

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This study focuses on the implementation of picture series to teach writing narrative texts. This chapter discusses some relevant theories which are related to the study as they are used to strengthen the framework of the study. Those are divided into theoretical review and conceptual framework. In the theoretical review, the researcher discusses some relevant theories there are writing, narrative text and picture series. In the conceptual framework, the research relates the theory to the study.

#### **A. Writing**

In this part describe about the definition of writing, English writing skill, writing process, teaching writing and teaching writing at senior high school.

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

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

According to Heaton, writing skill is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical

devices but also of conceptual and judgment elements<sup>1</sup>. Then according to Harmer each skill has difficulties for student, but writing has become the most complicated skill to be learned because writing is productive skill and needs a feedback<sup>2</sup>. According to Longman Dictionary, writing means the activity of creating pieces of written work, such as stories, poems or articles.

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage.

## 2. English Writing Skill

Heaton states that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements<sup>3</sup>. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

- 1) Language use: the ability to write correct and appropriate sentences;

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<sup>1</sup> J. B. Heaton, *Writing English Language Test*, (New York: Longman Group, 1995), p. 135.

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Group, 1991), p. 52.

<sup>3</sup> J. B. Heaton, *Writing English Language Test*, (New York: Longman Group, 1995), p. 135.

- 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
- 3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- 4) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- 5) Judgment skills; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Brown states there are 12 micro skills for writing. They are as follow:<sup>4</sup>

- 1) Producing graphemes and orthographic patterns of English;
- 2) Producing writing at an efficient rate of speed to suit the purpose;
- 3) Producing an acceptable core of words and use appropriate word order patterns;
- 4) Using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules;
- 5) Expressing a particular meaning in different grammatical forms;
- 6) Using cohesive devices in written discourse;
- 7) Using the rhetorical forms and conventions of written discourse;
- 8) Appropriately accomplishing the communicative functions of written texts according to form and purpose;

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<sup>4</sup> H. Brown Douglas, *Teaching by Principles, an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001). P. 343.

- 9) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
- 10) Distinguishing between literal and implied meaning when writing;
- 11) Correctly conveying culturally specific references in the context of the written text;
- 12) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### **3. Writing Process**

A process is a sequence of operations or actions by which something is done. In writing, writers are supposed to know the process thoroughly. Then, they divide it into steps or stages. Finally, he needs to explain each step into details so that readers will see how it works. Writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed. This process emphasizes on ideas to write down as well as the form in which the ideas are written down.

According to Hedge Writing Process Approach is an approach to teach writing that allows students to write their own ideas with their own

process<sup>5</sup>. The writing process approach includes five steps: pre writing, drafting, revising, editing and publishing. The steps are not separated and not happen in a sequence, but they might occur at the same time. Some people may edit as they revise a draft, while others edit when the whole draft is completed. Still, others revise as they draft. As the term suggests, the teaching of writing focuses on what goes on when learners write and what the teacher can do to help the learners get into a good writing.

#### **4. Teaching Writing**

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially Teaching English as a Foreign Language (TEFL). In this case, the teacher has to know how to teach writing.

Harmer states that there are several reasons why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill<sup>6</sup>. Moreover, the several reasons will be presented as follows:

##### **a) Reinforcement**

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to

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<sup>5</sup> Tricia Hedge, *Writing: Resource Books for Teachers*, (Oxford University Press, 1988), p. 20-22.

<sup>6</sup> Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 1998), p. 79.

write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the on going learning experience.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face to face communication. Because students expected that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement.

From the explanation which is delivered by Harmer. It can be seen that those reasons give instructions to the teacher as their job to teach writing. However, Harmer still states that there are several strategies for teacher to consider (1) the way to get the students to plan; (2) the way to encourage the students to draft, reflect and revise; (3) the way to respond to the students' writing.

## **5. Teaching Writing at Senior High School**

The target of teaching English in senior high schools is that students are able to solve the problems in terms of spoken and written language. Based on the Standard of Competency and Basic Competency of Curriculum, the capability to communicate is the capability to produce oral and written text in four skills.

There are several purposes of learning English at Senior high school. These are the purposes of learning English at Senior high School according to Depdiknas (2006):

- a. Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.
- b. Having senses about the importance of English to increase the nation competitive ability in the goal society.
- c. Developing the students' understanding about the relationship between language are culture.

### **B. Narrative Text**

In this term, it will discuss about general concept of narrative text and the purpose of narrative text.

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

Narrative is kinds of text which is learned in Senior High School. According to Oshima, 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<sup>7</sup>. According to Pharr and Buscemi, they state that the success of a personal narrative essay based on the search for significance. The narrative essay tells a story, to be sure, but the true value of the narrative comes from what the writer and reader learn from it<sup>8</sup>. It means that, narrative gives the readers or listeners a moral value in every story. It is different with other kinds of passages.

The purpose behind a story can give motive for readers or listeners. The purpose of narrative is very important because the purpose of narrative determine appropriateness of the narrative. It is easy to tell a good story, though some people have a something special for telling entertaining anecdotes or short stories. Everything you write has a purpose. According to Clouse, even something as simple as a grocery list is written for a purpose<sup>9</sup>. Writers often combine purposes such as to relate experience, to inform, to persuade, and to entertain.

In addition, according to Regina et al., it states that narrative paragraphs describe a sequence of events in the present time. Just as common-if not more so-is narration that take place in the past<sup>10</sup>. It means that when the students write narrative paragraph that explain a sequence of events, they have to use the present time. And when the students write

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<sup>7</sup> Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, ( New York: Pearson Education, 2007), p. 35.

