**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter the writer describes about what writing skills is, teaching writing, genre of the text, narrative text, the role of the teacher in the teaching writing, instructional media, picture media, the benefit of using teaching media, and testing the writing skill.

* 1. **Writing Skill**

Writing skill help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.“Writing skills have specific abilities which help writers put their thought into words in meaningful form and to mentally interact with the message” .

1. **Writing for learning**

Harmer (2004: 31) state that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed parts of the syllabus in the teaching of English. The importance given to writing differs from teaching situation to teaching situation. Writing for writing role where the students write predominantly to augment their learning of the grammar and vocabulary of the language. Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities.

Writing encourages students to focus on accurate language used and, because they think as they write, it may well provoke language development as they resolve problems which writing puts into their minds. Since here students are not writing to become the better. Writing for learning consists of:

1. Reinforcement Writing

Writing always used as a means of reinforcing language that has been taught. In simple form, teachers often ask students to write sentences using recently learnt grammar. From this activity just writing sentences makes them think about the new grammar or vocabulary in a more considered way than if we asked them to provide instant spoken examples state by (Harmer, 2004: 32)

Clearly the purpose of these activities is to give students opportunities to safe ‘new’ language better. And they can remember what they have been studying.

1. Preparation Writing

When the students write sentences or paragraph as a preamble to discussion activities need such things as like preparation. Preparation is help writer to build their writing better. Preparation is important in many things as like as writing, it is helpfully for the writer even though it is not the main focus of an activity. Give the students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward stated by Harmer (2004: 33)

1. **Teachers Task in Writing**

To help students to become better writers and to learn how to write in various genres using differences registers. Writing to write mostly is concerned in separate and distinct from the teaching or grammatical or lexical accuracy and range, even though both of them are the result of it.

Writing to write is important to help students with matters of handwriting, orthography (the spelling system), and punctuation, teaching writing is more than just dealing with these features too. It is about helping students to communicate real messages in an appropriate manner (Harmer, 2004: 39)

The tasks which teachers have to perform before, during, and after students writing are the following (Harmer, 2004: 41. 42):

1. Demonstrating

Students need to be aware of writing conversations and genre constraints in specific types of writing, teacher have to be able to draw these features to their attention.

1. Motivating and Provoking

Students’ writers often find themselves ‘lost words’, especially in creative writing tasks. This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the tasks, and persuading them what fun it can be. Sometimes teacher can give them the word they need to start a writing task as a way of getting them going.

1. Supporting

Students need a lot of help and reassurance once they get going, both with the ideas and the means to carry them out. Teacher need to be extremely supportive when the students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

* 1. **Teaching Writing**

Writing is an activity that produces something from mind become meaningful a text or sentence. It has many purpose not only for media as pouring idea but also giving information. Writing, while natural talent helps, is primarily a learned art, with students being taught all the formal and technical aspect and relying primarily on their own creativity to create. Teaching writing skills can be difficult for any teacher, since the approach will be different for almost every student. Some will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught.The writing activities should be structured in ways that help students learn to produce cohesive and coherent discourse on their way to become self-sponsors of their own writings. According to Byrne (1979: 1) a good arrange in writing will make a good writing with readable text. Good writing makes the reader hold the message from the writing without arise miss understanding. Bazerman (1976: 8) State that Writing in school have relationship between the student and teacher. The teacher selects material to discuss with student, give student book to read and assigns writing for student to do. According to Hedge (2003: 302) Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities : setting goals, generating ideas, organizing information, selecting appropiate language, making a draft, reading and reviewing it, then revising and editing. White (1943: 7) we do not write just one sentence or event a number of unrelated sentence. Make a good writing by arranged sequence sentences. Shortly, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

1. Process writing activities

According to (Langan.1942: 13.14) writing is a process of discovery involving a series of steps, and those steps are very often a zigzag journey. Many people falsely believe that writing should flow in a simple. But writing is seldom an easy , one step journey in which finished paper comes out in a first draft. Hedge (2003: 302) writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities : setting goals, generating ideas, organizing information, selecting appropiate language, making a draft, reading and revising it, then revising and editing. Process writing in the classroom is highly sructured as it necessitates the orderly teaching of process skills. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage stated by Richards and Renandya (2002).

