

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about writing (the definition of writing, the process of writing, and the purpose of writing), recount text (the definitions of recount text, generic structure of recount text, and types of recount text), and picture (the definition of picture, kinds of picture, and picture sequences, teaching writing using picture sequences).

#### A. Writing

##### 1. The Definition of Writing

Writing is an activity where the students write and share what they think. The students usually use writing as a tool to record the teacher's explanation, to make notes, to do the assignment or exercises, to summarize the lessons, and to write their diary.<sup>10</sup> According to Harmer, writing is a technique to make language and to show idea, feeling and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.<sup>11</sup>

Another expert, Sherman Kent stated that, "Writing is expression, and that successful expression is dependent upon the

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<sup>10</sup>Desy Yunita Sari Widarti, et. al., *The Use of Real Picture Series in Teaching Recount Text Writing*, (Pontianak: Teacher Training Education faculty of Tanjungpura University, 2014), 1.

<sup>11</sup>Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), 31.

continuity and clarity of the thought".<sup>12</sup> It means, when someone wants to write something, he/she must know what he/she intend to write about based on their thought. James A. W. Heffernan and John E. Lincoln defined, "Writing is a means of communication you must consciously learn, gave another definition. Moreover, part of what makes it hard to learn is that written words usually have to express your meaning in your absence, have to "speak" all by themselves".<sup>13</sup>

From several definitions of writing above, it can be stated that writing is not just a simple written form of verbal communication. It needs to be learned first in order the writer can express what he/she really means, can inform others, carry out transaction, persuade, and tell what their feel. However, we know that writing or learning to write especially in a second language is not simply matter. It is one of the four basic skills that very complex and difficult to learn.

Writing has the elements that must be learned by the students in order to make their writing good, such as grammar, vocabulary coherence. The students must think about the process and the use of language also. There are three characteristics of a good writing. They are:<sup>14</sup>

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<sup>12</sup>Sherman Kent, *Writing History*, (New York : Appleton Century Crofts. 1941) . Second Edition. 56.

<sup>13</sup>James A. W. Haffernan and John E. Lincoln, *Writing a College Handbook*, (New York: W.W. Norton and Company, Inc, 1986), Second Edition, p.3.

<sup>14</sup>Natanael Saragih, et. al., *The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*, (IOSR Journal Of Humanities And Social Science: Volume 19, Feb. 2014), 57.

### a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The verb *cohere* means "hold together". In order to have coherence in writing, the movement from one sentence to the next must be logical and smooth. Each sentence should flow smoothly into the next one. There are four ways to achieve coherence, they are: using repetition of key nouns, using pronouns which refer back to key nouns, using transition signals to show how one idea is related to the next, and using logical order.

### b. Cohesion

Another characteristic of a good paragraph is Cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

### c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence. All of the sentences stick together.

## 2. Process of Writing

Writing process is the several actions that have to be done by a writer if he/she wants to write. When people first write something, they

have already been thinking about what to say and how to say it. To make a good writing, people cannot just simply write down what is on their mind. People need to follow several steps and sometimes they need to go back and forth in the writing process.

Generally, the steps on writing process are prewriting, writing, revising, editing, and publishing. This writing process model is not as a fixed sequence but it is dynamic and unpredictable process. It is also interrelationship works by re-visiting other stages. This model is appropriate under consideration that it shows how content, context, process, and language knowledge interrelate with each other. The deep description of writing process is discussed as follows:<sup>15</sup>

**a. Prewriting**

The first stage in writing process is prewriting. To make writing communication more effective there are certain customs and conventions. First, each type of written text has a function and own characteristic. Second, the students must understand the purpose of writing. It relates to genre. Each genre has accepted purpose, structure, and layout and uses certain language and vocabulary. The third factor for the students to consider is who is the audience? The structure of a genre may always follow the same rules but the language and style may differ.

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<sup>15</sup>Muhammad Luqman Hakim. *The Use Of Picture Series To Improve Students' Ability In Writing Recount Texts* (A Classroom Action Research on the Eight Grade of SMP N 3 Kartasura in 2009/2010 Academic Year). (Surakarta: Universitas Sebelas Maret Surakarta, 2010), 16-19.



