

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents some of theories underlying the research, they are the definition of writing, the purpose of writing, the characteristic of good writing, definition of explanation text, generic structure of explanation text, the purpose of explanation text, photo as learning media, the definition of picture series, the advantages, and previous studies.

#### **A Literature Review**

There are some literature reviews that have relation to this research such as follows:

#### **B Writing**

##### **1 Definition of Writing**

Writing is one of the important language skills. Many students consider it as the most difficult skill. Functional writing skills provide an individual with the essential knowledge, skills and understanding that enables one to operate confidently effectively and independently in school, life and at work. Kroma (1988) described that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper from words to sentence, sentence to paragraph and from paragraph to essay. Through writing students can reinforce the grammatical structures, idioms,

and vocabularies. They necessarily become very involved with the new language, the effort to express ideas.

Writing is a kind of effort to transfer an oral language into written forms. The mastery of this language skills are tools in expressing ideas, mind and or sense in written form (Heaton, 1975: 135). They can have opportunities to be adventurous with the language.

Writing is not only oriented on the product, but also on the process. By means of the writing process, the product is generated. Caroline T. Linse (2005) states that writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the reader.

The researcher concluded that Writing is a very important capability for being owned by students, writing is also an excellent communication tool. White (1986) also said that writing is more than public communication; it is a way of thinking. Through writing, each person is able to convey feelings, ideas, and announcements to others. It allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

## **2 The Purpose of Writing**

According to Dietsch (2005) there are three purposes of writing that describe the kinds of students writing; informative, expressive and persuasive. The question of instructive composing is to supply realities, perspectives, information, or counsel. For occasion, it is a portion of instructive composing to depict occasions or encounters, analyze concepts, hypothesize on causes and impacts, and create modern thoughts or connections.

Clear composing is organized in arrange to precise the writer's sentiments, conclusions, and viewpoints. Moreover, the reason for this sort of composing is to engage the peruser. Lyrics, journals, fiction, and diary composing give cases of expressive composing.

The reason for powerful composing is to induce and teach the peruser that it is sound and precise. This sort of composing is fundamental to analyze a book, film, buyer item, or petulant issues. On the premise of the explanation above some time recently composing anything, the analyst decides what the most objective is. As this will affect what dialect they utilize and how they utilize it they got to concentrate on the expectation of their composing. They know what kind of information they need, how they want to organize and grow that information when they have decided their intent.

### **3 The Characteristic of Good Writing**

The written language, Brown (2001:341-342), has seven characteristics, which are:

The composed dialect, Brown (2001:341-342), includes characteristics, which are: Permanence, composed dialect ought to have the capacity to adjust, clarify, and expel the content, so the educators are assumed to be able to coordinate, empower and offer assistance understudies rework and progress their work, and when they compose, the students feel believe. Output time, the profitable time within the writing handle, the point is to plan the understudies to create the foremost of the limited time accessible.

Permanence, composed dialect ought to have the capacity to redress, clarify, and expel the content, so the teachers are assumed to be able to coordinate, empower and offer assistance understudies modify and progress their work, and when they compose, the understudies feel believe. the second point is Output time, the beneficial time within the composing prepare, the point is to prepare the students to create the foremost of the imperative time accessible.

The third is remove, once the thorniest issue scholars meet in foreseeing their gathering of people. The group of onlookers shifts from the highlights of the common group of onlookers to how specific words are used. Sentences, sentences, and sections will be deciphered. The

separate perspective incorporates what could be called "cognitive" compassion, in that from the perspective of the intellect of the expecting group of onlookers, good writers will study their possessed composing. Scholars got can expect common, social, and scholarly mindfulness for the group of onlookers.

Orthography, the refinements between English and our local tongue. Frequently we take for allowed that our undersides are learning the mechanics of English composing. If understates within the local dialect are non-literate, you must begin with perusing and composing basics at the exceptionally starting.

On the off-chance that their native dialect framework isn't alphabetic for proficient undersides, news symbols ought delivered by hand that will have become usual to another framework. If there's a common native language. Complexity, the complexity of composing as an application of talked dialect is illustrated. How to expel redundancies, how to combine sentences, how to form references, how to form syntactic and lexical variations.

Vocabulary, namely vocabulary mastery of students. pay attention to the choice of vocabulary when writing is usually more diverse than when speaking. Good writers learn to take advantage of the rich vocabulary and structure it well in English. the last is Formality, students

must learn to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

## **C Explanation Text**

### **1 Definition of Explanation Text**

In the context of learning to write in high school, students will find the text describes a phenomenon or text explaining the structure it has Explanatory text. According to Davies (2000: 76) the explanatory text is a text entry about phenomena, social, scientific processes and so on. So, the process involved in information on natural or socio-cultural phenomena. Explanatory texts can be written as a detailed and accurate sequence of events or as shows casual relationships that explain phenomena such as tsunamis.

