

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter consist of some theorist which supports this study. I took some of theories related to the topic for many sources, this chapter explains about teaching writing, recount text, definition of picture series, and teaching writing using picture series.

#### **A. Writing**

This part describe about definition of writing, process of writing, purpose of writing, and characteristic of good writing.

##### **1. Definition of Writing**

Writing involves communicating a message with a sign or symbol on a page (Sperry et al, 2005: 26). It needs to make series of words or sentences in writing process to communication in the writing language. Writing is productive skills. It is one of the four language skill, reading, listening, speaking, and writing. According to Heaton (1989:135) writing skill is complex and sometimes difficult to teach. Writing is focuses on how to produce language rather than receive. Therefore, writing has several steps to do. Oshima & Houge (1997:2) state that writing is progressive activity which is open with the result of thinking

what the writer going to say. After finishing writing a text, the writer should read the draft of writing and make correction. So, writing is not one-step action.

Writing covers other 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. Writing needs some process of thinking. It means that students need to gather ideas to write have a number to write a good story or text. Spart et all (2005:27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing drafting, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process. In addition, Brown (2001:335) states that the one major theme in pedagogical research on writing is the nature of the compassing process of writing.

## **2. The Writing Process**

There are many concepts dealing with the writing process. According to Brown (2001:348) there are three main stages in writing process, there are pre-writing, drafting, and revising. Langan (2001:17) points out that the writing process includes four stages; pre-writing, writing the first draft, revising, and editing. Betty Mattix (2003:9) also mentions four stages of writing process. The stages include pre-writing, drafting, revision, and editing/proofreading. All the opinions above contain similar ideas meaning

that when students produce a piece of writing, they will go through between the stages in which they make revision for improvement of their writing until finishing final draft.

The process of writing as a classroom activity incorporates in four basic writing stages, they are planning as prewriting, drafting, revising and editing. Three other stages extremely imposed on the students by the teachers namely responding, evaluating and post-writing (Richards and Renandya, 2002:316). The four basic stages in writing may be described as follows:

a. Pre-writing (Planning)

Pre-writing is any activity in the classroom that encourages students to write (Richards and Renandya, 2002:316). It stimulates thoughts for getting started. In this research, the students try to order their ideas and arrange them according to their priorities, which ideas are going to be the first, which is the second and so on. The students put the ideas into subsist based on the main idea and eliminate all the irrelevant ones. According to Langan (2005:23-32) there are some strategies and techniques for generating idea.

1. Free writing

Free writing is writing without stopping. Free writing means jotting down in rough sentence or phrases everything that comes to mind about a possible topic. The purpose of free writing is to generate as many as

possible and write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

## 2. Questioning

In questioning the writer generates ideas and details by asking questioning about the subject. Such questions include why? When? Where? Who? What? and How?

## 3. Make a list

In making a list, also known as brainstorming, the writer collects ideas and details that relate to the topic. It is a way to associate ideas and stimulate thinking.

## 4. Clustering

Clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way because clustering itself is making visual map of our ideas.

## 5. Preparing a scratch outline

A scratch outline is an excellent sequel to the first four prewriting techniques. A scratch outline often follows free writing, questioning, list-making, or diagramming, or it may gradually emerge in the midst of these strategies.

## b. Drafting

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richard and Renandya, 2002:317). According to Petty and Jansen (1980:364-365) in the drafting stages includes pausing rereading as the writing is occurring, interaction with other (further discussion), consulting resource (looking up word meaning or spelling, for example) and reformulating the ideas and organization of the composition. In this case the students begin to write down their ideas based on composition the main ideas in pre-writing stage. Students can consult their ideas to the teacher and ask their help to arrange the sentence structure.

## c. Revising (re-drafting)

When the students revise, they review their draft on the basis of the feedback given in the responding stage. Students reexamine what was written to see how effective they have communicated their meanings to the reader. In here, students rewrite their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that student's intent is made clearer.

#### d. Editing

Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as a part of the process of making communication as clear and unambiguous as possible to a reader (Richard and Renandya, 2002:319). However, students not always expected to know where and how to correct every error, but editing to the best of their ability should be done as a matter of course, prior to submit their work for evaluation. At the last stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples, and the like.

In this research, the students correct again their own writing after the teacher gives some comments for them (connection between sentences, grammar, diction, etc) before it is given to the teacher for final evaluation. Based on the process of writing above, it can conclude that the students have to know and follow the steps in writing. They have to understand how to write properly based on the rules and steps in writing skill.

