

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents about many theoretical frameworks of this study. It is aimed to give relevant knowledge underlined the study. Therefore, this chapter describes some information involving: previous study, writing skill, teaching writing, and outdoor activity.

A. General Concept of Writing

1. Definition of writing

Writing is a mean of communication in which the writer uses the language to express their ideas, thought and feeling. Writing is a complex activity which consists of some component that construct the result of writing ability (White, 1992: 9-12). The component of writing include content, organization, grammatical use, vocabulary use, and mechanical consideration such as spelling and punctuation (Fauziati, 2005: 153).

Raimes (1983) stated that writing is a medium for communication, it is help us connect to others and the reader must understand the purpose of our writing, what we are going to inform or to say. It means that writing is a process of communication and transfer informational message from informant to the reader.

The writer is required to generate the ideas to the written text by connecting the writer's acquisition of writing components, and also their cognitive operation to generate and organize their purposed to produce a text which can be understood by the reader. The writer must be able to organize idea, to construct

the sentences, to use punctuation and spelling well and to arrange their writing into cohesive and coherent paragraph.

According to Nunan (2003: 88) writing as both physical and mental act. At the most, basic level is a physical act committing words or an email message into computer. Writing is the mental work of inventing ideas, thinking about how to express them into statement and paragraph. Writing can be called as an activity by using long in the form of written text. The writer should move their idea by a series activities or stage in writing process to produce a piece of writing. Activities are selected according to opportunities they provide for developing composing skills as planning, drafting, and revising.

2. The process of writing

Writing is a complex activities which consist of some components that construct the result of writing ability. “One of them is that the writer should move thought a series stage or process to procedure a piece of writing. There are some steps in writing process” (Regina, 2001: 81). They are: planning, drafting and writing, and revising. All of this stage in straight chronological order:

a. Planning

Planning is a series of strategies designed to find and produce information in writing. It also called pre-writing. The writer are asked to be able to formulate and purpose the writing, decide to wrote, select a style that is likely to accomplish the purpose and organize the message.

In this stage, the writer will only concern with finding out the topic to write, it is very important in writing because it can help the writers to write easily in planning.

b. Drafting and writing

Drafting is the manifestation of the process after planning. It is a series of strategies designed to organized and develop a sustain piece of writing. In drafting the writers should make decision about the main idea that will be expressed. Then, the writer will concern with the outline in which they organize the content of writing in order to be coherent. Eventually, the writer develops it by giving the title, introducing and make paragraph into the competence writing.

After the writers have generated ideas about their topics, they focus their ideas on the main point and develop a rough plan for the paragraph or essay they are going to write. In this step, you can add new ideas or delete original ones at any time in the writing process.

c. Revising

Revising is a procedure for improving or correcting a work in progress. It is a series of strategies designed to re-examine, re-evaluate the choice that create a piece of writing. In revising the writer should check the aspect involved in writing activity such as grammar, spelling, paragraph development, punctuation, and so on.

Edit your rough draft for content and organization. Check it over for content and organization, including unity, logic, and coherence. You can re-

arrange, change, add or delete, all for the goal communicating your thought more clearly, more effectively, and in a more interesting way.

3. Types of writing

According to Anderson (1998: 4-7) there are many kinds of text types such as poetic, dramatic, explanation, recount, narrative, discussion, response, procedure, report, and exposition.

- a. Poetic: an express their feeling and view of life in their activity. The purpose is to express the feelings or experiences of the poet so as to describe, phrase or criticize.
- b. Dramatic: uses acting to convey ideas and experiences to show up in their performance. The purpose is to know human experience through enactment and sometimes make some people to give social comment.
- c. Explanation: speaking or writing about how or why things happen. The purpose is to tell each step of the process and to give reason.
- d. Recount: retells past events which focuses on individual participant and sequence of events. The purpose of recount is to give the audience a description as an occurred.
- e. Narrative: a piece of text which tell a story and in doing so, entertains or informs the reader or listener. The purpose of the narrative text is to entertain the readers or present a story.
- f. Discussion: speak or write about topic and include both sides of the case we are creating. The purpose is to present arguments and information from differing viewpoints.