Furthermore, the explanatory text was also discussed by Hyland. Hyland (2008: 5) defines that Explanation is a text that outlines how or why things occur, or how things operate. That is, to say why and how phenomena were formed. So, texts tell of processes related to the formation of natural, social, scientific, and cultural phenomena.

Therefore this text must be written in detail and an accurate sequence of events and at this stage must write an explanation that shows the causal relationship as well as successive events. As simple examples, the relationship describes natural events such as tornadoes, earthquakes, or

lunar eclipses. It is important for students to understand that explanations can form part of a larger text.

## **2 Generic Structure of Explanation Text**

Generic structure is important in writing. Perry (2001:5) asserts there are three generic structures of explanatory text. 1. General Statement. At this point, to position the reader (introductory paragraph). 2. Explanation. It means, a sequenced explanation of why or how something occurs. 3. Closing. It is closing or concluding statement/paragraph (optional).

Furthermore, there is an expert who adds several generic structures of explanatory text. The expert is Hyland (2008:5) explains, there are three generic structures of explanatory text. It can be used to structure the writing, namely:

The first are, A General Statement, in this part, stating the phenomenon issues which are to be explained. The second, Sequenced Explanation, in this part, starting the series of steps which explain the phenomena, and the last one is Closing, in this part, a summary the statement that tells how/why something happen

Considering to the expert's above explanation about the purpose of explanation text is to explain how something works or happens and state the reasons for some phenomenon. It answers the question how or why.

Thus, students can know about the process of making something and why phenomena can happen in the true information.

### **3 The Purpose of Explanation Text**

The purpose of an explanation text is to tell each step of the process (how) and provide a reason (why). Anderson and Anderson (1997: 80) state that the explaining text type tells how or why something occurs. An explanation is a piece of text that deals with the processes involved in understanding and making explicit how and / or why certain phenomena, events and concepts occur in the scientific and technical fields. Grammatical features in explanatory text include passive sentences, simple present tense, conjunctions of time and cause, groups of nouns and complex sentences.

Of course, the students' understanding of Explanatory text must really be considered. Because in writing explanatory text they must know the language features of the text because it can help them in writing good explanatory text. Based on the previous expert's explanation, some of the language features in the explanatory text use the simple present tense, action verbs, connection times, logical sequences, conjunctions, technical language, and show cause and effect relationships. Each point has its own function that can help the author to create an explanatory text.

To make a good explanation text, the students have to consider some grammatical features in composing the text. The first consideration is



the using of simple present tense to explain why something happened. The verbs in simple present tense will change by adding 's' if the subjects of the sentence are 'she, he, it'; for example go becomes goes. The second consideration is the using of passive voice. It is often used when the object of the action is more important than those who perform the action. Next, the students have to consider the using of explanation text to give details about what, how and why something happened and the using of cause and effect words to show the explanation of phenomenon such as because, caused by, as a result of, and an effect of.

The paragraph below is the example of explanation text from Hartono (2005, p. 21).

**Table 2.1**

| <b>Example of Explanation Text How a Spider's Web Forms</b>  |
|--|
| <p style="text-align: center;"><i>General Statement</i></p> <p>A spider web looks delicate but it is very strong. It can hold 4000 times a spider's weight. But how does it form</p> <p style="text-align: center;"><i>Sequenced Explanation</i></p> <p>First the spider spins a thread of silk. The thread gets blown over to a branch by the wind. Then she makes another two threads and makes a Y shape. Next she makes more threads and they look like spokes off a wheel. Then the spider goes in a spiral, out and back in, sits in the middle and waits for food.</p> <p style="text-align: center;"><i>Conclusion</i></p> <p style="text-align: center;">This is how a web is formed.</p> |

## **D Picture Series.**

### **1 Photos as Learning Media**

Soeparno (1988:18). This media is very suitable for practicing written expression skills or composing. By observing the pictures that are laid out in the classroom, it is hoped that students will get certain concepts following the theme being discussed. Then in the next step students are asked to pour back into an essay in writing.

Picture series as a creator of a suggestive atmosphere, stimulus, and at the same time a bridge for students to imagine or create images and events or events based on the theme of the series pictures shown. Wright (1994:4-5) stated that picture can be used to as a references and stimulus in order to provide five different language teaching emphases, such as structures, vocabulary, functions, situations, and skills. The pictures are related to each other so that they are a series of stories/events. Each picture is numbered according to the sequence of the story. This media is very suitable to be used to improve student learning outcomes in writing explanatory texts.

