

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about the definition of writing, barriers in writing, previous research about the method, the important and characteristics of writing, process of writing, concept of writing, teaching writing, concept of teaching media, concept of describing picture, and conceptual framework.

A. Concept of Writing

1. Definition of Writing

According to Pardosi, et al (2019), Writing is the most difficult skill in English learning. It has a little different than other skill, because writing is thinking process, and writing also need to develop the writer's imagination. So, it can help reader to get their understanding, help the reader enjoyed the writing work. We can conclude that writing is an activity to make people share their information, story, experience, ideas, or others in a letter and structured words.

According to D' Angelo (2016), writing is a form of thinking for a particular audience, and for particular occasion. The most important thing as a writer is to understand and master the principles of writing. Besides that, as the writer must master reader's thinking that will help to achieve his goal. The most important of these principles are those of invention arrangement, and style invention is the process of discovering ideas for speaking or writing arrangement

2. The Importance of Writing

According to Graham (2018), the purpose of writing is to learn a new idea, persuade opinion others, create an imaginary world, express writer's feeling, record some information, heal psychological wounds, explore the main or meaning of every events or situation, and chronicle experiences. According to Donn Byrne on his book by the title “Longman Handbooks for Language Teachers” explain that there are several important of writing, they are:

The first is introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners especially some students who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.

The Second, written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need. Then, Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone. Even at an elementary level there are many opportunities for activities that effectively integrate skills.

Furthermore, writing provides variety in classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher). At the same time, it increases the amount of language

contact through work that can be set out of class. And the last, writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written test. In some cases, of course, a written test may even be appropriate: for example, making notes while listening.

3. The Characteristic of Writing

According to Donovan (2021), there are eight characteristics of a good writing, they are:

The first, good writing is a written that makes sense and readers don't get lost or have to reread passages to figure out what's going on. The second, A good writing is a well that organized of writing is not only clear, but also presented in a way that is logical and aesthetically pleasing. In a good writing, everything can get away during the ideas are well ordered. The third, for a piece of writing to be considered well crafted, can be understood by many readers, the writing must have to contain clearly identifiable ideas and themes or we can say don't confuse the readers. The fourth is voice, voice is one of the ways of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

The fifth, language (word choice). In a good writing includes precise and accurate word choices and writing sentences no convoluted. The sixth is grammar and Style. One of characteristics of a good writing it has to follow the rules of

grammar. When the writing breaks the rules, it must have a good reason or supporting reason. And style of grammar in writing is also important in ensuring that a piece of writing is clear and consistent.

The seventh is credibility or believability. There is no one says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction writing, accurate research can make or break a writer. And the last is Thought-provoking or emotionally inspiring. The main characteristic of a good writing is how the reader responds the writing, does all of them come with a fresh perspective or with a news idea, or we hope the readers close the cover with tears in their eyes or sense of a victory, as a writer must consider with it.

4. The Types of Writing

Quoted from research (2022), Writing has many forms, in every form has own objective, tone, content, etc. But there are four main types of writing, they are: narrative text, descriptive text, persuasive text, and expository text.

a. Narrative text

Narrative text is a text that contains imaginary stories, fairy tales, or true story that have been exaggerated. Usually there is a moral value to be learned at the end of the story. Basically, Narrative writing is a story telling in a written form with the intention of motivating, educating, or entertaining the reader. There are many genres of narrative text, such as: adventure, fantasy, memoirs, tragedy, fable, myth, jokes, novel, and so forth.