- g. Response: a text which gives a person's response or reacting to another text (a poem, book, film, etc) providing a description of the work and a judgement.
- h. Procedure: a piece of the text which gives us instruction for doing something. The purpose of procedure text is to explain how something can be done. The example of procedure texts include: recipes, itineraries, instruction, manuals, and directions.
- i. Report: a piece of the text which presents information about a subject. The purpose is to classify, describe or to present information about a subject.
- j. Exposition: a piece of the text that present one side of an issue. The purpose is to persuade the reader or listener by presenting one side of an argument.

4. The difficulty of writing

Most of people think that writing is commonly a difficult activity, both on the mother tongue and foreign language. According to Byrne (1997: 4-5) the problems caused by writing include three headings, namely psychological linguistic and cognitive problem.

The person is required to write their own idea, without the possibility of interaction benefit of feedback, so it makes the act of writing difficult in itself. It is different from speaking in which it presents feedback from other.

In cognitive problem, learning to write is not similar with learning to speak. Speaking appears without much consciousness or though a general the person talk, they want to know about matters which are interesting or relevant to them socially or professionally. The writers also have to learn how to organize their own ideas such a way that those ideas can be seen by a reader.

5. Indicators of students' good writing

According to Carroll (1990: 1), good writing is something they believe that they will never be able to achieve, because they not only identify good writing with proper spelling and grammar, but they are governed by the self-serving and false notion which they cannot learn how to spell correctly or how to construct grammatically correct sentences.

There are five indicators of the students to know:

- a. Correct spelling, punctuation, capitalization, and word usage are required
- b. How to construct a sentence properly
- c. Subjects and verbs must agree in number (singular subjects require singular verbs, plural subjects require plural verbs)
- d. There should be consistency of person and tense in writing (no shift from shift to third person writing or from present tense to past tense writing, unless there is a very good reason to do so)
- e. The reference of pronouns should not be ambiguous.

B. Teaching Writing

Leki (1996) states that in the traditional way of teaching writing which focuses on the product, very little attention is paid to help learners develop their ideas in the process meaning-making. According to Fauziati (2008: 141) “no wonder that writing activity become dull, dry and bored.” Meanwhile there has been a paradigmatic change in teaching writing. “Attention to the writer as language learner has led to the second approach-a process approach” (Fauziati, 2008: 141).

Based on the statement above, teaching writing has two approaches, they are:

a. The Process Approach

In writing a writer should move through a series stage or process to produce a piece of writing, Nunan (1991), in Fauziati (2005: 147) states that process approach focuses more in the various classroom activities which are believed to promote the development or skill language. The writers' activities are generating their ideas, putting the words into sentences, and sentences into paragraph , spelling correctly, punctuation and capitalizing in common ways and observing conventions in written form.

Activities currently used to reflect a focus on the rehearsing pre-writing, drafting, and revising. According to Murray (1980: 108) in teaching as a process consequently, the students produce some draft or version and getting feedback from classmate. The emphases on writing as a process have made the class more exploratory and more effective for students to develop their writing skill.

b. The Product Approach

Product approach focuses on ability to produce correct text or "product". The product is after all the ultimate goal: it is reason that we go through the process of pre-writing, drafting, revising and editing (Brown, 1991: 322). Writing leads to a product which can be examined and reviewed immediately it provide feedback to the teacher and learner on what has been understood. The function of feedback is not only to provide reinforcement but also provide information which learners can do actively in modifying their behavior.

C. Concept of Pictures

1. Definition of pictures

According to Webster New World dictionary of American English, picture is an image or likeness of an object, person, or scene procedure on a flat surface, especially by painting, drawing or photography.

Vernon S. Gerlacha stated that pictures are two dimension visual representation of person, place, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs, and maps are widely used. A picture may not only be worth a thousand words, it may also be worth a thousand years or a thousand miles. Through picture, learner can see people, place, and things from areas for outside their own picture can also represent images from ancient times or portray the future.

