

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some terms and concepts that are related to the topic. There are definition of writing, Types of writing performance, Micro Skills of Writing, Strategies in Teaching Writing, Picture series, and Conceptual Framework.

A. Writing

1. Definition of Writing

English has four basic skills that are required to be mastered in order to communicate well, namely Listening, Writing, Reading and Writing. Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language, or it can be said that writing is an indicator whether students have mastered all skills before or not.

Writing is a process that transforms our mind or idea into the written form. It should be organized into the coherent and cohesive paragraphs. “Coherence means the sentences must hold together, that is the movement from one sentence to the next must be logical and smooth” (Oshima and Hogue, 2006: 94). It holds together within and among the paragraphs. The sentences in a paragraph have to show the coherence of the paragraph. It means that the paragraphs are related to the previous and the next ones. The use of techniques such as transitional words, pronoun, repeated key words, and the parallel structure is called cohesion. The

application of coherence and cohesion is useful to make the texts clear and easy to be understood.

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005: 26) state that writing and writing belong to productive skills. Writing and writing, particularly, involve producing language rather than receiving it. It means that writing and writing will produce an output as an indicator that students have learnt both those skills. It is clearly that the output of writing skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

Hyland (2004: 09) explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

The students have to use their own ability to write. The teacher also must give motivation continuously to them in order they want to write by their own idea. The teacher should help the students by using an instructional media like mind mapping to motivate them in writing, which is believed can improve the understanding of the student. The using of mind mapping can make the students confident and can increase the student's interest in the learning of writing. From its objective, writing is viewed as a means of communication which is commonly used to express and impress (Nunan: 2003). It means that the writers compose their

writing works with a purpose. That is to express what on their mind and to impress the reader with their writing.

2. Types of Writing Performance

According to Brown (2004, 220), there are four categories of written performance that capture the range of written production. The first category is Imitative. In this category of writing, learners must attain skills in the fundamental, basic task of writing letter, words, punctuation, and very brief sentences to produce written language. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in English spelling system. At this stage, form is the primary if not exclusive focus, while context and content are secondary concern. The second is Intensive (controlled). The fundamental skills at this stage are producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of sentence. Meaning and context are some importance in determining correctness and appropriateness.

The third is Responsive. At this stage, learners require to perform at a limited discourse level, connecting sentences into paragraphs and creating logically connected sequence of two or three paragraphs. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse convention that will achieve the objective of a written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

The last is Extensive. Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of essay, a term paper, a major research project report, or even a thesis. Writers focus on

achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas logically, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

3. Micro Skills of Writing

Micro skill in writing is about assisting the teacher to define the most appropriate criteria to assess the student's writing. Micro-skills deal with imitative and intensive writing. Brown (2004: 220) explains the imitative, intensive, responsive, and extensive writing. In imitative writing, they have to gain the basic sub-skill such as vocabulary, punctuation, sentences, and spelling. Besides that, intensive writing involves vocabulary based on the context, collocation and idioms, and correct grammatical features within sentences. The next stage is responsive writing that is involving the discourse level, for example connecting and relating a sentence to other sentence or a paragraph to other paragraph in a sequence way. Every skill has its own micro skills. Brown (2004: 343) describes the micro skills for writing production as follows:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce a writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of the words and use appropriate word order patterns.
- 4) Use acceptable grammatical system (e.g., tense, agreement, and pluralisation), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.

8) Appropriately accomplish the communication functions of written texts according to form and purpose. 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new formation, given information, generalization, and exemplification. 10) Distinguish between literal and implied meanings when writing. 11) Correctly convey culturally specific references in the context of the written text. 12) Develop and use 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.

4. Principles for Teaching Writing

1) Explicit instruction starting young

Being a good reader is not enough to become a good writer writing requires far more decisions. And students who can write fluently don't necessarily transfer that to coherent writing. Students need to be taught how the conventions of written language differ from those of spoken language, communicating with much more precision and clarity, anticipating what the reader needs to know and understand, and using punctuation and key words (despite, although, for example, specifically) to indicate nuances in meaning, connections, and breaks in the narrative. It's also important that they avoid errors in spelling and grammar that will distract readers. All this needs to begin in the early elementary grades, and although it's important that students enjoy writing and get to use it as a means of self-expression, there should be plenty of explicit instruction, practice, and feedback to hone skills.