In narrative writing, the writer does not have to write something that looks real. However, writers can develop their imagination according to their wishes. Because, the purpose of this narrative text is to entertain the readers. There are five basic elements that must be contained in a narrative text, namely: characters, plot, theme, conflict, and setting. Narrative text also requires the beginning of the story, the interval, and the end of the story. Another important thing in writing narrative text is the point of view of the person writing the story. As a writer, you can also use the perspective of a narrator who brings the whole story line through eyes that see all things including the motives, thoughts, and recounts of the characters.

b. Descriptive text

Descriptive texts are the same thing as painting a picture with words that try to give a direct impression to the reader about characters, places, characteristics, events, and others in detail. There are important things that must be considered in writing descriptive text, namely the use of appropriate language. Why? Because descriptive text has general adjectives, adverbs, verbs, and others. Therefore, it is very important in writing descriptive text. Because the more detailed the information provided, the easier it will be for the reader to understand it and the more relevant the story will seem. Examples of descriptive text include: journals, travel diaries, poetry, lyrics, and others.

c. Persuasive text:

Persuasive writing is a literary work with the aim of persuading the reader's thoughts to align his thoughts and actions in accordance with the author's own goals. Just as the author writes something that is considered pro or contra, this is intended so that the reader agrees and follows the opinion or thought that has been written by the author. And the ultimate goal of this paper is to support the author's opinion regarding what has been written by the author. Even though this writing contains bias or the author's own opinion, it still includes reasons, justifications, and arguments to emit an objective tone. The examples that we often encounter in persuasive writing are newspapers or newspapers, books, products, films, argumentative essays, and many more.

d. Expository text

Expository writing is a written work with a style that seems to explain a concept or share instructions with the reader, as well as provide certain instructions and insights about an object. It is almost similar to persuasive writing, except that in Expository writing, the author's opinion is not included in this paper. In addition, the purpose of expository writing is to explain a process, situation, and external thing. The most common examples of expository writing are magazines, instructional manuals, cookbooks or recipes, research, medical journals, and so forth.

5. Process of Writing

According to Jack Caulfield (2020), everyone has different process on writing, but there are five basic steps that can help us to write structure text when writing any kind of text. Everything will be explained below:

a. Pre-Writing

Before writing something, it is necessary to pay attention or to agree on what we will write in our essay and as a writer we must also do the necessary research. The first thing that needs to be done in writing is that we have to think about something that makes us interested or confuses us. Because with the question or confusion that will be the discussion in our writing. As writers, we do not need to discuss something very ambitious and spend a lot of words in the writing. After understand what topics will be discussed, as a writer, it is necessary to conduct research or find relevant sources related to the topics discussed and also need to collect the necessary data.

b. Planning and Outlining

This needs to be considered, especially in academic writing. In the criteria of good writing, as a writer must use a logical structure so that it can convey effectively and is easy to understand. First, you have to make an essay outline, this will help the author to find ideas that will be focused on in the discussion and this can make it easier to develop a paragraph. It would be better if you use a few points or numbers to make it easier to make an outline.

c. Writing a First Draft

After you have a clear idea of your structure, it's time to write the first draft in full. This process can be done non-linearly, for example, saving the introductory sentence after having a more complete idea of the text that you want to introduce at the beginning. Don't forget to make sure that each paragraph has a clear main focus and relates to the author's entire argument.

When moving to a different topic of discussion, start by using a new paragraph by using transition words and phrases to show the relationship between the new paragraph and the previous paragraph. The purpose of this is to complete the draft, not to make all drafts perfect verbatim. After going through these stages, it will be easy for the writer to find out which parts need improvement or not.

d. Redrafting and Revising

Then move on to the re-draft process, redesigning an essay means adding a word or substantively removing content. While revising, making a change to the structure or even reformulating an argument. In this stage, the first thing to do is to evaluate the first part of the draft. It should be noted again regarding unclear or unclear arguments, information that is better if sorted in a different order, and parts that are less relevant to the author's argument. This needs to be considered in more detail and more carefully, in order to provide information that is really good, more precisely so that the writing is included in the good writing category.

After evaluating the first draft, as a writer, it is necessary to decide where the changes will be made. This process may involve: making changes to all of the

author's arguments, rearranging the text, cutting out parts of the text, adding new text, redesigning or twisting words, and even revising several times to get a final draft that the author likes. However, it is necessary to know to pay more attention to more important changes.

e. Editing and Proofreading

Editing will focus on general issues such as essay clarity or sentence structure. While Proofreading is a stage that requires the author to read the essay carefully to eliminate writing errors or typos and ensure consistency of style in writing. The first thing that needs to be done is editing, this editing involves an editing related to grammatical errors and clarity. Things to consider at this stage are: grammatical errors, ambiguous words, redundancy, and word repetition. In early drafts, most writers will find many sentences that are poorly structured or sloppy. Therefore, this process is an important final stage in writing.

