

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter presents some relevant theories which are related to the study as they used to strengthen the framework of the study. Those are Writing (included of; the general concept of writing, the purpose for writing, the aspects of writing skill and writing in Senior High School), Narrative Text (included of; the general concept of narrative text, the purpose of narrative text, writing narrative text and schematic structure of narrative text), Picture (included of; definition of picture, function of picture and criteria for good picture), Picture Series or Picture Sequences (included of picture selection), Teaching Narrative Text of Senior High School, Writing Narrative Text by Using Picture Series in Senior High School, Writing Assessment and Previous Studies.

#### **A. Writing**

In this part, the researcher explained about the general concept of writing, the purpose for writing, the aspects of writing skill and writing in Senior High School.

##### **1. The General Concept of Writing**

Writing is one of skills of English language. Writing is required by students to represent and develop their own idea in a written form. According to Harmer (2007: 31) writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Brown (2001: 336) writing is a thinking process of ideas, experiences and feeling in the written form. It

means that by writing, you can express something in your mind to the others through the organized words and communicative sentences.

Writing is an activity to deliver message in written form from the writer to the reader, its purpose can be to communicate with the reader. This is supported by Suparno and Yunus (2006) quoted by Andayani (2015), he stated that writing is an activity in delivery message (communication) like idea, concept, experience or information with written to other people. It means that by writing the writer can communicate with the reader indirectly. In addition Spratt et al. (2005: 26) quoted by Sarinah (2016: 9), writing is an activity in which people communicate a message by making signs in a page. It means that in a writing activity, people should express their message or idea which is represented by some signs such as letters and punctuation. These letters are combined into words, words into sentences, and sentences into paragraphs. In order to be able to write, people should think about what messages that they want to express and to whom their messages are being communicated to.

Writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom. Harmer (2007: 86) stated that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.

In summary, writing is one of English skill that has to be master to language learners. Writing can be defined as thinking process of express an idea in written form, it can be purpose to communicate by written text. Meanwhile, writing is difficult to be master by language learner.

## **2. The Purpose for Writing**

Purpose of writing is depending on writer's reason why she or he writes. This is suitable with Dietsch's statement (2006: 7), she states that purpose refers to writer's aim or reason in writing which can be stated or implied. Identifying our purpose early can help us to keep our draft on track and select organizational strategies to fit ideas.

Purpose for writing can be divided into general and specific. The general purpose is depending on genre, such as narrative text is to entertain, report text is to inform, etc. the specific purpose it can be implied and directly stated. This is supported by Dietsch (2006: 7) she stated that:

“The purpose for writing can be divided into two terms: general and specific. The General Purpose Writing has four general purposes: to inform, to persuade, to express and to entertain. Those can be combined in various ways. The Specific Purpose The specific purpose may be implied or stated. The purpose is invariably implied in a theme that permeates the piece. In expository writing, the purpose is usually stated directly for clarity either in a topic sentence or in thesis.”

### **3. The Aspect of Writing Skill**

Through a text the writer could communicate his or her ideas in the written form and the reader would try to catch the core, the point of the ideas and the meaning of ideas. Hence, the readers are able to understand what the writers want to convey. This statement is supported by Isnawati (2016) state that writing skill is the ability to express ideas in acceptable written English form.

Writing is person's ability to express their idea in written form. Writing is indirect communication between writer and reader. It means to communicate and deliver message to the readers. Sudaryanto (2001: 64) said that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

### **B. Narrative text**

In this part, the researcher explained about general concept of narrative text and the purpose of narrative text.

#### **1. The General Concept of Narrative Text**

Narrative is kinds of text which is learned in Senior High School. Narrative text is the text that has sequel events in telling story, and it has components to relate one each other such as theme, plot,

setting, characters and events. This is supported by Rebecca (2003: 11), Narrative Text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, she states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. It means that the event has related or sequence of events.

Narrative text is a story in the past with complication or problematic events and it tries to find the resolutions to solve the problems. Narrative text has parts; orientation, complication and resolution. This is supported by Oshima (2007: 35), narrative is the kind of writing that you do when you tell a story, use time order words and phrases to show when each part of the story happens. Pardiyono (2007:97-98) stated that, writing narrative is a kind of text to tell the activities or events in the past, which give priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader. In addition, Priyana et.al (2008: 94) stated that narrative is stories that consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

From these definition of experts above, the conclusion is narrative text is the text that tell a story or event in the past. The story has related a series of logically, and chronologically related events.

