaning of word better when they see the object. Making students made books is easy and fun activity; the students will enjoy their class writing. Moreover, homemade books also do not need much money to make it. In making homemade books, we can use second hand materials. We can find it in our daily life, it is easy to find the material around us.

3. How to make homemade books

Homemade books but in this case, students made books is a media that is made by the students' selves. They make a book then they patch pictures on a book that they make in orderly, then they write story based from the pictures.

Collerson (1989:107) states that students need a good grounding or confident place for them in the process of writing, so that they can discover for themselves what it is like to get their ideas down on paper-or even into a word processor.

According to the statement above, students need to gain experience in different aspects of the process in writing, such as drafting, revising, and proofreading to develop their ideas and imagination. The way children are introduced to writing in the process approach gives them a good start in writing, one that is much more productive than those of earlier traditions.

The researcher concludes that making simple homemade books is an appropriate media, which is given to the students. The students can make it by themselves or may help by the teacher. There are some steps to make homemade books. The materials that are needed in making homemade books are white papers, decorative papers, yarn or ribbon, holes puncher, glue, scissors, pictures, needle, and markers or crayon. Teacher gives all the materials to the students. Before the activity begins, the teacher tells to the students to follow what the teacher does.

First, teacher takes about 6 sheets of white paper and place a sheet of construction or decoration paper on top and a sheet on the bottom. Teacher holds all the pages together, then uses holes puncher to make a couple a holes along the sides of pages. Second, teacher takes some yarn or ribbon to tie the pages together. If the students have a problem in tying the pages, the teacher can help the students. After the

students finish it, the students choose some pictures that related to their own themes or ideas. After the students selected pictures for their book, the teacher tells the students to adhere the pictures to the inside white pages of their book. The students can use markers to write sentences to make a story based from the pictures under or beside the picture of each page. After that, the students can decorate the front of cover and write their names on the book cover. The covers of the books were using color paper to make the books more colorful and interesting.

Based on the explanation above, the researcher decided to use that way to make homemade books, but the theme is decided by the researcher to make it under control, so the students are not destructed to choose theme. They focus to make story based from the pictures that they have chosen for their story. In this case, the writer had chosen things on fiction stories. After the students made it, the researcher measures their works, then, keep it as students' own books.

E. Previous Studies

In this section, the writer presents some studies that related to the use of homemade books in improving students' mastery vocabulary to prove the originality of this study. Those are The Effectiveness of Home-Made Books to Improve Students Mastery of Vocabulary the Case of the 4th Grade Students of MI Roudlotul Huda Semarang in the Academic Year of 2010/20111 by Dhesi (2010), Teaching Descriptive texts Using Still

pictures by Lutfiyah (2009), and The use of Collaborative Writing Technique to Improve Writing Skill Of The Second Year Students at SMPN 1 Ngunut by Qori'ah (2013).

Dhesi (2010: 9) believes that “the study using homemade books cannot be separated from the use of pictures. Pictures in homemade books have an important role in the understanding of meaning and to represent the visual stories. Pictures give illustration of something and make it clear. Pictures are used to help students to understand and comprehend something clearly and easily”. Pictures create students’ imaginations clear, it will make students easier to express and represent their idea and their creativity. Because of pictures gives visual description of something. Students can arrange stories by using picture sequences. Lutfiyah (2009) says that “Pictures have a power to attract students’ attention and to motivate them in participating in the classroom.”

Pictures have important role in teaching and learning to attract students’ attention and to motivate them in participating in the class. Students like to see pictures, because picture can represent how story is running about. They can know the sequences of a story by seeing the pictures order. Pictures makes them more fun to create story, because picture represent a visual story that more understandable for students as Ramies in Lutfiyah (2009:10-11) states that “Pictures is a valuable instructional media. Everybody likes to look at pictures in the classroom provides a stimulating focus for students’ interest. Picture also brings the outside world into the classroom in a vividly concrete ways.” It makes them easy to tell and write stories by using pictures as the visual media for them. Pictures sequences can be a story, the story that has finished can be a book as handbook. Handbook has an important feeling for its writer, because they make their own books based from their knowledge,

their experiences, their personal feeling while they wrote. It will make them easy to understand what the story that they had made about. To be understandable for their self and for the reader what they were writing about in their stories, they will try to make their story in good sentences order. When they try to make it in good order they were learning to be good writer. Automatically it can increase their writing ability and it can increase their new words of language. Dhesi (2010:4) believes that “Homemade books can give the students as many words and ideas as possible. Homemade books can also increase their memory in memorizing vocabularies because students see the object drawn directly.” (Sholihah 2009: 14) says that by using the pictures in big books, the students will have greater motivation to open the book and find the content of the book. It can be concluded that pictures in books can help the students to understand and comprehend meaning easily.

Based on those previous studies, the writer is inspired to conduct a study on the use of homemade books in improving students' writing skill. There are some differences between the writer's research and those two researches. The first difference is the subject that the writer uses in this study. In this study, the writer takes eight grade students of SMPN 3 Ngunut, while Dhesi (2010) used fourth grade students of MI Roudlotul Huda Semarang, Lutfiyah (2009) study is about Teaching Descriptive Texts Using Still Pictures as a journal study that the subject of the study do not mention in her study paper, and Qori'ah (2013) used students from eight grade of SMPN 1 Ngunut by using Collaborative writing technique to teach writing. The second difference is the instrument, which is used in the research. This research will produce a product of students made their own book as their media in learning writing while Dhesi (2010) used Home-Made Books as the material to teach vocabulary and the researcher of this

thesis used home-Made Books to teach writing. Lutfiyah (2009) only used one or two pictures and it's not in the sequences to make story, she just use some pictures then asked her students to make story based on one or two pictures which it is not in the pictures order. Qori'ah (2013) used pictures to describe what are the pictures are.

According to the explanation above, the researcher concludes that pictures and books can attract students in learning English and help students to write story in English language easily. Considering that homemade books have been work, the writer wants to find out whether Home-Made Books can increase students writing ability or not. This research was different from Dhesi research that examined students' vocabulary in Elementary school, it was just focused on words used, and it did not give too much attention to sentences structure. In this research, the researcher conducted this research in the Junior High School level of eight grades. Furthermore, the researcher conducted this research to improve students' ability in skill of writing that focused on the grammatical, genre, clarity of meaning, idea and word choice at VIII-C class in SMPN 3 Ngunut.