After editing, we will move on to the proofreading process. The first thing that needs to be done is to pay attention to where the word spelling error or typo is located, spelling errors, missing words, confusing word usage, punctuation errors, and excessive page space. As a writer it is necessary to reread the typed text line by line. And don't miss the problem areas highlighted by the software, such as the red or blue lines in our writing. Because in this case there are several problems in our writing such as: incorrect use of punctuation marks, errors in writing, or the loss of some letters in a word.

6. Component of Writing

According to Jacob in Fajriani (2016) and quoted from Longman group UK Limited (1991), there are five kinds of component in writing, they are:

a. Content

Each content of a written work must be clear to the reader, clear in the sense of using language that is easy to understand and not convoluted. So that the reader can understand what the content of an article is easily. To have good written content, the written work must be put together and completed properly. If the content writing is done well, the results of the written work will have the power of readers to become prospects, and prospects to become paying customers. Or in other words, readers will enjoy the results of our writing and are willing to support and even wait for the results of the next written work.

b. Language Use

In a written work, as a writer, of course, must pay attention to the use of language used in the paper. In a narrative text, it is better to use language that is easy to understand and not complicated. Because then, readers will more easily understand and enjoy a literary work. And don't forget to use grammar that can help readers improve the use of formal language.

c. Grammar

Grammar in English is a rule that governs sounds, words, sentences, and other elements, as well as their combination and interpretation. In a written work,

it is very important to pay attention to the use of grammar. Because when the grammar is wrong, even if it's a little, it can change the whole meaning in the sentence. In writing narrative text, the grammar used is simple past tense.

d. Vocabulary

Vocabulary is one of the main aspects of a language related to the process of writing and even speaking. Because in the writing process, it is very important to pay attention to the vocabulary used word for word to produce a good paragraph and can be read or understood by the reader. Lack of knowledge about vocabulary, can make writers experience limitations or difficulties in writing the written work to be made.

e. Mechanic

Mechanic in writing is a matter that regulates how to use correct spelling, capitalization correctly, and when to use punctuation. Because in this case it is no less important than before, when the author uses punctuation incorrectly, it can make the reader feel a little confused with the written work.

B. Concept of Narrative Text

1. Definition of Narrative Text

According to Sari and Sabri (2017), Narrative text is a text that retelling an event or an activity that happened in the past. The purpose of retelling the story is to entertain the readers or listeners. In addition, the basic purpose of narrative text is to entertain and interest readers, by presenting a story that has a problem that

creates a conflict and at the end of the story will tell or give an event that is fun or even sad. Therefore, it is important for students to learn narrative text. Because everyone has their own story, and sometimes everyone will feel that they need to tell their own story into public or to others. Even though with a view to motivation, sharing the experience, or others.

2. Type of Narrative Text

The essence of narrative text is a work or an essay in the form of the author's imagination or even real events that occur and may be combined between imagination and real event. Quoted from several media, it is explained that narrative text can be found in the form of fables, myths, mysteries, horror stories, legends, and many more.

3. Generic Structure of Narrative Text

There are four generic structures of narrative text. They are: orientation, complication, resolution, and reorientation (British Course, 2017). Orientation is the introduction or opening of the beginning of the story in the form of an introduction to the character, time, and place. Complication is development of conflict or the emergence of problems in the story. Solution is conflict resolution or steps taken to respond to problems. And the last is reorientation, reorientation is closing phrases that indicate the end of a story. Reorientation is optional or does not always exist in narrative text. And usually in reorientation it contains the moral message in the story. The most prominent characteristic of narrative text compared to other texts is narrative text is intended to entertain readers by

presenting an interesting story. Therefore, in writing narrative text special skills are needed. Because as a narrative text writer, one must have imagination and good writing procedures, so that the sentences in the story can be interesting and easily understood by the reader.