## 2. The Purpose of Narrative text

Narrative texts is concerning with a story. Narrative text is kind of genre which has social function to amuse or entertain the readers and to deal with actual or vicarious experience in different ways, narrative deals with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution. This is supported by competencybased curriculum or Depdiknas (2004: 50), the aim of narrative is to entertain and amuse the listeners and readers with the real experience or fancy. In addition, Percy in Permana and Zuhri (2013: 2) stated that narrative text has purpose to give meaning to an event or a series of events by telling story.

In Narrative text, the ending of the story can be happy ending or sad (tragic) ending. Its purpose is to entertain or amuse the reader and convey the moral lesson of the story that gives benefit in the human life. Priyana et.all (2008: 94) stated that the social purpose of narrative text is entertaining because they deal with the unusual and unexpected development of events. They also give addition that narrative text also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly value.

In summarize, narrative text has purpose to amuse or entertain the readers by telling story and it gives moral value for the reader by reading the story. Narrative text is telling about fancy story in the past and it purpose to entertain the readers or listeners.

### 3. Writing Narrative Text

In writing Narrative text, we must consider about details chronological time order. The writer arranges the story begin from the first event, and continue to next event, and so on. This is supported by Clouse (2004: 177), narrative details are arranged in chronological (time) order. We start with what happened first, and then we move to what happened next, and so forth. Or we can also begin at the end and then flash back to the first event and proceed in chronological order from there. Similarly, we can begin somewhere in the middle of a story and then flash back to the beginning. It means that narrative has chronological order in the story. It can start from first event to the last event or start from the last event to the first event as flash back of the happened. In addition, Regina et al. (2012: 45) they state that narrative paragraphs usually organize events chronologically, moving from what happened first to what happened last. It means that narrative presents the events chronologically from the first event to the last event.

Writing narrative text is telling events or story in the past in detail, starts from orientation (characters recognition, where the story took place and when the story begins), continue to complication (problematic events that are sequence conflict until climax), continue to resolution (resolution of the problem) and coda. This is supported by Pardiono's statement (2007) in Andayani (2015), he stated that writing narrative is a kind of text to tell the activities or events in the past, which give priority to the problematic experience and resolution with

the purpose to amuse and often be intended to give moral lesson for the reader. He also state that Narrative Text has four significant schematic structures, they are: Orientation, Complication (sequence of events which are problematic that leads to conflict-climax), resolution and coda.

Narrative text is using past verb or past tense, because the story has already happened in the past time. Narrative text is telling about the activities and behavior of the characteristics in their daily life in the past and it has purpose to entertain or amuse the readers. This is supported by Schumm (2006:23) in Andayani (2015), stated that Narratives typically use everyday vocabularies. It is written in past verbs, and uses everyday vocabularies because the story has already happened in the past time and it talks about the daily activities of the characters in the story. Maharani (2007:68) quoted by Andayani, she stated that the other characteristics of narrative text are; use past tense, the purpose of text communicative is to amuse the reader with real experience or imagination, and the structure of narrative text there are orientation, complication, resolution (orientation consists of figure, time and place, complication consists of the events or the problem turned to conflict, resolution consists of solution the problem toward conflict that happened) and use conjunction to put the events. Example: then, before, that, etc. In addition, Priyana et.all (2008: 94) stated that the social purpose of narrative text is entertaining because they deal with the unusual and unexpected development of events. They also give addition



that narrative text also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly value.

In conclusion, writing narrative text, we have to pay attention in arranging the story. The story arranged in chronological time order. It starts from what happened in the beginning and move to what happened in the next. It means that it presents the chronological story from the first event to the next event until to the last event.

#### **4. Schematic Structures of Narrative**

Narrative text has four parts; orientation (set the scenes where and when the story happened and introduce the participants of the story who and what is involved in the story), complication (tell the beginning of the problems which leads to the crisis or climax of the main participants), resolution (the problem or the crisis is resolved, either in a happy ending or in sad or tragic ending). This is supported by Pardiono, (2007:97-98), he states that:

“Narrative text has four significant schematic structures, they are orientation, complication (sequence of events, which are problematic, that leads to conflict – climax), resolution and coda.

