

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It is discussed about theory of writing and teaching media using pictures series. The explanation of each of those things is describe below.

A. Theory of Writing

Writing is one of four basic that has important contribution to human work. There are so many work of writing that we can read. It is not all of people able to write something on the paper alright. Write something should know some of theory of writing. Below is explanation about Definition of writing, Basic principles in writing, Component of writing.

1. Definition of Writing

Writing is process of expressing ideas or thoughts in words should be done at our leisure. 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 convey⁴. Another definition is given by byrne defines that writing is primary means of recording speech, even though it must be acknowledged as a secondary medium of communication.⁵

⁴ Barli Bram. *Write Well Improving Writing Skill.*(Yogyakarta: KANISIUS:1995) Page 7

⁵Donn byrne, *Teaching writing skill* (London;Longman Group Ltd.1980), Page 24

According to Enre⁶, the aims of writing are: Desire to explain or inform, desire to tell something as it was looked and heard, desire to tell something about something happened, desire to convince someone.

Harmer in how to teach writing states "writing is a process that what we write is often heavily influenced by constraint of genre, then these elements have to be present in learning activities".⁷ Meanwhile, Randal Holme, states, "writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down"⁸.

2. Basic Principles in Writing

There are two basic principles in writing,⁹ namely, content, and offences. Referring to content it should be made clear, specific, and relevant. However, register should be formal, to the point, and concise. On the other hand, it should be free from offences and should avoid issues in most cases.

a. Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact it is the core or the body of piece of writing. Therefore, it is significant that it should be clear, specific and relevant.

⁶Fahrudin Ambo Enre. *Dasar-Dasar Ketrampilan Menulis* (Jakarta:Depdikbud.1989)

⁷Jeremy Harmer. *How to Teach Writing* (New York:longman.2004), Page 86

⁸Randal Home. *Literacy An Introduction* (Edinburgh:Edinburgh University Press Ltd. 2004) Page 160

⁹ Sutanto Leo, dkk. *English For Academic Purpose: Essay Writing*.(Yogyakarta: C.V ANDI OFFSET:2007) Page 1

1) Clear

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intend to tell them. Clarity is one of the requirements of academic writing. As a result, ambiguities and misinterpretations should be avoided.

2) Specific

Furthermore, the content should be specific enough for the topic to be focused. In this way, overgeneralization can be avoided. If a piece of writing is too general, it is become vague. As a consequence, the reader cannot really grasp the meaning or message that writer means to convey.

3) Relevant

A piece of writing, moreover, should be relevant to the topic. Relevant ideas can guarantee there will be no confusion in understanding the message. Therefore, the reader can feel more confident that they will understand what they read.

b. Offences

A piece of writing should be free from offences, especially, plagiarism and sensitive issues. Plagiarism be in the form of direct quotations, paraphrases and specific ideas. Plagiarism is generally known as academic theft', which means taking other ideas without acknowledging their contribution. In other words, the writer does not

mention the source from which he or she has taken ideas, opinions, or specific words. On the other hand, sensitive issues are concerned with race, religion, and different social groups. There are issues certain which should be avoided in writing because they are personal, very sensitive, and controversial. These issues include different races, religion and social groups.

Racial issues in multiracial countries like Indonesia can be problematic. Therefore, in writing about such issues, special attention should be paid to avoid friction between races, which might only result in social prejudice and unresolved conflicts.

3. Component of writing¹⁰

There are some components of writing that will be discussed. The researcher will explain about paragraph, topic sentence, unity and coherence. Below is explanation about them.

a. Paragraph

Paragraph is a group of sentences which contain relevant information about main idea or central idea. Since a good paragraph normally focuses not only one central idea that is expressed in the topic sentence, but we need to construct a good topic sentence as the starting point. The topic sentence guides us to select information- to include relevant information, but to exclude what is irrelevant.

¹⁰Barli Bram. *Write Well Improving Writing Skill*. Page 13

Therefore, it is important for topic sentence to have a clear central idea, this idea functions to control the contents of paragraph.

Basically, a paragraph consist of three parts, namely, introduction, body, conclusion. A good paragraph is similar to the so-called 'the preacher's there' as Donald et al. a preacher, as a rule, begins preaching by telling us what he is going to tell us(introduction)./then he tell us what he is has decided to tell us(body). At the end, he tells us what he has told us (conclusion). In addition, a good paragraph has a topic sentence, preferably placed at the beginning, a number of supporting sentence, and concluding sentence.

b. Topic Sentence

A topic sentence must have a subject and an attitude. In other words, it consists of a topic or subject matter and a restricting statement. The subject tell us what to write while attitude shows or give reasons for writing the subject claims what we write about and attitude implies why we write. A topic sentence which has no attitude is like dead, boring conversation. It is better for us to stop writing; having no attitude, we have no clear, interesting, useful information to inform the readers. We may conclude then that the topic sentence is the summary of all information in the paragraph.

