

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter presents the review of related literature. It is discussed about (A) theory of writing, (B) theory of media, (C) picture series and (D) review of previous research. The explanation of them is described below.

A. Theory of Writing.

This sub chapter presents some explanation about the theory of writing. Those are: (a) definition of writing, (b) basic principles in writing, and (c) the importance of teaching writing, (d) aspect of good writing (e) the assessment of good writing.

1. Definition of writing.

Writing is process of expressing ideas or thought in words should be done at our leisure.¹ In principle, to write means to try to produce written message. Before we write, we need to determine what to write we should have something meaningful to convey. According to Byrne, Writing is primary means of recording speech, even though it must acknowledge as a secondary medium of communication.² and According to Lado writing is to put down the graphic symbols that represent a language we understand so that the reader can read the graphic symbols.³

There are many opinions about the explanation of writing. With the explanation above, Bram, Bryne, and Lado stated that the good way to

¹ Bram Boss, *Write Well Improving Writing Skil* (Yogyakarta: Kanisius, 1995), 19.

² Byrne Dollis. *Teaching Writing Skill* (London : Longman Group Ltd, 1980), 16.

³ Lado Rockys. *Languange Testing Longman*, 1961. 13

express the ideas or thought in word is writing. Writing can give a special written message for something meaningful to convey. Writing is the second communication than speaking is. In being good writer, he must learn about grammar, vocabulary and kinds of text.⁴ Due to that, writing has the special purpose in English with its difficulty complications. Surely if the complications can be mastered, the benefit of writing can be used well like giving explanation, information, and sharing an idea.

2. The process of writing.

Writing in its broad sense, as distinct from simply putting words on paper, has three steps. They are thinking about it, doing it, and doing it again and again and again, as often as time will allow and patience will endure.⁵ The explanations are explored as below:

- a) The first step is thinking. It involves choosing a subject, exploring ways of developing it, and thinking strategies of organization and style.
- b) The second step is doing. It can be called as draft.
- c) The next step is doing again. It can be called as revising.

The something important that must be known here is they are not really “steps”, not in the usual sense anyway. The writer doesn’t write by doing all you thinking, finishing draft, and then completing a revision. Actually the writer does all these things at once. If that sounds mysterious, it’s because writing is a complex activity. As you think about the topic you

⁴ Katia Gregoria Contreras.2015. *Using Pictures Series Technique to Enhance Narrative Writing among Ninth Grade Students at Institución Educativa Simón Araujo*. English Language Teaching, 8,(5),51

⁵ Kane &Thomas, *The Oxford Essential Guide to Writing*. (Britania:Oxford University Press, 2000), 17-18.

are already beginning to select words and construct sentence, in other words, to draft. As you draft and as you revise, the thinking goes on.

Kane also said that writing is commonly different with just putting words on the paper.⁶ Writing has three steps. They are about thinking, doing, and doing again at free time. The first step is thinking. Thinking is including for choosing topic, exploring the way to develop it and planning a strategy management and grammar. The second step is doing or trying to write. Usually it is a drafting. In Indonesian language, it can be named as arranging or composing. The third step is rewriting. Usually it can be named as revising, correcting again, and repairing again continuously.

In the opinion about the process of writing, Kane stated something that must be thought in explanation above is that it is not as the procedure steps in writing. The best way is doing those together. If it looks as mysterious, it's because writing is complex activity. When the writer thinks about the topic, automatically the writer has chosen the words to be written on the paper, arranging a sentence with other sentences, and drafting. When the writer has drafted, the writer automatically does repairing about the text and thinks more and more.

d. The importance of teaching writing.

Learning English is not only about grammar or how to speak with foreign people but how to write too. There are two kinds of skills in language; they are productive skill and receptive skill.⁷ Receptive skill is

⁶ Ibid., 19

⁷ Nhazzla. "Improving Student's Writing Skill Through Picture Cards For First Graders of MTS Al- Muttaqin Plemahan. Kediri" (Skripsi, 2014.), 26.

the abilities to understand the spoken language (listening) and the ability to understand the written language (reading) while the productive skills are the ability to procedure a language speaking and writing.

Learning writing at school has two important profits. The first is writing is a skill that can show ability using strategy like planning, evaluation, and revision to get a writing purpose with some opinions and proofs that can support what they have.⁸ The second is writing is expanding and understanding student's lesson deeply. Writing is the tool to learn a lesson. Having a good writing skill can help someone to do assessment, applying a job, and etc. those prove that writing skill is very important to increase student's language ability.