The planned learning for students, when will write and produced a text, we must follow some steps which help us to write a text become easier.Those are:

1. Pre - Writing

Accrding to Richards and Renandya (2002: 316). Pre – writing is an activity in the classroom that encourages student to write. It stimulates thoughts for getting started. To free write mean to sit down with pen and paper, and to begin writing without hesitant about anything that comes to mind stated by White (1943: 38). Langan (1942: 23-35) states that “there are five pre-writing techniques that will help students think about and develop a topic and get words on paper, free writing, questoning, making list, diagramming, preparing a scratch outline. These techniques help students think about and create material, and they are central part of the writing process”. Here they are:

1. Fre writing, means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Free writing will limber up your writing muscles and make you familiar with the act of writing. It is a way to break through mental blocks about writing.
2. Questioning, you generate ideas and details by asking questions about your subject. Such questions include Why? When? Where? Who? and How? Ask as many questions as you can think of.
3. Making a list, also known as brainstorming, you collect ideas and details that relate to your subject. Pile these items up, one after another, without trying to sort out major details from minor ones or trying to put the details in any special order. The goal is just to make a list of everything about your subject that occurs to you.
4. Clustering, as known 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, in clustering, you use lines, boxes,arrows and circles to show relationship among the ideas and details that occur to you. Begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put minor ideas or details in smaller boxes or circles. And use connecting lines to show how they relate as well.
5. Preparing a scratch outline is an excellent sequel to the first four prewriting technique. A scratch outline often follows freewriting, questioning, list making, or diagramming or it may gradually emerge in the midst of these strategies. Trying to make a scratch outline is a good way to see if you need to do more pre writing.
6. First drafting

According to White (1943: 32) when you write a first draft, be prepared to put in additional thoughts and details thet did not emerge during prewriting. And don’t worry if you hit a snag. Just add a comment suc as “Do later” and press on to finish the paper. And students don’t worry about the grammar, punctuation also spelling, whereas students develop the main idea and content eith specific details . Richards and Renandya (2002) also state that at the drafting stage the students are focused on the fluency of writing and are not preoccupied with grammatical occuracy or the neatness of te draft. One dimension of good writing is the students ability to visualize and audience. Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audiences. Although writing in the classroom is almost always for the teacher, the students may also encourage writing for different audience in order to give direction to their writing. Depending on the genre of writing (narrative, expository or argumentative) an introduction to the subject of writing may be a startling statement to arrest the reader’ attention, a short summary of the rest of the writing, an act quotation, a provocative queston, a general statement, an analogy, a statement of purpose, etc. Such a strategy may provide the lead at the drafting stage.

1. Responding

Responding to student writing by teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher’s quick initial reaction to the students’ draft. Response can be oral or in writing, after the students produce the first draft and just before the proceed to revise. The failure of many writing progammes in schools today may be ascribed to the fact that reponding is done the final stage when the teachers respond and evaluates and even edits students finished texts, thus giving students the impression that nothing more needs to be done.

1. Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organisation or ideas so that the writer’s intent is made clearer to th reader. Another activity for revising may have the studets working in pairs to read aloud each other’s draft before they revise.

1. Editing

At the stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure and occuracy of supportivetextual material such as quotations, example and the like. Formal editing is differed till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.

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 part of the proces of making communication as clear and unambiguous as possible to an audience.

1. Evaluating

In evaluating student writing, the scoring may be analytical (based on specific aspect of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing ). In order to be effective, the criteria for evaluation should be made known to student in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of information. Depending on the purpose of evaluation, a numerical score or grade may be assigned. Students may be encouraged to evaluate their own and each other’s texts once they have been properly taught how to do it. In this way, they are made to be more responsible for their own writing.