- **Orientation**

In this stage, the writer gives the information about the situation of the characters, where they live, the time they live, and what they want. It presents the basic situation which allows the reader to understanding the next parts of story. It may be long or short, according to the writer. It is to be the opening or introduction.

- **Complication**

Complication is where something unexpected happen or events go wrong for one of the main characters in the story. There can be more than one complication events in narrative text. Here, the author shows how the problems rises or begin.

- **Resolution**

Resolution is the solution of the problems or when the crisis is resolved, for better or worse.

- Coda

Coda is moral value or lesson which can be taken from the text.”

### **C. The Role of Media**

Every classroom all over the world is equipped with some learning resources to support the teaching and learning in the class. Teachers need some media to help them to teach the students effectively. Meanwhile, the students need the media to understand the concept that they learn easily. Those various media can be classified into some kinds. Some of those are classified as sophisticated media which involve the use of sophisticated technology. Some of them are classified into more classic or old-fashioned media. There are some benefits that teachers and students get in using media in teaching and learning process. This idea is supported by Smaldino et al. (2005:12, 13) who states that media can be used for supplemental support of the instructor given by the teachers. Moreover, they can also be used in formal education situations where a teacher is not available or is working with other students. In conclusion, media plays the important role of teaching and learning since they bring many benefits to the class.

#### **1. Kinds of Media**

There are various media that the teachers use in order to teach more effectively. According to Smaldino et al. (2005:9) there are six media that can be used in teaching and learning activity. Those are explained as follows:

- a. Media is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.
- b. Audio: refers to the learning media that cover everything that we can hear. It can be in the form of a person's voice, music, mechanical sounds, and noises.
- c. Visual media: visuals media are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, and so on.
- d. Motion media: they are media that show motion including video-tape, animations, and so on.
- e. Manipulative: three dimensional media which can be touched and handled by the students.
- f. People: this includes teachers, students, or subject-matter experts.

This is in line with Harmer (2007: 177) who suggests four media which can be used in the classroom. Those are realia, pictures, cards, and Cuisenaire rods. Realia is the real objects or the replica of them. The benefit of using realia is it is quite useful and intrinsically interesting. Moreover, realia also provides a good starting point for a variety of language work and communication activities. The second is picture. Teachers have always used pictures or graphics whether they are drawn, taken from books, newspapers and magazines, or photographed to facilitate learning. The third is card. Cards as a media can be used for various activities such as matching and ordering, selecting, and card

games. The last is Cuisenaire rods which are actually a set of small blocks of wood or plastics of different length. They can also be used for many activities such as to show stresses, preposition, and so on.

#### **D. Picture**

In this part, the researcher explained about definition of picture, function of picture and criteria for good picture.

##### **1. Definition of Picture**

Picture can be defined something (painting, drawing) description that gives you an idea in your mind of what something. Picture is a visual representation (of an object or scene or person or abstraction) produced on a surface. Picture is included of visual media. In the teaching learning usually teachers used picture models of flashcard and picture series. Picture to be one of the visual media commonly used in the teaching and learning process. Smaldino et al. (2005:240) states that pictures are photographic (photographic) representations of people, places, and things in the form of two dimensional that sometime in the form of sequential pictures (in series).

##### **2. Function of Picture**

Basically, picture has function to show or drawing an object, such as person, animal, things and etc. In education, picture has many functions such as media to help teacher easier in teaching learning. According to Andrew Wright quoted by Awaliyah (2014: 14) some functions of pictures are:

- Structures and Vocabulary

Pictures are very useful for presenting new grammatical and vocabulary entries. They also help to provide the situations and the contexts that light up the meaning of words or utterances, and help the teachers to avoid giving a long translation that might confuse the learners.

- Function and Situation

Pictures can be used for the revision from one lesson to another. Pictures also can be used as the basis of the written work, for example question writing. Pictures also can increase the learners' motivation and provide a useful practice material.

- Skills

Pictures can be useful to give the learners an opportunity to practice the language in real context or in the situations in which they can use it to communicate their ideas.