2) Sentences as the building blocks

Hochman and Wexler (2017), says that “in many schools, the quantity of writing has long been valued over its quality”. The Common Core and other standards have only increased the pressure on teachers to assign essay-length writing. But if students haven’t learned how to write an effective sentence, that is where instruction needs to begin. Students need to do plenty of sentence-level writing in which they explain, paraphrase, or summarize sophisticated content, use correct spelling and grammar, and get feedback on form and content. Then they can move on to paragraphs and essays.

3) Writing embedded in curriculum content

To maximize the benefits of writing instruction, Hochman and Wexler (2017), says that, teachers need to go beyond personal narrative assignments like arguing the pros and cons of school uniforms and speculating on what it’s like to be famous. “Having students write about topics unrelated to content represents a huge wasted opportunity to boost their learning,” they say. “Writing isn’t merely a skill; it’s also a powerful teaching tool.” Students should be asked to write about ancient Egypt, tornadoes and Jane Eyre, and other subjects they’re studying. All teachers should see themselves as teachers of writing, even if it’s only a 5-15-minute do-now activity, check for understanding, or exit ticket.

4) Curriculum content as a driver of writing rigor

Hochman and Wexler (2017), suggest the writing activities that build writing skills and get students thinking deeply about subject matter. One sentence-level exercise is for students to complete a sentence stem adding because, but, and so.

“No matter what content you use with these kinds of activities,” say the authors, “the specificity of the prompts makes them far more powerful than an open-ended question such as, ‘Why did Rocket learn to read?’” In a science class, students at New Drop High School were asked to write three sentences about hydrogen and oxygen, starting with *Although*, *Unless*, and *If*. Here’s what one student came up with:

- *Although* hydrogen is explosive and oxygen supports combustion, a compound of them puts out fires.

- *Unless* hydrogen and oxygen form a compound, they are explosive and dangerous.

- *If* hydrogen and oxygen form a compound, they lose their original properties of being explosive and supporting combustion.

This was the student who was unable to write more than six simple sentences as a ninth grader.

5) Grammar taught in the context of writing

For many students, learning parts of speech and diagramming sentences just adds to the confusion, takes up valuable cognitive real estate, and doesn’t carry over to their own writing. “But that doesn’t mean teachers can’t, or shouldn’t, teach grammar,” continue the authors. “What does work is to teach writing conventions and grammar in the context of students’ own writing.” One particularly helpful exercise is sentence combining, which students find engaging and gets at many of the same skills as dry grammar instruction.

6) Planning and revising

“Although experienced writers may be able to turn out a well-developed paragraph or essay on the fly,” Hochman and Wexler (2017), says that “most of the students we work with find it overwhelming to organize their thoughts at the same time they’re choosing words and figuring out the best way to structure their sentences.” A planning template helps students think through the main idea or theme, the points they will make, and the order in which they will make them. This helps them think through what additional information they need, connect ideas or claims with relevant details or evidence, and avoid irrelevant information and repetition. Having jotted this outline, writing a first draft is quite straightforward. Then comes revising, which is where students apply what they’ve learned in sentence-level exercises to insert transition words, vary sentence structure, and use subordinating conjunctions, appositives, and other techniques so the writing flows and makes sense.

5. Strategies in Teaching Writing

The teacher must have a strategy to make attractive and interesting learning. Harmer (2004: 11) states that the students should pay attention not only in what to write but also in how to write. Writing means the process of generating the idea to become a meaningful sentence or paragraph. There are several strategies to make good writing. Harmer (2004: 41) explains that there must be five steps at least in teaching writing.

The first step in teaching English writing is demonstrating. In this stage, the teacher show the students all about material that is going to be learned. Then the teacher demonstrates how to make it, what the purpose and the functions.

After demonstrating, the second stage is motivating and provoking the students. In this step, the teacher must be giving motivation and provoking the students in generating or finding the ideas with simple and easy ways. It will be better for the teacher to prepare what they will do in class. For example, the teacher prepares some mind mapping picture to be shown in class. From the picture, the students can generate their own idea and then they can write in a correct sentence.