1. Post writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming text for stage performances, or merely displaying texts on notice boards . The post-writing stage is a platform for recognising students’ work as important and worth whil. It may be used as a motivation for writing as well as to hedge againts students finding excuses for not writing . students must be made to feel that they are writing for a very real purpose.

1. Writing problem

Many students think that the blank page is the big problem to start write or to get an idea. In wriring process students often find some problems to write their idea in good sentences or sometimes confuse about what must student do or write. Bazerman haa a solution to solve it by make a good opening sentence and student effort to write by creatively. Good opening sentence will make the following sentence flow up to full the student’s paper. Students can get many inspirations from many sources, creatively student also can get idea from their environment, or media such as internet, magazine or other.

According to Bazerman (1976) students can find the problem of writing by answer some questions. Some question bellow can lead the students to find the students’ problems in writing. Those question are :

1. What is your purpose ? Do you want to sell a product, or argue for theory, or share experience?The problem can find based on the puposes of the writing itself, each purpose has a different problem to solve.
2. Whom do you intend to address in this piece of writing ? Are you writing to single distinct person with known expectations, interest and criteria, such as a teacher who want to evaluate your knowledge of a subject? Are you writing for more open – ended audience, such as readers of general – circulation magazine ?
3. What is your relationship to this audience? Do you already have its confidence or must you prove your authority? Are you in position to lay down the law or are you lucky if anyone even reads your words?
4. What effect do you intend to have on these specific readers, and what actions do you want them to take as a result of reading your writing? Do you want the teacher to respect your thinking or to put A on the paper ?
5. What kind of strategy is likely to lead to the desired effect in your particular audience?

According to Byrne (1979) writing is difficult activity for most people, both in their mother tongue and their foreign language. It means that not only in Indonesian language but also English language writing is difficult skill for people or students. There are some problem which classified into three kinds, those are:

1. Psychological problem, writing essentially is a solitary activity and the fact that we are required to write to our own, without the possibility of benefit of feedback, in it self makes the act of writing difficult.
2. Linguistic problem, In writing, we have compensate for the absence of these features : we have to keep the channel of communication open through our own effort and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and asequenced, that the text we procedure can be interpreted on its own.
3. Cognitive problem, writing is learnt through a process of intruction : we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be undestood by a reader who is not present and perhaps by a reader who does not know to us. Finally, writing is a task which is often imposed on us. This not only has a psychological effect, it may also cause a problem in terms of content – what to say. Being at a loss for ideas is a familiar experience to most of use when we are obliged to write.

Actually, the problems of writing above not allowed as a reason to hated writing, the all problems can solve by practice writing.

* 1. **Genre of the Text**

There are many kinds of genre of the text, according to Djuhari (2007) a text form a discourse. The genres of texts are: descriptive, explanation, report,exposition, procedure, review, narrative, news item, recount and anecdote. Each of the text above has different meaning and function based on each purpose of the text.

1. Description text is a text that has aims to give detail describes of someone, something, a place or an animal. For example : My Pet

“I have a pet. It is dog, and I call it Brownie is a Chinese breed. It is small, fluffy, and cute. It is has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones, everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school. Brownie plays with my cat. They get along well and never fightmay be because Brownie does not bark a lot. It treats the other animals in our house. Gently, and it never eats shoes. Brownie is really a sweet and friendly animal”.

1. Explanation text based on the function to explain a process of shaping, a theory, concept, ideology, definition and another thing that related to natural phenomena. For example : A Brief summary of speech production

“Speech production is made possible by the specialized movements of our vocal organs generate speech sounds waves.Like all sound production requires a source of energy. The source of energy for speech production is the steady stream of air that comes from the lungs as we exhale. When we breath normally, the air stream is inaudible. To become audible, the air stream must vibrate rapidly. The vocal cords cause the air stream to vibrate”.