### 3. The Purpose of Writing

For the most students, writing in English needs great effort. This is because in writing the mastery of sentence structure and the ability to choose appropriate words for the expression of the thoughts are required. According to O'Malley and Pierce (1996: 137-138) there are at least three purpose of writing that describes the kinds of students writing, those are:

#### a. Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas or relationships.

#### b. Expressive Recount Writing

Expressive or Recount Writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

#### c. Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or changed. This type of writing includes

evaluations of a book, movie, consumer product, or controversial issues.

Since the purpose of teaching writing in school should be based on curriculum, the teachers should match their teaching purposes according to the syllabus of 2006 Kurikulum Tingkat Satuan Pendidikan for SMP and MTS.

#### **4. The Characteristic 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. According to Nickerson, Perkins, & Smith (1985) Writing ability further depends on the ability to think clearly about substantive matters. There are some characteristics of good writing. According to Dean (2004:118) has a statement about criteria for good writing as follows;

- a. Good writing has a lot less to do with following grammatical rules than most English teachers would have you believe.
- b. Good writing usually does have correct spelling. Unless it's an intentionally bad or odd spelling to make a point.
- c. Good writing does not have to have big words, though some of my favorite good writing uses mostly simple English with an occasional and well-place use of something a little testier, without becoming overtly erudite or patently pedantic.



d. Good writing is frequently universal.

## **B. Recount Text**

This part describe about definition of recount, generic structure, linguistics feature, and types of recount.

### **1. Definition of Recount**

Recount text tells story that happened in the past. According to Anderson and Anderson (1998:24) explained that a recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. According to Cahyono (2011:14) also stated that a recount text present the past experience in the series of events in detail. It does not expose the struggle on how to make happen. The event happened smoothly. To some extends, actually the recount text are not limited to talk about someone's experience only. They have many kinds of form, for example newspaper report, conversations speeches, television interviews, eyewitness accounts, and letters. According to Mark Anderson (1998:24) recount is a piece of text that retell past events, usually in the order which they happened. Recount texts do not include conflicts but only retell a sequence of events which occurred in the past.

## **2. Generic Structure of Recount Text**

According to Wardiman (2008:61), there are some steps for constructing a written recount. They are:

### 1) Orientation

It is introduced the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens.

### 2) Event

Events are where the researcher tells how the characteristic to the events. It includes his/her feeling and what he/she does. It can be chronological order (the order in which they happened)

### 3) Reorientation

Reorientation or personal comment is the evaluate remark, which are interspersed throughout the record of events, but it is optional.

## **3. Linguistics Feature of Recount Text**

The linguistics feature according Anderson and Anderson (1997) are

- a. Proper nouns to identify those involved in the text
- b. Descriptive words to give details about who, what, where, and how
- c. The use of past tense to retell the events, words that show the order to events (for example, first, next, then).

Linguistics feature according to Emilia (2011:76) are

- a. Telling about specific participants : brother, sister, father, mother, or friends;
- b. In the form simple past;
- c. Using action verb : went, saw, fed, returned,
- d. Using conjunction : when, after, before, during, “first, next, then”
- e. Using pronoun: I, we; explanation event with specific, usually chosen text more interest.

#### **4. The Kinds of Recount Text**

Recount text classified into three they are personal recount, factual recount, and imaginative recount (University Canberra, 2011:26).

##### **a. Personal Recount**

Personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purposes of personal recount are to inform and to entertain the reader.

##### **b. Factual Recount**

A factual recount is a list of record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness,

science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past.

c. **Imaginative Recount**

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means, the event that happened in the text do not occur in the real life. Its purpose is usually to entertain, and it usually can be found in textbooks.

**C. Media in Language Teaching Learning**

This part describe about definition of media and classification of media, as follow:

**1. Definition of Media**

Media is an instrument that used by the teacher in the teaching and learning process in the classroom. According to Arsyad (2009:3) media is an aid which is needed to support some of activities in the world. Media includes graphic, photographic or electronic aid to absorb process and rearrange visual or verbal information. According to Asnawir & Usman (2002:11) Media is something which have the nature to deliver the message and stimulate mind, emotion and audience' willingness (student) hence it can encourage the

occurred of learning process on them self. The use of media can help the teacher reach the instructional aims.