Nhazzla and Graham stated that not only accepting writing but also producing writing is important to be learned. Writing can be a measurement how the student is. If the student wants to learn a lesson more, the student must study about writing.

e. Aspects of Good Writing.

According to Kokemuller (2007), there are five important aspect of good writing that must be known.⁹ They are:

1) Understanding of Purpose.

Good writing usually begins before you put pen to paper or fingers to keyboard. Identifying your audience is a key first step in

⁸ Graham Swith. *Writing Text : Effective Strategy To Improve Writing Of Adolescesnys In Middle And High School*. (New York: Carnegie Corporation, 2007), 42.

⁹ Kokemuller 2007. The Article of Type educational Media.<http://thcpuppypalace.blogspot.com/2010/09/types-of-educational-media-in-teaching.html> it was taken on 05 of Februari at 08:00 am.

planning. For an essay in an English class, the target is the teacher who evaluates your writing abilities. In a persuasive report, your target is the theoretical audience to whom your message speaks. As a newspaper or magazine reporter, your audience is the readership looking for information or entertainment. A book author provides insights on a subject or a compelling story. You also need to establish the subject or premise of your writing to help provide direction.

2) Clarity and Conciseness

Good writing is clear and concise. Tell your story, construct a paragraph or form a sentence in the most efficient way possible. Unnecessary words, phrases or statements can interrupt flow and distract the reader from your key points. Clarity is closely related. With concise, articulate and cohesive sentences and paragraphs, you have a better chance of readers understanding your message.

3) Organization and Structure

Good writing is well-organized and structured. The formal structure varies considerably based on whether you write a paper, dissertation, poem, article or book. However, similar principles apply. Organization begins with an outline of your work. Establish a subject, theme and thesis, or major point. Outlining each section or point within the work helps ensure the end product is cohesive, logical and effective. In a single paragraph, paper or larger work, a simple outline includes a beginning or lead, supporting sentences or sections and a conclusion.

4) Grammar, Spelling and Punctuation

No matter how well-organized, articulate and effective the structure and arguments in your paper or story, lack of attention to detail can ruin your effort. Foundational elements of good writing include correct spelling, proper grammar and sentence structure and appropriate use of punctuation. Fragmented, incomplete sentences and run-on sentences are common errors in student papers.

5) Elegance

While many elements of good writing relate to the technical process, top writers often have elegance. Elegance is the ability to present clear main points, offer thorough, eloquent supporting descriptions, avoid redundancies and use proper language. Depending on your target audience, slang or colloquial language may work best in less formal works. Proper language and avoidance of slang are more appropriate in formal papers or publications.

Aspects of good writings are the most important things to be learned before starting writing to get the good writing. The understanding of purpose is the first step before starting to write. It is on mind. In this step, the writer must have planning and target. Clarity is used to be get good writing. The writer uses a right paragraph or sentences efficiently. The unimportant words and phrases don't be mentioned in writing, because those can bother reader for the writer's points. Organization and structure depend on the aim of writer about thesis, dissertation, poem, article or book. The principal is mutual.

Organization is begun like choosing subject, theme or topic. Grammar, spelling and punctuation have the biggest rule in writing. If the writer is less in this aspect, automatically the writing is bad. Elegance is an ability to give main clear point, avoiding redundancy, and using right language. It depends on reader area on target. Maybe it can conclude for formal and informal writing.

f. The Assessment of Writing.

One of the ways to give score to the students' achievement in writing is a raw score. In using raw score, the score can make rank order of the result of the students' work based on given categories to know which student who get high score and who get low score. It is the scheme rank score of Cohen (1994) as bellow.

Table 2.1
Scoring Guide
The Analytical Scoring Guide for Student's Final Composition

No	Aspect of Writing	Score	Criteria
1	Content	5	Complete, provide complete supporting details, relevant to the topic, and easy to understand.
		4	Complete, Provide almost complete, supporting details, relevant to the topic, and easy to understand.
		3	Complete, provide, fairly complete supporting details, relevant to the topic, and fairly easy to understand.
		2	Complete; provide less complete supporting details, relevant to the topic, and little bit easy to understand.
		1	Not Complete: quite relevant to the topic and quite easy to understand.
2	Organization	5	Well organized and utilize effective use of connector.
		4	Fairly well organized and utilize effective use of connector.