1. Report texts peel and obsevation or experimental result about things, animals, people or place. For example :

“Snakes are reptiles. These cold-blooded creatures belong to the same groups as lizards. Snake have no legs, but long time ago they had claws to help them slitter along. Snakes often sunbathe or rocks in the warm weather. This is because snakes are cold-blooded and they need the sun’s warmth to heat their body up. Most snakes live in the country. Some types of snakes live in in tress, some live in water, but most live on the ground in thick, long grass and in old logs.”

1. Exposition text aims to make sure opinion, ideas, view of writer on a topic.

For example :

“Engish is the most important language in the world. It is the language spoken at the UnitedbNations ; it is also the official language of diplomacy. In addition. English is useful in many occupations. For example, air traffic controllers all over the world must be able to speak English. Since English is so important. It is a compulsary subject in any level of school in indonesia.”

1. Procedure text aims to give guidance, method, steps to doing something, generally procedure text contain about tips or steps to make a thing and doing and activity . for example : How to make a cheese omelet
2. Review text aims gives reviews about a work of film, music, book, exhibition, etc. For example : Final Destination 3
3. News item text is a type of text contens preaching event or’proper events withnessed by the public. For example : Town ‘Contaminated’
4. Recount text is a type of text contents reported events, someone activity or experience of someone. For example :

“On Friday we went to the Blue Mountain. We stayed at David and Della’s house. It has a big garden with lots of colorful flowers and tennis court.On Saturday we saw the thre sisters and went on the scenic railway. It was scary. Then, mummy and a went shopping wit Della. We went to some antique shops and tried on some old hats.On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home.

1. Text anecdote basically resemble with text recount. Namely, a type of text contents reported events, someone activity or experience of someone.

For example : Snake in the Bath

* 1. **Narrative Text**

Narrative text is kind of text contents a story or fairytale aims to amuse the reader. The main characteristic of narrative text is available problem and take steps to respond to the problem generally is solution and finishing. The content of narrative text is fantasy or true story that gets spices engineer. Generally narrative text has a structure, those are:

1. Orientation

Orientation is introduction or the opening of the introduction of character, time and place.

1. Complication

Complication is development of conflict or appearance of conflict.

1. Resolution

Resolution is conflict resolution or steps taken to respond to the problem.

1. Reorientation

Reorientation is closing, expressionn that shows the story has ended.

Narrative text often use a particular linguistic element, those are :

1. Certain noun as personal pronoun, animal, thing in the story
2. Individual participant, narrative focuses on particular or specificnactors.
3. Past tense, using verb past tense.
4. Using time connective and conjunction to sort the events.
5. Actions verb verb that show an activity.

An example of narrative text source from Djuhari (2007)

SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents ewre dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White.

Snow White didn’t want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

Then she saw a little cottage . she knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White slepping.then Snow White woke up. She saw the dwarfs. The dwarfs said, “ What’s your name?” Snow White said, “My name is Snow White.”

Doo, one of the dwarfs said, “If you wish, you may live her with us.” Snow White said, “Oh could I? Thank you.” Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

* 1. **The role of the Teacher in the Teaching Writing**

According to Donn Byrne (1984) There are four role of teacher in teaching writing, those are :

1. To decide how to present the activity to the class. For example, in the early stages, it will help to do a certain amount of writing with students, on the blackboard or on the overhead projector. In particular, it also provides an oppurtunity to dicuss alterative answer , reason for certain choices and so on. On a simple level we can begin to demonstrate that writing is ‘a thinking process’.
2. To prepare the student orraly. This should be regarded as a standard procedure for writing activities in the early stages
3. To decide the writing task should be carried out. An activity may be done individually, in pairs or small groups. Students also tend to get more involved in an activity if they are allowed to talk about it together rather than sit in silence. Some activities may be begun in pairs or in groups but concluded on an individual basis.
4. To decide on correction procedures. It is not esential to examine everything the students write, although many students will want to have their work looked at.
   1. **Instructional Media**

As a foreign language, this is not used every day in the society. English is regard difficult to learn. Media play a very important role to teach English speaking. It is important because they increase the effectiveness of learning by helping the pupil to assimilate ideas in a more meaningful and interesting manner.