C. Teaching Writing

1. Reasons for Teaching Writing

According to Harmer (2001), there are some reasons for teaching writing as follows:

a. Reinforcement

Reinforcement is a written language that can help students to acquire a new language. With this, it can help students to understand how to fit words together. And this can be the main resource in language learning because it is presented virtually.

b. Language Development

Language development is a process of developing students' language skills. During the writing process, students will certainly find some new vocabulary. And it was obtained from their experience during the process of learning to write. From this experience that can influence the development of students' language.

c. Learning Style

Learning style is very necessary in the process of learning writing. During the writing process, as a teacher, of course, you will find various kinds of student

characters in writing. There are students who are able to write quickly and there are students who have slow writing skills. Therefore, the use of a suitable learning style greatly affects students' abilities during the learning process.

d. Writing as Skill

Writing as a skill is a basic of language skills as speaking, listening, and reading. Because writing is a very basic skill and the easiest to learn compared to other skills. Even though as students are not master the speaking, listening, and reading skills, every student must master the skills of writing.

2. Teacher Role in Teaching Writing

As a teacher, of course, has a very important role in the learning process. According to Harmer (2001), there are several teacher roles that are very important in the learning process of writing is as follows:

a. Motivator

The most important role of the teacher in learning to write is very important, where the teacher will motivate students to be enthusiastic and continue to develop their imagination in writing. In addition, the teacher also plays a role in creating the right classroom conditions to provoke students' imaginations. And encourage students to try their best to achieve maximum results. With this important role the teacher can increase students' enthusiasm for learning and get good results in learning to write.

b. Resource

The teacher's role in this case is the teacher's role as the teacher providing information and broader language related to broader writing assignments if this information is needed for students in writing. As a teacher, you also need to inform your students that the teacher is already there for those who need help. And the teacher also informs that the teacher will always pay attention to the results of students' work as the writing process progresses.

c. Feedback Provider

As a teacher must always provide feedback on the work that has been completed by students. As a teacher must always provide positive feedback so as not to break the enthusiasm of student learning and the teacher must encourage the contents of the writing that has been written by the student. Even if something is wrong in writing, the teacher still has to provide positive feedback and provide a little guidance on the writing mistakes he has written.

D. Concept of Teaching Media

1. Teaching Media

According to Wirawan, F. (2020), media is a tool or all equipment used to convey a message or information from one person to another. In the learning process, media is also needed to convey material more easily and effectively. Basically, the media in learning is any tool that can help teachers to convey material to students during the learning process and to achieve a predetermined learning target. According to Bakri (2011), media is a plural form of the word

medium, which comes from the Latin “*medius*” which means middle way. Linguistically, medium can be interpreted as the middle or interval. From this, the media is appointed as an intermediary used to convey information.

2. Function of Teaching Media

The importance of using media in learning one of which is to help or facilitate students in the learning process. So that the learning process can run smoothly and the material can be understood by students easily, and can even become students' interest in learning. According to Sudjana, (2001), the function of teaching media and learning process are follows: The main function of learning media is as a tool to convey material to students with the aim of making the learning process easier. Then the use of learning media is an integral part of all learning situations. The point is that the learning process is a process that really must be developed by the teacher. And the last function is to speed up the learning process. The purpose of accelerating is to make it easier for students to understand the material that has been delivered by the teacher. Media are classified into seven categories, they are: Graphic media, display media, three dimensional medias, project media, audio media, video media, and visual media.