The prewriting process is mainly about generating ideas. It is often difficult for students to start and find ideas. There are many different ways to come up with ideas and this process can be a lot of fun and motivating for students. The following prewriting techniques are often useful.

- 1) Brainstorming: is useful technique in writing because it allows the writer to close a topic with an open mind. Brainstorming is finding ideas quickly and spontaneously. The intention is to write down as many ideas as possible without worrying whether they will be used or how they will be used or whether they are good enough. All that is required is writing down everything that comes to mind as the writers think of it including words, phrases, sentences, questions, topics, heading, etc.
- 2) Clustering: is a visual way of generating ideas. Clustering shows the relationship between ideas and progression or sequence or ideas using circles, boxes, arrows, and lines. Here is how to use the technique in the center of the paper, write the topic and draw around it. Then, write whatever ideas come to the writer.
- 3) Free writing: Many people do this instinctively and it certainly can be a very effective method to help them find focus on a broad topic or work through a topic exploring various points of view. Free writing is an activity in which is designed to help the writer writes free ideas that he/she might not realize that he/she

has. While he/she is writing, one idea will spark another idea. The purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

- 4) Listing: is prewriting technique in which the writer thinks about the topic and quickly makes a list of whatever words or phrases come into the writers' mind. The goal is to accumulate raw material by making up a list of everything about the subject that occurs.

#### **b. Writing**

Students begin to organize and put their structure on their writing. They put additional thought and details that do not emerge during prewriting. The organization of a text is determined by the conventions of the genre. Good organization is essential to ensure coherence. In this stage, the main goal is expressing main ideas clearly and developing the content with the plenty of specific details. The writer ignores about the correct grammar, punctuation, or spelling. Therefore, they are able to express ideas freely without afraid of making mistakes.

#### **c. Revising**

Revising means rewriting a paper, building upon what has already done, in order to make it stronger. The writer revises the rough draft focusing on content and organization, including unity,

coherence and logic. In the first revising, the writer can change, rearrange, add, or delete for the goal of communicating thought more clearly, more effectively, and in more interesting way. In his stage, the writer asks help from their peer or their friend to proofread of their writing.

#### **d. Editing**

The next stage in writing process is editing. In this stage, the teacher checks the grammar, punctuation, usage, and spelling. After the teacher corrects the piece of writing, the student implements those corrections and rewrites the text.

#### **e. Publishing**

The last stage in writing process is publishing. Students may choose to publish their writing. For example, students finish text then placed on the walls around the classroom so students can compare theirs with other students or they can keep in class booklets. If they do not want to publish them, they can collect to their teacher.

### **3. Purpose of Writing<sup>16</sup>**

When people write, they have a purpose that want to convey through their writing. Basically, people write to express their ideas and thought through a text. There are four common purposes in writing. They are to inform, to explain, to persuade and to entertain or to amuse others.

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<sup>16</sup>Rizki Lutfiah, *Improving Students' Ability In Writing Recount Text By Using Mind-Mapping Technique*, Skripsi (Jakarta: UIN Press Syarif Hidayatullah State Islamic University, 2011). 9-10.

The first purpose in writing is "to inform" anything such as fact, data, event, suggestion and so on. The purpose of writing to inform is to educate our readers about a topic of which we have some knowledge. Usually, informative writing is not based on our personal experience, but rather on published sources.

The second is "to persuade" the reader. By writing, a writer hopes that reader can establish his/her attitude whether he/she agrees or support the writer's persuasion. Writing to persuade is to inform readers about a topic, express the writer's opinions on the topic, and persuade the readers to accept the writer's position or at least take it seriously. In persuasive writing, comparison and contrast is used to develop a topic. Besides providing comparison and contrast, the writer also gives argumentation in persuasive writing. In this kind of writing, the writer usually uses facts to back up an opinion.

The third is "to explain" the reader. The purpose of this is to explain the reader how to follow the steps and complete the task. When we explain, we need to analyze and classify information, examine causes and consequences, and define concept by distinguishing them from other, similar ones. The last purpose is "to entertain" the reader. The writer tries to give the reader something to enjoy. The writer tries to amuse the reader by writing the story. We can find this purpose in several kinds of writing text, such as anecdote or funny experience story.