To less the difficulty of understanding, the teacher must know, the approach, strategy, method of teaching that can be used to make the students interest in the lesson. Media as teaching aids are needed to help the student’s understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It is also stimulate the student’s motivation and student’s interest to the lesson.

1. **Definition of Media**

Media is one of the components of teaching by using media that relate to the subject that given by the teacher. The students are not bored with the situation in the classroom or outside the class.

In order to understand about media, here are the explanations or definition about media:

1. Media is any extension of man, which allows him to effect other people who are not in face to face with him. Thus, include letters, television, films, and telephone and even the roads and railways, as there are extensions by which man can communication with another. It is also carrying the messages to the students.
2. Sadiman (1990: 6) stated that, Media are the message’s porter from the sender to the receiver.
3. According to Gerlach and Ely (1971) in Azhar Arzyad (2007: 3), said that media are human, materials, or events that build the student’s condition to get knowledge, skill, and an attitude. Media is all types and copies, which are used to send message or information.
4. Kasihani (2007:101) stated that, media is something that bringing information between source and receiver..

Arsyad (1971: 15) said, Teaching medium is one of the important things in the process of teaching and learning beside the teaching method. At least, the teacher is able to use cheap and efficient media although simple and simply because it is a duty in the effort to get what the process of teaching wants. Besides using the available media, the teacher must have capability to develop their skills to make their own media if the media are unviable.

1. **Kinds of Media**

According to Seels and Glasgow (1990) in Arsyad (2007: 33) stated that there are kinds of media if is showed by:

1. Traditional media
2. Visual calm that can projection
3. Opaque
4. Overhead
5. Slides
6. Filmstrip
7. Visual that cannot projection
8. Picture, poster
9. Photo
10. Charts, graphic, diagram
11. Exhibition, information board, down board
12. Audio
13. Copy disk
14. Tape-cassette, reel, catridge
15. Push forward multimedia
16. Slide plus sound (tape)
17. Multi-image
18. Dynamic visual that projection
19. Textbooks
20. Module, texts programmer
21. Workbook
22. Science magazine, periodical
23. Hand-out
24. Games
25. Puzzle
26. Stimulation
27. Games board
28. Reality
29. Model
30. Specimen
31. Manipulative (map, dolls)
32. Choose Technology Modern Media
33. Media based on telecommunication
34. Teleconforence
35. Telecture
36. Media based on microprocessor
37. Computer-assisted instruction
38. System intelligence tutor
39. Interactive video
40. Hypermedia
41. Compact disc

According to Leshin, Pollock, and Reigeluth (1992) in Arsyad (2007: 36) they are classification media into five kinds, that is:

1. Media based on human (teacher, instructor, tutor, play-actor, group activity, field trip)
2. Media based on publication (book, workbook, work equipment, and loose leaf)
3. Media based on visual (book, work equipment, scheme, graphic, map, picture, transpiration, slide)
4. Media based on audio visual (films, video, slide-tape programmer, television)
5. Media based on computer (teaching by computer, interactive video, hypertext)

According to Kemp and Dayton (1985) in Arsyad (2007: 37), they classification media into eight kinds, that is:

1. Publication media
2. Decorate media
3. Overhead transparencies
4. Audiotape record
5. Slide series
6. Set multi-image
7. Recording video and cinema
8. Computer
9. **Characteristic of Media**

According to Gerlach and Ely (1971) in Arsyad (2007: 12), said three characteristics of media, such as:

1. Fixative property

This characteristic showed skill of media to record, save take care and construction the event or object. The event or object can be photography, video tape, audio tape, disc computer, and film.

1. Manipulative property

Transformation of the event or object to make possible because this media have characteristic’s of manipulative. This object is showed to student for two or three minutes with take picture technique time-lapse recording.