E. Concept of Describing Picture Method

1. Definition of Describing Picture Method

Describing picture is one of the learning methods with the aim of improving students' writing skills. In addition, this describing picture helps to overcome problems in narrative writing such as the writer's lack of imagination. With the

help of pictures, students will get ideas or imaginations that can help students write their stories more easily. According to Alex (2016) Describing picture can trigger the brainstorming process of each student as a tool to find inspiration or imagination in story writing. Kreidler in Nurkamri (2014) states, pictures can be used to help students write narrative stories. With pictures, students can more easily arrange paragraphs in each story. Zarei & Salimi (2012) States that pictures are a way to stimulate second language learning and with pictures, students can generate new vocabulary. For example, the teacher gives students a picture of an animal sitting on a tree. Students may think that the animal is playing in the tree or is in a difficult condition. This can motivate students to mention or say what they are seeing in the picture.

In this case, pictures are considered very important in improving students' writing skills to retell their experiences or understand something. Because the images seen can trigger or represent the place of the story, the character of the story, the object of the story, and so forth. And this looks fun for students, because it encourages their activity to guess the picture message according to their imagination.

2. Advantage of Describing Picture Method

According to Latuheru in Nurkamri (2014), describing pictures has an important role in a learning process. The first is that pictures can develop students' ideas in a more realistic form. The second, images are easily obtained for teachers. As well as taken from books, magazines, internet, newspapers, and others. Third,

images can of course be used at all levels of education, even if it's elementary school, junior high school, senior high school, and even in college. And the last function is the image can save the teacher's time and effort. With pictures, the teacher can explain the task more briefly without wasting more time.

3. Steps of Describing Picture Method

According Hidayatullah (2022), there are several steps when students begin to write narrative text by using describing picture. They are: The first, provide instructions and clues to students regarding the pictures to be given. The second, give pictures to students to observe and identify the picture. The third, ask students to give their ideas about the pictures that have been given individually. The fourth, the teacher asks students to write down the ideas that have been obtained into narrative text. Then the fifth, teacher gives a time limit in writing narrative writing. The sixth, teacher asks students to collect their work and check the work one by one. And finally, the teacher provides input, criticism, or suggestions regarding the results of the narrative text they have written. the following table describes about the steps of describing picture:

Table 2.1 Steps of Describing Picture

Describing Picture Activity		
NO	Activity	Description
1	Introduction about describing picture	<ul style="list-style-type: none"> a. Teacher introduces about what is describing picture in writing narrative text. b. Teacher tells about the function and how to use describing picture method. c. Gives pictures to students and asks students to tell the idea that obtained from picture.
2	Writing process	<ul style="list-style-type: none"> a. Students start to write narrative text according with the pictures that has been given before. b. Teacher gives a time for write a narrative text.

		c. After the time is limit, students should give their work to the teacher.
3	Evaluation	a. After the teacher collect the students' work, teacher gives criticism, input and suggestion for students' work.

F. Conceptual Frame Work

The theoretical framework underlying this research as the following chart:

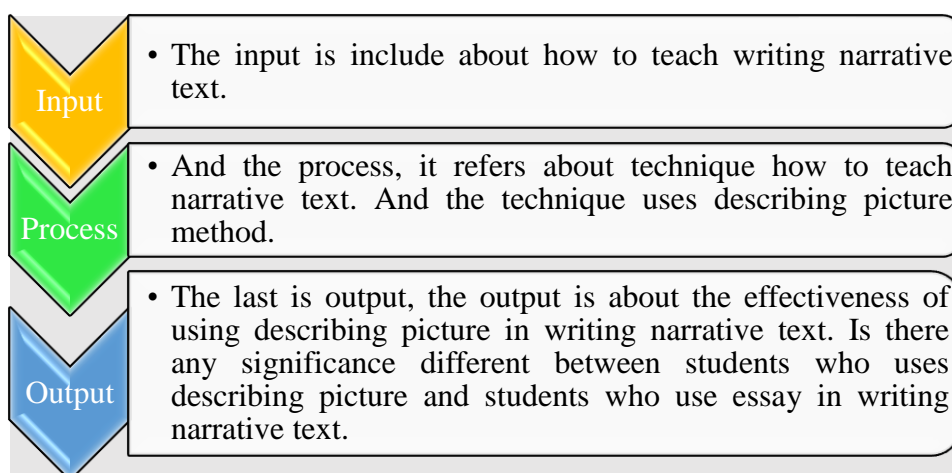


Figure 2.1 Conceptual Framework of Study

The first is about the input, the way to teach narrative text to students as the following: The first step is introducing about the describing picture, then gives brainstorming to students ask to the students about the name of fable, folklore, or others. The second, teacher gives pictures as describing picture method to students and asks students to tell the idea that obtained from picture. The third, invite the students to ask questions about the story with their friends or teacher can ask to students directly about the idea from the picture.