## B. Recount Text

### 1. Definition of Recount Text

Recount text is text that tell the reader about what happened. Recount tells a series of events and evaluate their significance in some way. It gives audience a descriptions of what occurred and when it occurred.<sup>17</sup> Recount text means the form of the text telling about someone experience in the past that used in curriculum 2004, there for the experience of the readers themselves, such as their adventure and their day's activities. It can be concluded that Recount text is a text that tells about something occurred in the past in order to give information or entertainment into chronologically of what had happened. The purpose of recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

### 2. Generic Structure of Recount Text

There are three generic (schematic) structures of recount, they are:

- a. Orientation; Recount Text begins by telling the reader who was involved, what happened, where this event took place and when it happened. In addition, setting and characters are introduced.

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<sup>17</sup> Natanael Saragih, et. al., *The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*, (IOSR Journal Of Humanities And Social Science: Volume 19, Feb. 2014). 57.

- b. Events; event is the main important activities or events that occurred in that story of text. The function is to give more explanation of the orientation. Events are called as a body of text. The series of events are usually written in chronological order or sequence. This stage includes how problems deal with, how character within the text feel about the events, and how the event told in detail.
- c. Re-orientation; re-orientation is a conclusion of the story. Some recounts have a concluding paragraph; however, this is not always necessary. In other words this is a kind of text that saying about how a thing in the past happens in chronologically and saying about a feeling or expression of that things. In this stage, the writer summarizes the event but it is optional based on the writer. In this stage, the sequence of event is ended and any issues or problems are completely resolved by the characters.

In other words recount text is a kind of text that saying about how a thing in the past happens in chronologically and saying about a feeling or expression of that things.

The following text is the example of schematic structure of recount text:<sup>18</sup>

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<sup>18</sup>Rizki Lutfiah, *Improving Students' Ability In Writing Recount Text By Using Mind-Mapping Technique*, Skripsi (Jakarta: UIN Press Syarif Hidayatullah State Islamic University, 2011). 19.

### My Summer Holiday

#### Orientation

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool.

#### Sequence of events

First, we made a fire in front of the house. Then, we sat around the fire and sang many songs together. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

#### Reorientation

We woke up very late in the morning and had breakfast. In the afternoon, we went home. We were all very happy.

### 3. Types of Recount Text

Recount text is classified into three, they are:<sup>19</sup>

#### a. Personal Recount

Personal recount is one of recount texts that retell an experience in which the writer was personally involved. It describe past event and presents the events chronologically (in order in which

<sup>19</sup>Mukarto, *English on Sky 2 for Junior High School Sudents Year VIII*, (Jakarta: Erlangga, 2007). 62.

they happened). The purposes of a personal recount are to inform, entertain the readers.

b. Procedural Recount<sup>20</sup>

Procedural recount records events such as science experiment or a cooking experience. The purpose of procedural recounts is to inform listeners or readers about the procedure to do something.

c. Biographical Recount<sup>21</sup>

The purpose of biographical recount is to inform the reader by retelling past events and achievements in a person's life. A biographical recount uses specific names of the people involved in the biography.

From three kinds of recount text above, generally they have a same characteristic that is to retell past events chronologically.

## C. Picture

### 1. Definition of Picture

One of visual instructional media that is going to be used in this research is picture. Pictures are aids that can help the teachers in the teaching learning process. Picture is representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surface, produced by means of pointing, drawing, engraving, or photography.

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<sup>20</sup>Ibid., 93.

<sup>21</sup>Ibid., 174.



Picture is description that gives you an idea in your mind of what something is like, give somebody the information they need to be able to understand a situation.<sup>22</sup>

Pictures can help the learners to ease them in understanding the meaning of a word, a sentence or event of paragraph. By using pictures, the learners can get the imagination about the objects or the situations that happens. Pictures are not just an aspect of method, but through their representation of places, objects and people. Those statements tells that picture can help the students to understand something or somebody through its representation. It gives the students easier way in learning their material. Picture can represent situation, which would be impossible to create in any other way. Picture is one of the varieties of teaching aids which is used to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. In teaching writing, teachers can use pictures – whether drawn, taken from books, newspaper and magazine, or photographs to facilitate learning.<sup>23</sup>

From the definition above, it can be concluded that picture is one of the media in teaching learning process to support the presentation of the material by emphasizing the students' visual sense that can be used to motivate and increase the students' interest in teaching and learning process.