1. Distributive property

Distributive property of media made possible object or event that be transformation by space and the way of equivalent from this event is offered to all of students with experience stimulation that same relative connection that event.

1. **Criteria of Choosing Media**

Usman (2002: 15) stated that there are many kinds of media used in teaching, so each media has different characteristic. Something has to consider has in choosing media as follow:

1. The media should be suitable to the instructional goal.
2. The media should be suitable to the material.
3. The media should be appropriate with the student’s condition.
4. The media should be easy to prepare.
5. The media should be able to explain something will be explained by the teacher to the students.
6. The balancing between the cost of media and the result will be reached.
   1. **Picture Media**

According to Chasanah (2011: 24) picture is an important visual media because the picture can chance verbal word. Pictures make people able to capture an idea or information contained in it clearly.

Picture media divide into three groups, there are; sketch, painting and photo. First, Sketch is simple picture or no detail object. Caricature and cartoon are development of sketch. Second, Painting is result of someone symbolic and artistic representation about an object or situation. Third, Photo is picture result of shooting or photography.

Pictures give motivation to students when the students pay attention to a picture, they will make good interaction with the pictures and make connection between the paradoxes also build new ideas

* 1. **The Benefit of Using Teaching Media**

According to Munadi (1992; 2 ) There are four benefit of the media learning, those are :

1. Learning will be more interesting so that it can motivate students to learn.
2. The material will clearly understood by the students and mastery and achieve the purpose of learning**.**
3. Methods of teaching will be more varied, not merely verbal communication through words by teachers, not merely verbal communication through words by teachers, its make the students get bored and the teachers lost their energy.
4. The students have more activities because not only listen the teacher explanation, but the other activities like, observe, perform, demonstration, etc is done by the students.
   1. **Testing the Writing Skill**

Test is a process of measuring students knowledge and ability, there are some tests use to measure student ability, such as: placements test, diagnostic tests, progress test and achievement test. Each test has function based on the purpose of the tests Lindsay and Knight (2006: 121.122)

1. Placement test are given to learners at the beginning of a new course. The purpose is to know the student’s ability and can use so that teacher can use to improve students ability during teaching learning process after get students pretest score.
2. Diagnostic tests are designed to provide information about individual learner’s strengths and weaknesses in specific areas of the language system, for example, a test could tell us about which phonemes a learner is or isn’t able to produce accurately in connected speech.
3. Progress test are given to learners during a course to see how far their language ability has developed.
4. Achievement test are given to learners at the end of the course and are based on what they have studied during the course. This test have aim to know what is the students understand what have studied during teaching learning process.

This study tests uses before and after teaching learning process, call placement test whereas testing that give after teaching learning process is achievement test.

Testing has significant effects to influence teaching learning process, it has good effect for teacher and learner, and those are:

1. Teacher only focus on what will be tested.
2. Learners only pay attention to what they think they will be tested on.
3. Test can make some learner very nervous and they may not do as well as they could, because of this.
4. Test can help teachers identify area in which their students are having problem.
5. If test are too difficult, learners will become motivated.

Measuring test we must consider about some aspects, those are: validity and reliability. Content validity is the most important element validity. Heaton (1975: 154) state that content validity is the kind of validity depends on a careful analysis of the language being tested and of the particular course objective always being apparent.

Task that we used have to contain about the material of teaching learning process and based on the instructional goals. The examiner has to draw up a table carefully to be included in the test. Each of the skills should be given percentage weighting. The examiner has to quantify and balance the component or skills, give a certain value to indicate the importance of each skill in relation to the other components in the test.

This writing test was assigned based on the following scoring guide stated by Heaton (1975: 146) in this study the researcher used analytic scoring guide, because by using analytic scoring guide the researcher gets students’ writing achievement completely and specifically also more details scoring.