### 3. Criteria for Good Picture

If we talk about criteria of good picture, it means that the picture is suitable to use in teaching and learning. So, it will make learners easy to learn about English language. This is supported by Wright quoted by Awaliyah (2014: 15), there are some characteristics for selecting the good pictures for the learners as follows:

- The aid must be easy to prepare and organized by the teacher.
- The aid must be interesting for the learners, especially for the young learners.
- The aid must be meaningful and authentic.
- The aid must be sufficient amount language.

In summarize, the teachers should consider those four criteria to choose a good picture in the teaching learning for the learners.

## **E. Picture Series (Picture Sequences)**

Picture series is some picture are related one each other to present events of the story. This is supported Maurer (2006) as quoted by Orianda and Rosa (2013:449) has stated that picture series is a series of picture that explains about the events in the story. In writing, picture series is an important media and very useful.

### **1. Picture Selection**

Picture series can be media in the teaching learning in the class. But, before the teacher apply pictures in the classroom; the teacher must consider several factors. One of the factors is picture selection that can improve successful in the teaching learning process.

Morgan and Bowen (1994: 5) quoted by Ariningsing (2010: 42) recommend some considerations that must be emphasized in selecting a picture:

- **Appeal**  
The content of the picture should capture the interest and imagination of the class members.
- **Relevance**  
The picture should be appropriate for the purpose of the lesson. However fascinating the picture might be to the students, it is of no use to the teacher in that particular lesson if it does not contribute directly to the aim of the lesson.
- **Recognition**  
The significant features of the picture should be within the students' knowledge and cultural understanding
- **Size**  
A picture to be held up before the class should be large enough to be seen clearly by all. The detail of picture should be visible from the back of the room.
- **Clarity**  
Crowded picture can confuse and distract. Student should be able to see the relevant details clearly. Strong outlines and contrast in tone and color are important in avoiding ambiguity.

## 2. Picture Series as Media in Teaching Writing

Pictures are media which can be easily modified to adjust the teaching and learning condition. Wright (1989:1) mentions that pictures are suitable for teachers who have:

- a. any kind of students from beginners to advanced, from children to adults;
- b. little time for preparation;
- c. little money or sophisticated media;
- d. little time and examination syllabus to follow.

Picture series can be used to create many interesting activities especially in teaching writing. There are various numbers of writing activities that students can do. One of the examples is by giving a series of pictures which tell story and ask the students to write story based on the pictures. The last by giving the students picture series as the writing task will stimulate them to be creative writers.

Moreover, Wright (1989:17) also suggests that there are some roles for pictures in writing. First, pictures can motivate the students and make them want to pay attention and want to take part. Second, pictures are useful since they contribute to the context in which the language is being used. Third, pictures can be described in an objective way, or interpreted, or responded to subjectively. Fourth, pictures can cue responses to questions or cue substitutions through controlled practices. The last, pictures can stimulate, and provide information to be referred to in discussion or storytelling.

Furthermore, picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not costly, and relatively easy to get. Those benefits are also supported by Smaldino et al. (2005:9) who suggests that the use of picture series will make the students interested in writing English. Furthermore, Wright (1989:2) also states that picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus.

#### **D. Teaching Narrative Text of Senior High School**

English is taken as compulsory subject for students of Senior High School. Teaching English in Senior High School must cover the four language skills, one of them is writing. There are some writing competencies that the students must accomplish according to the regulation of ministry of national education. There are several texts that should be learned by the students in Syllabus of tenth grade students of Senior High School second semester such as; announcement, advertisement, and invitation for the short functional text. In addition, texts which are categorized as essays such as narrative text, descriptive text and news item should also be learned. In this research, the researcher focused on narrative text.

The most important thing that must be considered by teachers in teaching writing in the senior high school level is that the success of teaching writing to teenager students seems more likely determined by the



learning styles and the purposes of teenagers. As the result, the teaching and learning writing for the senior high school students grade one must be designed also to help them develop their writing strategies so that they will be able to improve their writing skill. According to Brown (2000:346) mentions principles for designing writing techniques, they are:

- Incorporate practices of “good” writers.
- Balance the process and product.
- Account for cultural or literacy background.
- Connect reading and writing.
- Provide as much authentic writing as possible.
- Frame the techniques in terms of prewriting, drafting, and revising.