The position for a topic sentence can be; at the beginning of the paragraph, in the middle, or at the end. If possible, we should place the topic sentence at the beginning. If we do so, we will have a clear guide

to finish the rest of the paragraph and have good control over the contents-what information to include. In addition the readers will be more prepared to follow and to understanding the paragraph and have a clue or hint from very beginning so that they will know what they can expect from supporting sentences which follow.

Sometimes, a writer places the topic sentences somewhere in the middle of the paragraph. This strategy might work well, particularly for experienced writers. From beginning writers, in experienced ones, we had better avoid applying this middle position. If writer places the topic sentence in the end of paragraph, this position cannot guide us directly, nor can it assist the reader to prepare themselves before reading. The reader will not understands what has written, or they will find paragraph boring to read. Also, there might be lot of irrelevant information. The ideas do not run smoothly. However, some writers, experienced one, are capable of applying this strategy successfully. Unless we are sure about ability we should not put the topic sentence at the end.

Besides, as writers, we are responsible for developing the topic sentence. We develop it by using supporting sentences. There two kinds of supporting sentences, namely: 1) Major supporting sentences and, 2) Minor supporting sentences. Major supporting sentences back and develop the topic sentence directly. They add some relevant, new information about the main idea. Minor supporting one contribute

useful information to the paragraph. They support the major supporting sentences directly and the topic sentence indirectly

To write a good paragraph, we should once again develop the topic sentence well; the sentence needs to be well supported. The paragraph that does not have a topic sentence, for instance, however, ought to contain a new piece of information. Otherwise, the information is irrelevant or redundant; it must be omitted from the paragraph.

c. Unity

Basically, a paragraph is unified by mutually supporting sentences. The word 'unity' is synonymous with 'oneness'. All sentences in a paragraph should focus on the one thing expressed in the topic sentence; all of the sentences stick together. Unity can be achieved as long as the paragraph has a good, clear topic sentence. If not, we will find it very difficult to control flowing-in of information. As a result, we might include irrelevant pieces of information into the paragraph we are writing. Once again, it would be wiser for us to place the topic sentence at the very beginning of the paragraph.

In a unified paragraph, the subject and the attitude in the topic sentence must be explained thoroughly. The 'problem' stated in the sentence has to be settled. All supporting sentences function to clarify the problem, that is, the topic. The paragraph should answer or explain what it should. It is the writer's main job to do this. The writer ought to

present something understandable, interesting to read. The writer needs to bear in his or her that he or she has the right to make³ everything written as clear as possible.

d. Coherence

Coherent paragraph contain smoothly – connected ideas. Each sentence moves on naturally. The paragraph is like a well-built highway. Vehicles run smoothly on it without encountering too many obstacles. On the contrary, the incoherent paragraph might be like a zig-zag, bumpy mountain road; vehicles cannot move fast or easily on it.

To achieve coherence, the writer needs to use transitions, such as, however, although, finally, and nevertheless. As the word implies, transition is similar to change from one item of idea to another. A coherent paragraph consists of interrelated sentences which move in such a way that they smooth the way, one for the other. Without transitions, it is difficult for (beginning) writer to produce a coherent paragraph. Using transitions, writer will not jump out of the blue or sound too abrupt.

B. Theory of Teaching Media

There are many aspects on teaching media, in this chapter the writer will discuss about Definition of media, Characteristic of media education, Function of media, Kinds of media, Benefit of media. Below is explanation about them.

1. The Definition of Media

Media is medium, mediator or transporter. Gerlach and Ely said that media is human, material or event that built condition which make student able to get science, skill or attitude. Based on the opinion of them, the teacher, texts book and environment of school is a media. On a more special, the meaning of media in teaching-learning process tend sensed as graphic tools, photographic, or electronic for recapturing, reprocessing and rearranging visual and verbal information. AECT (Association of Education and Communication Technology, 1997) give constraint about media as all kind and channel that is utilized to send message or information. if that media take in orders or information that aims to instructional or contains teaching intention therefore that media at conceive of teaching media. In line with, hamidjojo in latuheru (1993) give constrain of media as a mediator that used by human for deliver ideas, or opinion toward the receiver that is wended.¹¹

¹¹ AzharArsyad. *Media Pembelajaran*. (Jakarta:PT Raja Grafito:1997) Page 3

2. Characteristic of Media Education

Characteristics of Media Education according to Gerlach& Ely (1971), there are three characteristics of the media which is a clue why the media is used and what can be done by the media that teachers may not be able to do so. The characteristics include: the characteristics fixative, manipulative traits, and distributive¹².

a. Feature Fixative (Fixative Property)