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<sup>22</sup>Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press, 2003), 3<sup>rd</sup> Ed., 322.

<sup>23</sup>Jeremy Harmer, *The Practice English Language Teaching*, (London: Longman, 2001), 134.

## 2. Kinds of Picture

According to Grazyna Szyke, she said that there are two kinds of picture that useful as teaching aids.<sup>24</sup>

### a. Pictures of individual persons and object

Pictures of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items. For example a man, a car etc. Portrait, that is, pictures that show a person in close detail, are useful for intermediate and advanced learners. The students can be asked questions about the age and profession of the person, whether he/she is married, his/her interest and traits.

### b. Situational pictures

Situational Pictures that show or suggest relationships between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures, from the simplest to the most complex. Situational pictures with striking details or strong points of interest are particularly useful. Such pictures can be found in various magazines and daily newspapers. When the students have finished discussing the details of picture, they can try to arrange them in a sequence so that they tell the story.

Andrew Wright explained, there are many kinds of story can be found, such as:<sup>25</sup>

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<sup>24</sup>Grazyna Szyke, *Using Pictures as Teaching Aids*, (English Teaching Forum, volume XIX, Oktober 1981), 45.

### 1) Random Picture Story

The teacher displays ten to twenty pictures on the walls of the classroom. He or she then invents a story which makes reference to each picture. The pictures can be taken in any order. The teacher can point to the appropriate picture or leave the students to guess what picture he/she referring to. It is advisable to give each picture a number. As they listen, the students note down the sequence of pictures they think the teacher has chosen.

### 2) Pictures of maps and symbols

Pictures of symbols can be found in road traffic booklets, holiday brochures, etc.

### 3) Pairs of Pictures

Pairs of pictures are always useful. (Two copies of the same issue of a magazine will provide pairs of pictures.) Pictures that are similar, rather than identical, can also be used in matching activities. The students must describe the differences between them.

### 4) Pictures and Texts

Some pictures have captions or articles accompanying them: cartoons, newspaper pictures, advertisements, pictures cut out of old book, etc. and it is a shame to throw the text away. Even if the text is above the productive level of the students, it

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<sup>25</sup>Andrew Wright, *Pictures for Language Learning*, (USA: Cambridge University Press, 1989), 175-201.

could be used for reading for gist. Consider retaining the texts and sticking them on a separate piece of card.

#### 5) Sequences of Pictures

Cartoon strips and instruction strips of pictures are potentially useful. Experience will show the teacher which strips are the most useful. The strips can describe a process. First of all the teacher can ask questions to help the students grasp the meaning of the strip. Intermediate and advanced students can discuss the technique of the cartoonist in his/her representation of the people and setting the relationship between the drawing and the words.

#### 6) Related Pictures

Pictures that are related to each other can be treated as separate pictures and used in mini-dialogues etc. However, they can also be kept together and provide a basis for topic work involving a variety of skills. Themes might include advertising, fashion, holidays, and the culture of the foreign country. Related pictures can also be used in various 'grouping' activities, and in 'ordering' activities.

#### 7) Single Stimulating Pictures

Some photographs show images of people in their environment with great sensitivity, which can stimulate



speculation and the expression of experiences and feelings. This can lead to storytelling.

From several explanations above, the researcher concluded that many kinds of picture could be divided according to the form, usage and function.

### 3. Picture Sequences

From the several statements before, it can be known about the definition of picture that gives learners a concrete imagination about the objects or the situations that happens. It helps the learners in understanding the material. Betty Morgan stated, "Sequence picture is a series of pictures of a single subject. The function is to tell a story or a sequence of events".<sup>26</sup>

From the definition above, picture sequence is a kind of picture that presents a chronological order. In this type, it is presented a series of picture that tells a story in some events. It usually tells experience, legend or fable story, etc. By using picture sequence, the students will be easier to understand the meaning of a word, a sentence or event of paragraph.