Writing process usually has steps by steps, begin from pre-writing or planning about what will the writer write, writing, editing and revising. This is supported by some theories, Calkins (1994) quoted by Haynes and Zacarian (2010: 93), he stated that there are four distinct phases of the writing process: prewriting, writing, editing, and revising. In other opinion, Kirszen and Mandell (2008:2090) quoted by Andayani (2015) writing is a process including a series of steps such as planning, organizing, drafting, revising, and editing”. It means that writing processes have steps that have to be done by the writer one by one. Likewise (1994: 48) quoted by Gutiérrez et.al (2015: 48) he identified five stages of the writing process: prewriting, drafting, revising, editing, and publishing/sharing. These stages do not take place in a linear manner; rather, they involve recurring cycles.

In other side, Harmer (2007: 4-5) stated that the process of teaching writing has four main elements:

#### 1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. for some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they writing for. Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

#### 2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

#### 3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

#### 4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

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.

#### **E. Writing Narrative Text by Using Picture Series**

Writing is very difficult for English learners exactly for students. Some reasons are making writing is difficult skill such as they feel difficult in thinking to find an idea what will they write about and they feel difficult in arranging sentences to make good sentences grammatically. This is supported by Harmer (2007: 30) stated that when writing, students frequently have more time to think than they do in oral activities. It means that many students feel confuse on how to begin to write a paragraph or get stuck on constructing certain genre of the text. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Thomkins (2000) quoted by Eramona and Hafizh (2014: 74), he state that the emphasis of writing is shifted from what the writers think and do as they write to the product of writing. As Richards (2002) quoted by Eramona and Hafizh (2014: 74) state that writing is the most difficult skill for foreign language learners to be master. He also stated that they have to put together string of grammatically correct sentences. In addition, Taylor (2009:4) stated that for most people writing is an extremely difficult task if they are trying to grab in their language with new ideas and new ways of looking at them.

In writing, writers need to have a conception and intellectual to be able present their ideas. Besides that, they able to get of best of word

choice, grammar, syntax and also mechanics. It is supported by Kroll (1990: 140) quoted by Rohmah (2008: 12), Kroll stated that writing is an intellectual activity in which learning to create written products is that demonstrates mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language. In some additions, Gebhard (1996) quoted by Rohmah (2008: 2) stated that writing involves more than making appropriate word choice, or using appropriate grammar, syntax, and mechanics. Nor is writing simply a matter of transcribing ideas fully formed in the mind (Collerson, 1988) quoted by Rohmah (2008:2).

To help students easily express their idea, they need a media such as picture series. Pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. With a picture, however, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So, pictures are valuable, too, in that they provide for the use of a common vocabulary and common language forms. It is supported by Raimes (1983) quoted by Ariningsih (2010: 22), he stated that all ESL writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps.

Picture series can stimulate students to find new imagination in writing. It also can interest students to pay attention to focus on it. This is supported by Raimes quoted by Ariningsih (2010: 23), he stated that

because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention. Pictures bring the outside world into the classroom in a vividly concrete way. So a picture is a valuable resource as it provides: (1) a shared experience in the classroom; (2) a need for common language forms to use in the classroom; (3) a variety of task; and (4) a focus of interest for students. Pictures as media of teaching are the best-known sensory aids.

In this research, picture series will be used as the main media to improve the students' writing skill. In implementing picture series in the research, there are processes that need to be done by the researcher and other members of the research. They are designing the lesson plan for the teaching and learning, designing the teaching techniques used to implement the picture series, then selecting the appropriate and suitable picture series to be used in the writing activity.

#### **F. Teaching Writing Narrative Text by Using Picture Series in Senior High School**

Narrative text is one of the kinds text that are taught in senior high school. Based on syllabus tenth grade senior high school (see appendix 1), the basic competence of tenth grade senior high school students are; in 3.8 the students can distinguish social function, text structure and language component some of narrative texts in oral and written form within give or ask the information about simple folk tale and suitable with context of its use and 4.8 Capturing contextually meaning related to social function, text structure and linguistic element of narrative text about simple folk tale and

suitable with context of its use. Beside that, the learning material are about the social function and structure text of narrative text and also language component of narrative text. It means that the students have to able writing narrative text.