The third step in teaching English writing are supporting. The teacher should support anytime when the students need their helps in the classroom. The fourth step is responding. In this step, the teacher should give some suggestions to the student's work. The teachers must correct the student's writing in a proper way. It is better for the teacher to give comment and suggestion.

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B. Picture Series

Picture series is one of the solutions to cope the problems in teaching writing. A picture is an illustration that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us. Harmer (2002) said that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell

story and they have to write story based on the pictures. He then adds that giving the students sequence picture as the writing task will incite them to be creative writers.

Smaldino (2005:9) said that picture series is recommended for it has many benefits in the writing learning process. The first benefit of using picture series is that it will make the students interested in writing English because picture series is one of the visual teaching media. Another benefit is picture series will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing the ideas they have in mind become more readable. The last benefit is that picture series will improve the students' motivation in writing.

Language teachers have a role as communication teachers and, indeed, as a teacher in the broadest sense. It is important to have as a wide range of resources as possible in the classroom, so that the students can have a rich base and stimulus for this development. And the resources must include pictures. Learning is not only from what we hear and read but from what we see around us and from what we remember having seen. Pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences we must help our student to cope with. There are various types of picture used in the English teaching and learning and one of them is picture series. A series of pictures is a sequence pictures of a single subject that is aimed to tell a story and also a sequence of events.

a) Benefits

There are several advantages of using picture series in English teaching. According to Brown (2004: 226), picture activities offer a nonverbal means to stimulate written responses. It means that by giving students pictures, it is easier for them to get the idea. That was why the researcher adapted the materials with their interest and their ability.

Harmer (2004: 67) explains that some situations, particularly related to grammar and vocabulary work can be presented by pictures. Furthermore, they can also be used to provoke students to be creative or develop imagination. He also states that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell story and they have to write story based on the pictures. He then adds that giving the students sequence picture as the writing task will incite them to be creative writers.

Moss in Davison and Dowson (2003: 150) also says that picture series can be used in teaching retrospective writing such as diary and journal writing. This type of writing can lead the students to freely choose what they are going to write. This retrospective writing can be as coherent as a series of reflections a photo or series of pictures that can be used by the students as guidance in writing.

In addition, Harmer (2007) says that all kinds of pictures can be used in multiple ways in language teaching. For example, drills, communication games, understanding, ornamentation, prediction, and discussion. From what the experts say above, it can be concluded that picture series is very useful in teaching writing, especially in teaching recount text. Picture series can guide the students not only in

finding ideas but also in sequencing the events in correct order. It also can be an interesting media and can be used in a variety of tasks in teaching writing.

C. Relevant Previous Studies

In this study, there were two previous studies related to the writer's research. Firstly, a research written by Fadhilah Nur Rohmah, (2013). The writer used quantitative research, with entitled "The Effectiveness Of Using Picture Series Toward Students' Writing Skill In Recount Text" (A Quasi-Experimental Study At The Tenth Grade Of Man 5 Jakarta In 2016/2017 Academic Year). The purpose of her study is to find out and see whether picture series is effective to improve students' writing skill in recount text. The sample of her study was 66 students, which are 35 students as experimental class while 35 students as controlled class. She proved that there was a positive effect of picture series toward students' writing skill of recount text. it can seen in Cohen's formulation which was calculated in order to see the effect size of picture series result was 0.49. It meant that the effect of this treatment was modest.

Moreover, a research written by Tri & Nirwanto, (2016) "*The Effectiveness Of Picture Series Toward The Students' Writing*". The objective of this study to find out the eighth grade students of MTs Muslimat NU Palangka Raya who are taught through picture series achieve better in writing recount text than those who are taught without picture series. The research was quasi-experimental design. The sample of the research that consist of 72 students in class VIII C as experimental group and class VIII A as control group. The result of the research shows that writing scores whcih are gained by the students' eight grade before and after

conducting treatment there are significantly different. So, the students who were taught using picture series achieve better in writing recount text than the students who were taught without picture series.

The differences between two previous studies stated above, it can be seen that using picture series can improve the writing skill. It can be seen then that picture series is beneficial for students' writing skill; it can improve and help them in writing recount text. Therefore, this study was conducted at senior high school with the eleventh grade students at MA Al-Huda Kediri as the participants to improve their writing skill by using picture series.