Another explanation from Betty Morgan Bowen<sup>27</sup> said, "A picture series is a number of related composite pictures linked to form a series or sequences. Hence, its main function is to tell a story or sequences of events. A wide variety of picture series is available in

<sup>26</sup>Betty Morgan Bowen, *Look here! Visual Aids in Language Teaching*, (London: Essential Language Teaching Series, 1973), 28.

<sup>27</sup>Ibid., 50.

textbooks, in comics, in cartoon strips and in magazines for the teacher to copy and enlarge. However, the observant teacher can find such series in other sources, for example calendars and wrapping paper.”

All of the explanation above implies that a picture sequence is a kind of pictures that has a series of an object or some pictures explain a situation. This picture usually tells about a story, or an event about something that happened. The sequence must be in chronologically order.

#### **4. Teaching Writing Using Picture Sequences**

Teachers are expected to realize their importance roles toward students’ development in learning, particularly in writing. Teachers are required to have various strategies and great interest when they are teaching writing. Moreover, the success of students in learning writing is also determined by the teacher’s performance in helping them learn writing. It means that in the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear explanations and instructions and guide the students in each step of the writing process.

In relation to teacher’s roles in the process of writing, Harmer<sup>28</sup> purposed some tasks that the teachers must perform before, during, and after the process of writing. They are demonstrating, motivating and provoking, supporting, responding and evaluating.

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<sup>28</sup>Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), 41-42.

a. Demonstrating

Teacher has to be able to make the students aware of the language used or others to perform certain writing functions by using whatever the ways.

b. Motivating and provoking

Teacher has to motivate and provoke their students to start writing and help them to find out their motivation when they lost it. As we know, some students often lost their idea, spirit and confidence, when they lost it; the teacher has to help them to find their spirit back.

c. Supporting

Teacher has to be supportive whenever their students need them to help the students in solving the problem. It means that they have to be ready to answer their students' question.

d. Responding

It is giving reaction or suggestion to the students' writing draft. It is different from evaluating, because here the teachers do not judge the students' writing to get the mark.

e. Evaluating

Teachers need to evaluate the students' tasks to find out the real condition of their students' achievement. The result of the test will show how well the learning process has been run.

Based on the stated above, the general procedure of teaching recount text by using picture sequences are; first, teacher prepared some recount text and picture sequences for teaching learning activity. Second, teacher gave the students handout about recount text including its example and its pictures. Third, teacher explained about recount text, including its generic structure, tenses, and example from the handout. They would get clear explanation of what recount is and how to construct it in the correct pattern.

Fourth, teacher read the example of recount text and the students follow him/her. Fifth, the teacher divided the students into some groups. Sixth, teacher asked the students to guess and answer the questions according to the pictures with their group. Seventh, they asked to outline the story based on the pictures. Next, they asked to write a recount text individually based on the outlining before. In this session, the teacher can walk around to help the students who found some problems. The teacher also can ask the student to read their text then correct it together with the other students.

Then students were asked to re-write their final draft based on the picture sequences. Then, they submitted their writing. Here, the example of picture sequences that can used by the teacher;



### Picture Sequences



#### Activity 1

Write the answers to the questions under each picture.

##### Picture 1



1. Who were the characters?
2. Where were they?
3. What did they do?
4. When did they do that?

##### Picture 2



5. What did the girl do?
6. What did the cat do?

Picture 3



7. What did they do?

8. How did they feel?

### Activity 2

Write your answers above into paragraph based on the following format.

\_\_\_\_\_  
(Title)

who, where, when

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Series of events (events in the order they happened)

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what happened in the end

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Here, the use of picture sequence is to make the students get an idea about the text that will be written. The researcher gave the questions for each picture to make the students easier to understand the pictures that given because they seem still confused and difficult to start their writing if it just a picture. As the researcher explained before, the students have low ability in English especially in writing skill. The main point of this method is that the researcher gives stimulus in order the students will get their idea to write the text and the researcher can lead them to think more, or we can say writing by guiding them using picture sequences.