Table 2.1

**Scoring Guide Table**

|  |
| --- |
| Content  99-90 Excellent : main ideas stated clearly and accurately, change of opinion very clear.  89-70 Good : main idea stated fairly clearly and accurately, change of opinion relatively clear  69-60 Average : main ideas somewhat unclear and inaccurate, change of opinion somewhat weak  59 – 50 Poor : main ideas not clear or accurate, change of opinion weak  49 – 40Very Poor: main ideas not at all clear or accurate, change of opinion very weak |
| Organization  99-90 Excellent : well organized and perfectly coherent  89-70 Good : fairly well organized and generally coherent  69-60 Average : loosely organized but main ideas clear, logical but incomplete sequencing  59 – 50 Poor : ideas disconnected, lacks logical sequencing  49 – 40 Very Poor: no organization, incoherent |
| Vocabulary  99-90 Excellent : very effective choice of word and use of idioms and word forms  89-70 Good : effective choice of words and use of idioms and words forms  69-60 Average : adequate choice o words but some misuse of vocabulary, idioms and word forms  59 – 50 Poor : limited range, confused use of words, idioms, and word forms  49 – 40 Very Poor: very limited range, very poor knowledge of words, idioms, and word forms |
| Grammar  99-90 Excellent : no errors, full control of complex structure  89-70 Good : almost no errors, good control of structure  69-60 Average : some errors, fair control of structure  59 – 50 Poor : many errors, poor control of structure  49 – 40 Very Poor: dominated by errors, no control of structure |
| Mechanics  99-90 Excellent : mastery of spelling and punctuation  89-70 Good : few errors in spelling and punctuation  69-60 Average : fair number of spelling and punctuation errors  59 – 50 Poor : frequent errors in spelling and punctuation  89-70 Very Poor: no control over spelling and punctuation |

* 1. **Previous Studies**

There are some previous studies written by the student of STAIN TA, entitled “ The Effectiveness of Using Series Picture in Teaching Narrative Text Toward Writing Achievement of the First Grade Students at SMPN 3 Kedungwaru” by Chasanah (2011). The design of the study was experimental design with one group pre-test post-test. The study was conducted at second year student of SMP N 3 Kesdungwaru Tulungagung, and the sample was VII F class consisting 7 classes. In collecting the data, two sets of writing test were used as instruments; one of them was used in the pre-test and post-test. Both tests, pre-test and post-test, were also used to identify the effect of the treatment on the students’ writing achievement and the data analysis was using T test. It is suggested that the English teachers should be creative in making or searching the series picture which are suitable to the students, and use it in teaching writing so that the students are always interested and enthusiastic in learning English.

There other several previous studies written by Naurul Zana Fajri, entitle “The Comparative Study Between Using a Series and Single picture on Students Speaking Achievement of Second Semester at State Islamic College of Tulungagung ”.the design of the research is the comparative study. The samples that the researcher used are 31 students. To get the sample the researcher uses a random sample. To obtain the research data the researcher uses test. Whereas, to find out a significant different score on the students speaking when they are taught by using a single picture, the researcher uses t-test formula. And the student improve significantly so, teaching speaking by using series picture is effective to improve students achievement on speaking.

# Based on the some previous studies above on the use of cooperative learning, especially picture media in teaching writing , Chasanah research uses experimental with one group pre-test post-test and Fajri research using a series and single picture with the comparative study. In this research the researcher conduct the using script picture in teaching writing achievement especially narrative text by using pre-experimental research design with quantitative approach, and describe ,”The Effectiveness of Using Script Picture in Writing Narrative Text of The Second Year Students at Mts As- Syafi’iyah Gondang ’’.by comparing between the students’ score before they are taught by using Script picture Media and after taught by using Script picture media. In this research the researcher using pretest post-test .

In this research different with previous study above although this research uses not same level class but this research conduct in different school and different research method. The researcher doesn’t continue the previous research above because the researcher wants to apply the Picture media at MTs As – Syafi’iyah Gondang Tulungagung and to know how effective is teaching use Script Picture Media toward Writing achievement of the second year student at MTs As – Syafi’iyah Gondang Tulungagung.