Media is tool can be used to show something or objects to make students become easily to know and to understand what the object means. According to Hombi (2007:953) media is the main ways that the large numbers of people receive information and entertainment, which is television, radio, newspaper, and the internet. While Brown (1969:2-3) states that media are the tools or the physical things used by the teacher to facilitate the instruction.

Based on the definition above, it can be conclude that terminologically, teaching media means something that is used to send a message (materials) from the sender (teacher) to the receiver (students) to reach the teaching and learning objective. Bu using an appropriate media it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the material. It is expected that in teaching English in Indonesia, the teachers should make some strategies as well as media to make the teaching learning process be conducted well.

## 2. Kinds of Media

There are three kinds of media. According to Rosyada and Syaf (2008:55-56) they are:

### a. Audio Visual

Audio media is media which only involves the senses of hearing and only able to manipulated sound capabilities. The characteristic for this media is that they show one way communication for example: radio, tape recorder.

### b. Visual Media

Visual media is media which involves the sense of view. The examples of visual media are: picture, photos, real things, miniature charts and graphs.

### c. Audio Visual Media

Audio visual media is the function of two kinds of media; they are audio media and visual media. The audio visual media need mechanic electronic to show the message of audio visual media. For example: film, television, and video.

## **D. Picture Series**

This part describe about definition of picture series and advantages and disadvantages of picture series in teaching writing.

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

As English teachers, it is useful to use some varieties of language to help them in teaching English. They are able to engage the students in a topic or as the basis of the whole activity. Using pictures is one of the ways that can be used in teaching English. According to Raimes in Akbari (2008) pictures can help the teachers and students in teaching and learning vocabulary and other components of language.

Visual media were used in teaching and learning process as the tools to improve students' ability in learning English. Visual media have a contribution to help students comprehending the explanation from the teacher easily. The visual media are used by the teacher can be in many forms: videos, slides, pictures or illustrations. Besides that, the use of visual media create natural situation to attract students' attention in teaching learning process. In this case, the researcher decided to choose pictures as the media.

There are some theories proposed that the use of pictures are very useful in the teaching process. According to Wright (1989:17) pictures contribute to improve the students' interest and motivation in the teaching

learning process. Furthermore, he explains that pictures have a sense of the context of the language and it can be a specific reference point or stimulus to the students. Joklova (2009:19) states “*The picture is used in a more meaningful and ‘real-life-communicative’ way than being just displayed for students to say what they can actually see.*”

Pictures are easy to find from many sources. It can be taken from books, the Internet, and magazines. Furthermore, there are some kinds of picture; series of picture, cue cards, flash cards, posters, and photographs. However, there are roles of picture. Wright (1989:17) explained that pictures can motivate the students to take part in the teaching and learning process. They contribute to the context in which the language is being used. The pictures can be described in an objective way or interpreted or responded to subjectively. Then, pictures can cue responses to questions or cue substitutions through controlled practice. They can stimulate and provide information in the conversation, discussion and storytelling.

In this research, the researcher focuses on the use of picture series. The sequences of picture show several actions is called picture series. Picture series consist of three or more pictures. It helps the students to developing ideas to write a text. According to Wright (1989:201) sequences of picture can be kept as they are and used to contextualize a story or a description of a process. According Yunus (1981) states that “*A picture series is a number of*



*related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.*” The researcher modified the picture series to teach writing a recount text for eighth grade students of junior high school.

## **2. The Advantages and Disadvantages of Pictures Series in Teaching Writing**

Teaching media like picture series can help in teaching learning process. According to Smaldino (2005:9) there are some advantages of picture series:

1. By using picture series will make the students interested in writing English because picture series is one of the visual teaching media.
2. Picture series will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing their ideas.
3. Picture series will improve students’ motivation in writing.

On the other hand, there are some disadvantages sides of using picture series to teach recount text to the students, according Sarni (2016):

1. Students are not able to use oral language skill effectively.
2. Using pictures series as media to teach writing is the teachers do not have enough time to teach and evaluate the writing process.

From the definition above, the researcher conclude that “picture series” is a method in teaching English, especially writing genre by using a picture series. One picture has a correlation each other that show a sequence of events to make easy for the students in arranging words and sentence to be a good paragraph.

### **E. Teaching Writing**

This part describe about Picture Series as Media in Teaching Writing and the important of improving writing skill by using picture.