### **2 Picture Series**

The success and failure of teaching English is influenced by factors such as teachers, time allocation, and use of teaching aids, methodologies, teaching materials, and other facilities as previously described. Teachers are required to facilitate teaching aids and improve appropriate media and

use good teaching methods when they want to help students get satisfactory results. For example, the teacher uses image media by bringing a visual aid such as a picture series. Then, the teacher uses it as a teaching method in the classroom. By using picture series media like this will help students achieve learning goals.

A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing (Rivai and Sudjana, 1991: 12). It means that picture is one of the media of communication that can show people, place and thing that are far from us. Pictures are used to help people cope with memory, language, or speech deficiencies. In other words, pictures can describe more than the oral communication.

As stated in the previous section, there are various types of pictures used in the teaching and learning process of English and one of them is a serial image. A series of pictures is a sequence of images of a target subject to tell a story and also a sequence of events. Because, its main function is to tell a story or sequence of events. Yunus (1981:49) states that a picture series is a number of related composite pictures linked to form a series of sequences.

There are some roles of pictures in writing in journal by Efa Silfia (2018:119) in Library of Indonesian Education University: the first, Picture can motivate the students and make them pay attention and take a part in learning; second, Pictures contribute to the context in which the language is

being used, such as bring the world into the classroom (an object or situation); third, Pictures can be described in an objective way, or it can be interpreted, or responded to subjectively; and the last Pictures can prompt responses to questions or bring substitutions through controlled practice. The use of picture series expected to give better for the students in writing news item text.

Based on theories above, it can be conclude that the use series of pictures in classroom is effective because many advantage can be taken. Specially, the goal of teaching learning process can be easier to reach using this kind of media, the researcher believed that it could help the students to compose an explanation text.

Using picture series in teaching writing has some benefits. The first advantage of using picture as a media is that it will make the students interested in learning writing. Then, it can stimulate the students to get the idea of what they want to write. It will also help the students in expressing the ideas they have in mind become more readable. Another benefit of using picture series is that it can improve the students' motivation to learn writing.

## **E Previous Study**

Related research findings there are some previous findings of some researchers that have relation to this research such as follows:

Wardhani, (2014) conducted similar research, namely *Improving Student's Skills in Writing Explanatory Text through Image Series for XII Class Students of SMA Negeri 2 Sleman in the Academic Year 2013/2014*. The content of the research used photo series media, the researcher observed the process of teaching and learning English in class XII IPA 1 SMA N 2 Sleman. Researchers see teachers, students, and situations during the teaching and learning process. In this research, the researcher tries to combine the learning process with interesting media such as pictures, but the researcher also focuses on increasing student motivation and participation during the action. This research was conducted in two cycles. In this study, observations were made on November 1, 2013. Then the action was carried out from November 6 to November 22, 2013. Researchers and English teachers as collaborators formulated problems related to students' writing skills based on the material. observation then identifies the research problem. With this strategy, the authors state that the results of this study resulted in a significant increase in student development in understanding the explanation of the material provided, this is reinforced by the findings of research in the field. After calculating the results of the students' Test 1 and Test 2, it was seen that the student's average score in this aspect increased in each cycle. In the pre-test, the students' mean score was 1.57. In cycle 1, the students' mean score increased by 2.32. Then in post-test 2 the mean score of the students was

2.82. The gain score was obtained by comparing the mean score of the Test 1 and Test 2 2 students, namely 1.25.

The next second previous research conducted by Shalihah (2015) in this study on The Use of Series Picture in Improving Students' Writing Skills. The sample consists of 40 students. The population of this research is the seventh-grade students of SMP Negeri 11 Bandung. This is consisting of thirteen classes and the total number of seventh grades students are 441 students which are composed of 200 boys and 241 girls. Sampling is the process of selecting the number of individuals that represent the large group from which they are collected. The individual selected is called a sample. A sample is supposed to be representative of the population.

The sample of the research is class 7-3 of seventh-grade students of SMP Negeri 11 Bandung which consists of 40 students. The sample is chosen randomly. Data was collected using a pre-test and post-test design, this study used experimental quantitative research. The results of this study prove that picture series media can improve students' writing skills. The average score of students in the first cycle is found the result of test 1 is 2372 as total score and the average score of test 2 is 59.3.

However, after students are taught with media picture series, the post-test score average is increasing up to 74.6%, it indicates that this research can be said to be successful