		3 2 1	Loosely organized, main idea clear, logical but incomplete connector. Not quite organized and lack connector. Lack of organization and does not utilize any connector.
3	Vocabulary	5 4 3 2 1	Effective choice of words and word forms Effective choice of words and some misuse word forms. Adequate choice of words but some misuse word form. Limited range, confusing use of words and words. Very limited range, very poor, knowledge of words, and word forms.
4	Grammar	5 4 3 2 1	No error in the use of grammar, pronoun and other aspects of grammar. Little error in use of grammar, pronoun and other aspects of grammar. Some error in use of grammar, pronoun, and other aspects of grammar. Many error in use of grammar, pronoun, and other aspects of grammar No mastery of grammar, pronoun and other aspects of grammar-dominated by errors in the use of grammar, pronoun and other aspects of grammar.
5	Mechanics	5 4 3 2 1	Mastery of spelling, punctuation, and capitalization. Little error in spelling, punctuation and capitalization. Fair number of spelling, punctuation, and capitalization. Frequent error in mastery of spelling, punctuation, and capitalization. No control over mastery of spelling, punctuation, and capitalization.

The assessment of good writing can be determined by five aspects. They are content, organization, vocabulary, grammar and mechanic. Every point has point 5 as the maximal score. It is better if this rule is informed

for students before starting writing.¹⁰ According to Susi there are four factors in scoring writing skill.¹¹ There are:

Table 2.2

Aspect	Score	Explanation
Rhetoric step	4	The structure is fit with the part of description maximally. Having minimal structure as the part description. The text choice is not right There is no structure and difficult to understand.
	3	
	2	
	1	
Grammar	4	Right and fit Sometimes it is incorrect but it doesn't influence the meaning Incorrect and influence the meaning Difficult to understand.
	3	
	2	
	1	
Vocabulary	4	Correct and Fit Sometimes it is incorrect but it doesn't influence the meaning Incorrect and influence the meaning Difficult to understand
	3	
	2	
	1	
The clear meaning	4	Very clear and effective Clear enough and effective Clear and not effective Not clear
	3	
	2	
	1	
The relationship around concept or idea	4	Very good Good enough Good Not good
	3	
	2	
	1	

¹⁰ Ibid., 34

¹¹ Susi, A.2015. *Artikel Rubrik Penilaian Tugas Menulis Writing*. <http://kerjaonline-aisah.blogspot.co.id/2013/05/rubrik-penilaian-tugas-menulis-writing.html> it was taken on 02 of May at 08:00 am

There are two categories of scoring in this chapter. The researcher chooses the first category because it is easier to understand and more common.

B. Theory of Media.

There are many aspects on teaching using media. In this part, the writer discusses about the definition of media and the kinds of teaching media.

1. The definition of Media.

Media is medium, mediator and transporter.¹² The other one, Media is human and even building condition for something special which makes student able to get science, skill or attitude. Based on the opinion of them, the teacher, book and environment of school are media.¹³ On a more special meaning, the meaning of media in teaching-learning process tends a sense as graphic tools, photographic or electronic for recapturing, reprocessing and rearranging visual and verbal information. In Arabic, Media is intermediary or mediator of a message from sender to receiver message.¹⁴

From those definitions, it can be concluded that media is a tool that can deliver someone to get what he wants the more. Sometimes, media is not like product only. It can be like human and chance. The main point is something that can make someone getting knowledge, skill, or attitude is media. It

¹² Arsyad Agustin. *Media Pembelajaran*. (Jakarta :PT Raja Grafindo Persada, 1997), 3.

¹³ Burhanuddin, Zamil. *Improving the Writing Ability of the Students By Using Serial Picture At MTS Miftahul Huda Silir Wates Kediri*. (Kediri: English Department Faculty of Education State Collage for Islamic Studies. 2013).26.

¹⁴ Azhar Auliya. *Media Pembelajaran*. (Jakarta : PT. Grafindo Persada, 2003), 37.

happens because media has a profit in developing ideas of human. With the media, someone can interact each other to send what the message is.

2. Kinds of Teaching Media.

Media is used in the process of teaching, there are kinds of teaching media:¹⁵

a. Visual Media

Visual media is a kind of media that can be touched by students. Visual media is media that can transfer message or information in visual way. It means transferring message from teacher to learners using eyes because message transferring in visual symbols.

b. Audio Media

Audio media is a kind of media that can only be heard. This media can transfer message or information in audio way. It means transferring messages from teacher to learners using ears because message is transferred through audio symbols.

c. Audio-visual Media.