#### **1. Picture Series as Media in Teaching Writing**

Picture series is a kind of media which belongs to picture category. Yunus (1981:49-53) classifies pictures into three types they are composite picture, picture series and individual picture. These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981: 49).

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:

1. any kind of students from beginners to advanced, from children to adults;
2. little time for preparation;

3. little money or sophisticated media;
4. 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.

Based on Wright (1996), there are some ways in using pictures in writing. Those are:

1. To motivate the students to write.
2. To create a context within which his/her response will have meaning.
3. To provide the students with information to use in controlled practice work. Pictures showing objects, actions, events and relationships can cue answer to questions, substitutions and sentence completions.
4. To sponsor, stimulate and possibly to guide written description, narrations and journals.
5. To sponsor, stimulate and offer information free writing.

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.

## **2. Teaching Procedure Using Picture Series**

There are some ways in teaching using picture. One of them a teacher can use a picture series as a media for the students in explaining something. From the picture series, the students will get the ideas in writing their composition and stimulate their imaginative powers. Teaching writing by using picture series according Gerlach, et al. (1980:273-274) as follow:

1. The teacher sticks picture series on the whiteboard in front of the class and then ask the students to describe the picture series or ask the students to make a simple composition based on the picture series.
2. Besides that, the teacher gives some picture series to some groups of the students.
3. In each group, the students are asked to make a simple paragraph or a simple composition related to the picture given. The student may cooperate with other students from the same group in making their assignment.
4. After that the teacher discusses the result of all the groups' works. Here, the teacher makes some corrections to the students' mistakes, if any.
5. The final work after being checked by the teacher is attached on the whiteboard of the class. All students can see their works and can compare their work with others.

### **3. The Importance of Improving Writing Skill by Using Picture**

In teaching writing, the teacher needs method to make the teaching effective. Picture series method is one of method that suggested by the researcher in teaching writing especially in recount text. Through this method, the students ask to think together and can increase the students' creativity. Because through picture learning students asks to think together, sharing ideas and solved the problem. Picture learning encourages students to stimulate their imaginative power so that they will have a concept in their mind about what they are going to write. According to Anyasari (2010) writes that students were not reluctant to start writing because they could easily generate ideas to write when they get a picture series about the material that they are going to write. It means that applying pictures series to students in writing activity, students can generate their idea in writing a text. The picture series assist them because the picture series can guide the students in writing activity. Picture series help students to be inspired have more creative ideas.

#### **4. Previous Study**

The writer has found some relevant studies which related to the research. The first study was taken from Ariningsih (2010) said that, by using picture series can help the teaching and learning process run well and also can give motivate the learners to write, because it attracts their interest and help them understand ideas and acquire information and overcome the limitation of time, size, and space. In addition, pairs of pictures or pictures in sequence provide for a variety of guided and free writing exercise. Puspitasari (2014) using a classroom action research, found out picture series were implemented in every stage of learning such as in Building Knowledge of field, Modeling of the text, Joint Construction of the text, and also independent construction of the text. Picture series were provided. The students got the opportunity to write two narratives text based on the picture. Based on the researcher conclusion teaching writing by using picture series can improve the students writing skills on writing narrative texts could be considered successful. Saputri (2014) using classroom action research, found out pictures series can be used to improve the students writing skill. The students' writing ability increased. She also said that picture series improve the students' motivation in learning writing. The students' attitude toward writing is positive. They are not afraid anymore of making mistake because they know that their teacher will give feedback to them and they will be given a chance to correct their mistake. Awaliah (2014) based on her there is a significant difference between

students' writing skill in narrative text by using pictures series and without using pictures series. The students can produce better writing and also by using picture series it make students more interested to create the sentence in writing narrative text which is unity, cohesive and clarity based on the picture series. Novita (2014) she said that students' writing ability of the experimental group was significantly improved. And also the students writing ability of the control group was improved. It's mean that in teaching writing, students' who were taught using picture series have higher scores.

Those previous above are used as reference 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 using picture series in teaching writing recount text. The difference between this study and previous studies were the objective of this study and method of this study. In addition, the lack of previous studies above there was on representative of students that will used as sample not too much attention by researcher, instrument that valid and reliable also not considered. The objective of this study was to find the effectiveness of using picture series in teaching writing recount text. The method of this study was quantitative method and the design of this study was quasi experimental design, and in this research the researcher will complete of the preliminary that still lack.