2. The Use of Pictures

In a conventional classroom, it is mostly teacher-centred with the use of textbooks or chalk and talk. The learners will be bored if this is practised as a daily routine (Kaur et al., 2017). This is a significant setback for learning to take place. Teachers should consider the use of instructional media if they want to capture students' attention, at the same time, helping them learn. There is a variety of instructional media available, and it is crucial for teachers to choose the appropriate media which caters to need and preference of their students. One of them is pictures. Pictures come in many forms such as photographs, drawings, advertisements, tables, posters, slides, maps, and others. Pictures help students

generate ideas, choose vocabularies and put them in sentences (Asrifan, 2015; Kurniati, 2015; Styati, 2016).

Styati (2016) found that students performed better with the use of pictures compared to Youtube. The method of using pictures enhances students' writing performance (Styati, 2016). Pictures are effective in improving students' interest, motivation, and attitudes (Ali, 2014; Asrifan, 2015; Kaur et al., 2017; Sesrica & Jismulatif, 2017; Styati, 2016).

Pictures are also an exciting form of instructional media. If teachers use suitable pictures, they can help students generate ideas. Kurniati (2015) found that students who used pictures to help them write scored higher than those who did not. In research done by Asrifan (2015), found that students who were taught using pictures have better performance in writing compared to the group which was taught using the conventional way.

3. The purpose of picture in teaching writing

Pictures have been suggested as teaching aids in the classroom also used to help students understand various aspects as foreign language. There are some roles for picture in writing (Wright, 1997). Picture can motivate student and make him/her want to pay attention and to take part:

- Picture contributes to the context in which the language is being used. They bring the world into the classroom
- Picture can be describe in an objective way or interpreted or responded to subjectively

- Picture can stimulate and provide information to be referred to in conversation, discussion and story telling
- Picture may also be used to test the students' knowledge. But, before picture is applied in the classroom the teacher must consider some criteria of how they are used in teaching and learning process.

From the explanation above, it can be assumed that the role of picture series is really essential in teaching English. It can be said that the role of using picture of quite appropriate in teaching writing.

4. The advantages of using pictures

Here were the benefits of outdoor learning strategy in learning, according to some experts:

- a. According to Vernon S. Gerlach: (1) They are inexpensive and widely available. (2) They provide common experiences for an entire group. (3) The visual detail makes it possible to study subjects, which would otherwise be impossible. (4) They can help to prevent and correct misconceptions. (5) They offer a stimulus to further study, reading and research. Visual evidence is a power tool. (6) They help to focus attention and to develop critical judgement. (7) They are easily manipulated.
- b. According Wright in language learning pictures can contribute to interest and motivation, a sense of context, and a specific stimulus. By using pictures, the students can be more motivated because pictures provide the real material which can be observed and identified by the students.
- c. According to A.J. Romiszowski:

- It is convenient to use the real thing
- A model or chart can better explain the principle being thought
- The real thing cannot be seen anyway
- Requirement no equipment for use.

D. Previous Study

The writer takes two researches to support the writer's study in order to show the originality to the research. The first research has been conducted by Kurotun (UIN Walinsongo, 2015) with his a research entitled Improving Students' Ability in Writing Descriptive Text by Using Picture. The result of the study showed that there was improvement of students' ability in writing descriptive texts after being thought using picture. It could be seen from the result of the test and observation from the first cycle to third cycle. The students' participant in the whole teaching learning process got improvement in every cycle.

The other study was conducted by Monica (2018). She conducted her research entitled The Use of Picture Media to Improve Students' Ability in Writing Descriptive Text for the Tenth Grade Students of SMK Perintis 29 Ungaran in the Academic Year of 2017/2018. The result of the analysis shows that (1) The use of picture media can improve students; ability in writing descriptive text. (2) The improvement of the students/ ability in writing descriptive text at the tenth grade students of SMK Perintis 29 Ungaran is really significant.

Even though the writer has similar topic. “Writing and Pictures”, but the writer has different object of the study and technique. Besides it, the writer focuses on teaching writing of descriptive text. The writer analyzes on improving students’ writing skill of descriptive text by using pictures of the first grade of SMAN 4 Kota Kediri.