The second is about the process, like as on the table above that the process is refers to technique how to teach narrative text. That is use describing picture

method. The way to teach narrative by using describing picture is simply, as the following: After the students identify the pictures, then teacher ask to students start to write the narrative text according to the pictures and clue that has been given by the teacher. Then, teacher also give a limited time for writing process.

And the last is about the output. After the time is limit do not forget to collect their work to check is there any significance difference between students who use describing picture and students who are use essay for writing narrative text. Besides that, teacher also gives a criticism, input and suggestion for students' work. This aims to tell the weaknesses and strengths of students' writing in narrative text.

G. Previous Studies

There had been some researches related this research that Describing Picture is more effectively applied for students in teaching narrative text. Some of them are quoted below:

The first, research entitled the Effectiveness of Picture Series in Writing Narrative Text. A thesis has been written by Intan Wahyu Saputri 2013, the Classroom Action Research (CAR) which entitled "Improving the Writing Skills of Narrative Texts by Using Picture Series for the Eighth Grade Students of SMP Muhammadiyah 2 Kalasan in the Academic Year of 2013/2014". The aim of her study is investigating the students' improvement of writing narrative text using Picture Series technique and consists of two cycles. The subjects of the research were 30 students of VIII D of SMP Muhammadiyah 2 Kalasan. The writer used

observation, interview, and test in collecting the data. As a result, her research proved that picture series can improve the students' writing skill on narrative text.

The second is research by Muhammad Nur Fajar Mursal 2019 entitled *The Use of Picture Series as Media in Increasing Students' Writing Skill at The First Grade Students of Sma Negeri 1 Gowa*. Her research is an Experimental Research at the first grade of senior high school. Her research uses one class that was class X.F as a sample, it consisted of 35 students. And the result is Picture Series is effective to improve the students' writing ability in terms of content, it was improved by the mean score of content before and after giving the treatment is 66,42 becomes 83,43 improve 25,60% with ttest value content is greater than t-table ($33,48 > 2,03$).

The third research was using describing picture to improve students' ability in writing narrative text by Nurwina et al, (2020) by the title "The Effect of Using Bugis Song Media on Learning Outcomes of Bugis Narrative Text Writing at Watansoppeng". In this research, the researcher found that using describing picture method can improve students' ability in writing narrative text. The results of this study explain that there are developments between before and after applying the Bugis song method in improving writing narrative text. This is evidenced by the test results which show that there are many students who managed to achieve a fairly high score.

The fourth research was written by Nurul Qomariah (2021) with the title "Increasing Ability to Write Descriptive Text in English through Serious Pictures

in Class VII. A Students of Smp Negeri 2 Karanggayam Semester 2 Academic 2020/2021". This article has the same method that will be used in this research, just a little different with this research. In this article, it has also produced good results for students in the school, but in previous studies there were several weaknesses. Among them is the lack of explaining the method or how to assign to students. In the article, it was only explained that students would be given a picture to practice writing descriptive text skills. So, it can give a confuse impact on students regarding what they should do regarding the task (Toba et al, 2019).

Based on previous related studies above, this research is be a complement the shortcomings of the methods that have been used previously. And this research is be complement all of the weakness previous related studies. Where is some of the previous studies lack of explanation about what is describing picture on their research. Another thing that distinguishes this research between with previous research before is the more detailed explanation of using describing picture method. This can help the understanding especially for students and also readers. Thus, this method will be useful to improve students' ability in writing narrative text. Because, by using describing picture method, it will help to improve students' ability in writing narrative text skills in school at Indonesia.