<sup>8</sup> Donald Pharr, & Buscemi Santi V, *Writing Today: Contexts and Options for the Real Word*. (New York: The McGraw Hill-Companies, 2005), p. 174.

<sup>9</sup> Barbara Fine Clouse, *The Student Writer (Editor and Critic)*. (New York: The McGraw-Hill Companies, Inc., 2004), p. 4

<sup>10</sup> Regina L. Smalley, Mary K. Ruetten, and Joann Rishel Kozyrev, *Refining Composition Skills: Academic Writing & Grammar*, ( Boston: Heinle Cengage Learning, 2012), p. 48.

a narration, they have to use the past time included only the sentences that related to the topic. Apart from that, according to Langan, narration is storytelling, whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in the order in which they happened<sup>11</sup>. It means that, if the story is detail, the reader will be able to see and understand just why the writer felt that way.

As what has been mentioned before, it can be concluded that narrative is to tell a story or a short story taken from personal experience, using a chronological sequence of events. Narrative has a moral value in the story so the reader can caught the moral value of the story. Narrative is a kind of story consisting of series of events which is constructed in a chronological order. A narrative presents an event ended with a revelation, insight, or lesson. It could be in the form of a funny story or even the serious one depended on writers purpose in mind.

## **2. The Purpose of Narrative Text**

Basically, a narrative is written to amuse the readers. The readers are expected to enjoy the text which is being read. According to Andersons, they state that the purpose of narrative is to present a view of

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<sup>11</sup> John Langan, *College Writing Skills with Reading, (5th Ed)*, (New York: McGrawHill, 2000), p. 195.

the world that entertains or informs the reader or listener<sup>12</sup>. It means that, the purpose of narrative to entertain or to inform the readers about the content of the story. Andersons also state that, the aim of narrative other than providing entertainment can be to make the audience think about an issue, teach them a lesson, or excite their emotions or feelings<sup>13</sup>. It means that narrative not only used to entertain, but also to give moral value from the story to the readers. Moral value used to teach the reader a lesson from the story.

As it is mentioned before, it can be concluded that a narrative or narration is the chronological ordered story of past event consisting of the true value to be learned by both: the reader and writer. It can be concluded that constructing a successful narrative requires a good purposes, manageable ideas, and smooth chronological sequence to be integrated in the story.

### **C. Pictures series**

In this case, will discuss about definition of pictures series, types of picture and types of use and function of picture

#### **1. Definition of Pictures series**

According to Wright, “pictures are not just an aspect of method, but through their representation of places, objects, and people they are

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<sup>12</sup> Mark and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p.3.

<sup>13</sup> *Ibid* ., p. 6.

essential part of the overall experience”<sup>14</sup>. It means that, pictures can help the learners to understand the meaning of a word because it represents the meaning of it. According to Raimes, pictures will bring everything 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 tasks; (4) a focus of interest for students<sup>15</sup>.

Based on the theory, students will be focused and interested in writing using picture. Students have imagination about the picture that they saw. Therefore, it can influence to the students’ writing skill because they write many sentences based on the picture and their imagination.

From the explanation above, it can be concluded that pictures series is one of a media in study which can be used to help the teacher in delivering a material which is given to the student. This media is used to stimulate the participation of the student in learning process. It is needed to make learning process more attractive. It makes the material easier to be accepted by the student. Media is mediator between teacher and student in teaching and learning process. As one of a media in learning process, pictures series are also intended to make students’ motivation in study increase. Pictures series are an art which is used to draw are unmovable goods if they are arranged well.

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<sup>14</sup> Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 2.

<sup>15</sup> Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p. 27 - 28.

Picture is a drawing object. It is one of visual aids that are very useful in teaching, especially for English teaching. Pictures can really help the learners to ease them in comprehending the meaning of a word, a sentence, or a paragraph. By using picture, the learners can get the imagination about the objects or the situations. Picture consists of lines and shapes which are drawn, painted, or printed on a surface. It also shows a person, thing, or scene.

## 2. Types of Picture and Types of Use

Andrew Wright explained in his book *Pictures for Language Learning* states that; there are 20 types of picture that can be found. Those are:<sup>16</sup>.

- 1) Pictures of a single object
- 2) Pictures of one person
- 3) Pictures of famous people
- 4) Pictures of several people
- 5) Pictures of people in action
- 6) Pictures of places
- 7) Pictures from history
- 8) Picture with a lot of information
- 9) Pictures of the news
- 10) Pictures of fantasies

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<sup>16</sup> Andrew Wright, *Pictures for Language Learning*. (Cambridge: Cambridge University Press, 1989), p. 193.

- 11) Pictures of maps and symbols
- 12) Pairs of pictures
- 13) Pictures and texts
- 14) Sequence of picture (Picture Series)
- 15) Related pictures
- 16) Single stimulating pictures
- 17) Ambiguous pictures
- 18) Bizarre pictures
- 19) Explanatory pictures
- 20) Student and teacher drawings

As it is mentioned above, it can be concluded that the activities which use of the different types of pictures are given and referred to their activity number. It is very important that these are not seen as exclusive. The same pictures can often be used for purposes other than those listed here. Indeed, with imagination, pictures can be used in such a variety of ways that no definitive guide could be given.

### **3. Function of Picture**

After identifying the definition and the types of pictures, it is also necessary to know what the functions of pictures are. Here are some

functions of picture for the teaching-learning activity. According to Andrew Wright some functions of pictures are as follows<sup>17</sup>.

a. 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.

b. 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.

c. 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.

Based on the statements above, it can be concluded that pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Pictures have some functions that related to structure and vocabulary, function and situation, and skills.

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<sup>17</sup> Andrew Wright, *Pictures for Language Learning*. (Cambridge: Cambridge University Press, 1989), p. 4 - 5.