These characteristics are developing the ability of media to record, store, preserve, and reconstruct an event or object. With the characteristics of this fixative, the media allows a recording events or objects that occur in a certain time to be transported without knowing the time. These characteristics are very important for teachers because the events have been recorded with the existing media formats can be used at any time. Similarly, student activities can be recorded for later analyzed and criticized by fellow students either individually or group.

b. Manipulative Traits (Manipulative Property)

Transformation of an event or object was possible because the media has a manipulative traits. The incident, which took several days, can be presented to students within two or three minutes with the media-making techniques of teaching time-lapse recording. Media capabilities of the characteristics of manipulative require earnest attention because in case of an error in setting back the sequence of

¹²<http://thepuppyspalace.blogspot.com/2010/09/types-of-educational-media-in-teaching.html>
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events or cutting the wrong parts, there will be also an error of interpretation which of course will be confusing and even misleading, so can change their attitude towards the undesirable.

c. Distributive Characteristics (Distributive Property).

This characteristic allows an object or event to be transported through space, these events are presented simultaneously to a large number of students to experience the same relative stimulus of events. Once the information recorded in any media format, information can be reproduced several times and ready to be used simultaneously in different places or used repeatedly in one place.

3. The Function of Media

Each everything in the world must have function, especially Teaching Media. Based on opinion of Hamalik (1986) that the use of teaching media in teaching and learning process able to arise desirability and new interest, to arise motivation and stimulate to learning, even taking in influence psychology to students¹³.

4. Kinds of Media

There are three kinds of teaching media. The researcher will explain about visual media, audio media, and audio-visual¹⁴.

a. Visual Media

Visual media are kind of media that can be seen and can be touch by students. Visual media is media that can transfer messages from

¹³ AzharArsyad. *Media Pembelajaran*. Page 15

¹⁴ Ibid. Page 89

teacher to young learner using eyes because messages transferring in visual symbols. The examples of visual media are picture, picture card, charts, and real object.

b. Audio Media

Audio media are 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 young learner using ears because messages transferring in audio symbols.

c. Audio-Visual Media

Audio visual media are kind of media that can be heard and seen by students. This media combines audio and visual media. The examples of audio-visual are television, etc.

In this research, the researcher use visual media, namely, series picture. The using picture is dominant on the way of transferring information. This reason based on opinion of Badru Zaman in his book entitled "*Media dan Sumber Belajar*" that presentation of transferring information using the five senses¹⁵.

75% using eyes sensory (visual)

13% using ears sensory (audio)

6% using skin sensory

6% using tongue and nose sensory

¹⁵Badru Zaman, dkk, *Media dan Sumber Belajar*(Jakarta: Universitas Terbuka, 2008)

5. The Benefit of Teaching Media¹⁶

Based on Sudjana & Rival (1992), some benefits of teaching media in the process of student learning. Among them, (1) teaching will attract more students so that they can motivate learning, (2) teaching materials will be more clear meaning in order to be more understood by students and enable it to master and achieve the objectives of teaching, (3) the method will be more varied, not only eye-verbal communication through the narrative of words by the teacher, so students are not bored and the teachers do not run out of steam, especially if teachers teach in each lesson, and (4) students can be more engaged in learning because teachers do not just listen to the description, but also other activities such as observing, doing, demonstrate, portray, and so forth.

Similar opinions are given by the Encyclopedia of 'Educational Research, quoted by Hamalik (1994), detailing the benefits of educational media. Among them, (a) laid the concrete foundations for thinking, therefore reducing the verbal, (2) expand students' attention, (3) lay the groundwork necessary for the development of learning, therefore making the lessons more stable, (4) provides real-life experience that can grow their own business activities among students, (5) foster an orderly and thoughts constantly, especially through the medium of teaching life, (6) helps the growing understanding that can help the development of

¹⁶<http://thepuppyspalace.blogspot.com/2010/09/types-of-educational-media-in-teaching.html> aces
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language skills, and (7) provide experience which is not easily obtained in other ways, and helps the efficiency and the performance is more in learning.

From some of these opinions, it can be concluded that the benefits from the use of teaching media in teaching and learning are as follows:

- a. Media presentation and teaching can clarify the information so it can expedite and improve the processes and learning outcomes.
- b. Media can enhance teaching and directing children's attention so that it can cause learning motivation, a more direct interaction between students and their environment, and allows students to study independently in accordance with the abilities and interests.
- c. Media teaching can overcome the limitations of the senses, space and time:
 - 1) The object or objects too large display, it can be replaced with the media, teaching, slides, and models.
 - 2) The object or objects that are too small can be displayed with the teaching of media, slides, and models.
 - 3) Events that have taken place in the past can be shown via video recordings, slides as well as verbally.
 - 4) A complex object can be displayed in a concrete way through the medium of instruction, slides, etc.
 - 5) The events that can harm can be simulated by computer media, and

- 6) Natural events can be presented through films, videos, slides and so forth.
- d. Media to provide similar instruction to the student experience of the events in their environment.