In teaching writing on narrative texts, teachers can use the genre based approach. Genre based approach consists of four to five stages of teaching, namely building knowledge of field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), independence construction of the text (ICOT) , and linking related text (Feez, 1998) quoted by Puspitasari (2014: 25).

According to Cornish in Feez (1998) quoted by Puspitasari (2014: 26)., there are some checklist activities in every stage of genre based approach. BKOF consists of four elements namely purpose of text, register, establishing tenor, and establishing mode. In purpose of text, the activities reveal the social purpose of the text-type such as prediction activities. In register, the activities are set up to reveal; 1) what the text is about and what part of it will be explored, 2) what students already know about it, 3) what experiences will be part of the exploration. Furthermore, in establishing tenor and mode, the activities are mostly about representing graphically status relationship between reader/writer, listener/speaker in terms of contact, power, time and space.

In MOT, there are some aspects namely text structure, text presentation, and language features. In this stage, the activities reveal the stages and the function of the stages. They also draw attention to text

presentation and to the language features and their function. Meanwhile, in JCOT, the activities focus on a particular strategy. The example of activity in this stage is doing group work to construct or complete a text. In ICOT, the activity mainly uses knowledge of purpose, text structure, language and text features and appropriate strategies. The learner engages with or creates a text in a specified context as authentic as possible. The last, in linking to related texts, the activity is such as comparing text with other texts which have similar purpose, looking at the structure, language and text features and appropriate strategies.

In teaching writing narrative text in Senior High School, the researcher used several steps or procedures that used by the previous researcher Puspitasari (2014), which successful in implementation with Classroom Action Research design. The previous researcher success to conduct this research and success to improve students' writing skill on narrative text. There are 2 Cycle that was conducted by her and the Cycle 2 was successful. In Cycle 2, one sets of picture series was provided. The students got the opportunity to write narrative texts based on the pictures. The process of writing namely drafting, revising, and producing the final product were successfully done by the students. There is several steps or procedures in teaching writing narrative text that will be used by reseracher:

- a. Teacher gives question to students relates narrative text and folk legend that they ever learn before.

- b. Teacher recall students' background knowledge by showing some pictures of characters which usually exist in Indonesia such as folk tale and asks students to mention them.
- c. Teacher gives a set of picture series a story *Sangkuriang*.
- d. Teacher asks students to learn the story based on the pictures.
- e. Teacher and students discuss the story based on picture series.
- f. Teacher explains and recalls students' understanding of generic structure and language feature of narrative text.
- g. Teacher gives example how to write a sentence based on the picture.
- h. Teacher ask students to write the story of *Sangkuriang* by writing some sentences based on the picture series with their peer and translate the text by using dictionary.
- i. Teacher ask students to write the story in the piece of paper.

Based on the steps above, those steps can be used in teaching writing narrative text. The teacher as facilitator and guide students in writing narrative text. In order that, the students still can build their ability in writing narrative text.

## **G. Previous Studies**

In this research, the researcher will discuss the previous studies to prove the originally of this research. The researcher will describe some works which are relevant to this thesis to make the thesis arrangement easier and to avoid repeating the same study. There are several previous studies:



At the first, Puspitasari (2014) entitled *The Use Of Picture Series To Improve The Writing Skills Of Tenth Grade Students Of SMAN 1 Srandakan In Writing Narrative Texts In The Academic Year Of 2013/2014*. In her thesis, she used Classroom Action Research to solve the problem about writing Narrative in SMA Negeri 1 Srandakan. As conclusion, the research on using picture series to improve the students' writing skills on writing narrative texts could be considered successful.

At the second, Yusnita (2012) entitled *Improving Students' Recount Text Writing by Using Picture Series (Classroom Action Research to the Tenth Grade Students' of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012)*. As conclusion, the research on using picture series to improve the students' writing skills on writing narrative texts could be considered successful.

Those previous studies above used as references for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the writer this time. The study was the effectiveness of pictures series towards students' writing skill in narrative text. The differences between this study and previous studies were the objective of this study and the method of this study. The objective of this study was to find the effectiveness of pictures series to improve students' writing skill in developing narrative text. The method of this study was quantitative method and the design of this study was pre-experimental design. The effectiveness of pictures series can be seen from the increasing of students' post-test scores in writing test.