Audio-Visual Media Audio-Visual Media is a kind of media that can be heard and can be seen by the students. This media combines audio media and visual media. The example of Audio Visual Media is laptop. British Audio-Visual Association research states that presentation of transferring information using the 5 senses 75% using eyes sensory (visual), 13% using ears sensory (audio), 6% using skin sensory, 6% using tongue and nose sensory.

¹⁵ Ibid., 61

From the explanation above, Teaching learning usually has special strategy used by teacher in the class. One of strategy that is used is media. There are three kinds of media. Those are visual media, audio media, and audio-visual media. Visual media is giving lesson by using eyes. With watching it, the students can get knowledge. Audio media is a media is used by teacher for hearing only. The last is audio visual media. It is media is used by teacher for hearing and watching. This media is like television, laptop or projector. The criteria of score presentation have five points. Those are 75% for eyes, 13% for ears, 6% for skin sensory, and 6% for tongue and nose sensory. According to the explanation above, Picture Series is one of visual media. So what the researcher uses in teaching writing at SMPN 1 Semen Kediri is visual media. This media is easier than others.

C. Picture Series.

This sub chapter presents some explanations about picture series. Those are (a) Definition of picture series, (b) how to use, and (c) kinds of picture series.

1) Definition of picture series.

Picture is painting, drawing, and sketch, especially as work art.¹⁶ But here, Pictures are intended and designed primarily for teaching writing. Series has meaning continuous. Picture series are sets of cards without a word or a phrase

¹⁶ Hornby. *Oxford Advanced Learner's Dictionary*; Fifth Edition, (Oxford I University Press, 1995), 267.

in one side and its meaning usually in illustration. Picture series can be in the form of photograph, drawing or picture cut of magazine or newspaper.

2) How to use.

Media is so simple in use.¹⁷ For making this media, the researcher only use pictures and the pictures are serial. The use of this media is only giving the picture for students. The researcher can show the picture series on blackboard or paper so that students can make a text with the pictures.

3) Kinds of picture series.

Picture series is one kind of special types of pictures. There are generally four types of pictures. Those are moving picture, three dimensional pictures, cut away and picture series. There is no type from picture series. The different picture for making picture series depends on user.¹⁸

D. Review of Previous Research.

The researcher wants to mention three previous researches about picture series.

Those are:

1. The first is according to Burhanuddin with his thesis “Improving the Ability of the Students by Using Serial Picture at Mts Miftahul Huda Silir Wates Kediri”. This research has a purpose to improve a writing skill. This research is classroom action research with two cycles. The finding showed that the serial picture as instructional media made the student and the teacher more attractive,

¹⁷ Simanjuntak, *The Use of Picture Series In Improving Writing Skill On Recount Text of The Tenth Grade Students of SMA Frater Don Bosco Tarakan in Academic year 2011/2012.* (Skripsi, 2012), 15.

¹⁸ Handerson. 2015 in *Wikipedia*. it was taken on 03 of October at 10:00 am.

effective, and easy to understand. That can improve student's writing. It can stimulate and share the idea to produce writing, especially in recount text. The result of draft writing 1 was 72. The second result was 76. The standard score is 75. It showed successful.¹⁹

2. The second is according to Zainutadra with his journal, the research is about improving ability on recount text writing through picture series to the eight grade students of SMPN 2 Materado. The purpose of the study is to know how picture series improves the student ability in writing recount text. The method used in this research is classroom action research. In cycle 1, the student's mean score was 53.5 and in cycle 2, the mean score was 59. Then, cycle 3 was 72.6. Based on the standard of passing score of the Scholl which is 65, the Result of cycle 3 was successful.²⁰
3. The third is according to Nurhannah (2012) with her thesis "Improving Writing Skills of The Tenth Grade Students of SMAN 1 Prambanan by Using Picture Series in The Academic Year of 2011/2012". This action research is aimed to improve writing skills of the first grade students of SMAN 1 Prambanan by using Picture Series. To achieve the object, the researcher did collaborative work with other team members. The collaborative work involved the English teacher as the collaborator, the students of grade XG and the researcher herself. The main subjects of this study were XG students of SMAN 1 Prambanan who

¹⁹ Ibid., 38

²⁰ Zainatuddar.2015. Teaching Speaking In English By Using The Picture Series Technique *English Educations Journal (Eej)*, 6(4), 443-456.

were in the first semester. The result of draft writing 1 was 73. The second result was 79. The standard score is 75. It showed successful.²¹

²¹ Nurhannah. *Improving Writing Skills Of The Tenth Grade Students Of SMAN 1 Prambanan By Using Picture Series In The Academic Year Of 2011/2012.*(Skripsi, 2012). 44.