

## **Chapter two**

### **Literature review**

This chapter presents the theories that relate to the research. It covers definition of writing, types of writing, process of writing, teaching of writing skill, evaluation of writing, definition of narrative text, generic structure of narrative, the language feature of narrative text, media to teach narrative writing, definition of picture series, the advantages of using picture series, and hypothesis and also the conceptual framework.

#### **Writing**

Writing is another way of people interacting to one another. As a result, writing becomes important in communication as well as in language learning. In addition, writing is another form of delivering various kinds of information which require well-written texts, so that readers can understand what they read.

**Definition of writing.** According to Harmer (2001) writing is a form to do communication in delivering through or to express feeling through written form. Furthermore, Helmasena, et al: s opinion(2014) said writing is a productive skill to write an indirect communication while Brown (2010) asserted that writing is a thinking process. Writing is one of the processes to communicate indirectly way. Therefore, it is necessary to make well-written writing, particularly in explaining something because it will make readers understand what the author writes. The main purposes of writing are to communicate and interact with the reader using written language.

As a communication tools, writing is becoming a difficult part for a great number of foreign language learners. It happens because the writer should be corrected in writing form. Johnstone, et al. (2002) asserted that some of the native speaker feels hard in having a good writing. Besides, that Kellog (2008) also said that writing helps students in their academic process because writing has strengthened grammatical structure, help students improve their vocabulary, and help in other skills such as reading, listening, and speaking.

On the other side, writing has common purposes such as to inform, to entertain, and to persuade (Langan, 2006). To inform means that writing will give some information for the reader about the context that writer has written. To entertain means that to amuse the reader. To persuade means help the reader to make sure something that reader will to know.

**Types of writing.** There are some types of writing that students commonly used. According to Feez (2002), several types of writing are exchange, forms, procedure, information text, story text, and persuasive text. Exchange text is related to information, complex and problematic, casual conversation. Form consists of simple and complex formatted text. Procedure consists of instruction, procedures and protocols. Information text are consists of descriptions, explanations, reports, and directives. Story text consists of narrative and recount. Persuasive text consists of opinion text, exposition, and discussion.

Regarding narrative and recount writing, it is always used when telling a story. Both types above have a generic structure to follow. Besides, narrative text tells about chronological events that have a setting, character, and its main

purpose is to entertain the reader (Fardhani, 2005). Narrative text is one of creative writing samples.

**Process of writing.** In teaching writing process, students will focus on the process of writing itself. Writing process are stages that students do in writing. Writing process can help the students to organize their writing. In gaining students' attention, the students need to spend a lot of time to involve their language focus (Harmer, 2007).

Furthermore, there are several stages in writing process such as planning and organizing a paragraph (Harmer, 2010). First is planning the essay. In planning, students can learn how to write coherently based on the writing structure. Students also can assemble the ideas and decide a suitable framework to arrange the ideas, such as time (the text uses presents, past tense, or future tense). Second is organizing a paragraph. Organizing paragraph can help the students write more effectively.

Another theory is from White and Arndt (1991) as cited in Harmer (2010), stating that the model of writing process that is commonly used are drafting, structuring, and reviewing. In drafting, students do brainstorming before developing their idea into a good sentence. Structuring is ordering the information. Reviewing is checking and editing context. Those are writing processes in helping students to write well.

**Teaching of writing skill.** Writing in English is definitely challenging for students whose English language is not their mother tongue. Writing has many components that students should follow such as mechanics, grammar vocabulary.

Because of many components considered, students find it difficult to transfer their ideas into writing. In this situation, the teacher plays a big role to help them organize their writing. Kartini and Al (2013) argued that in teaching writing especially for writing narrative text, the teacher can use comparing, diagnosing and operating strategies. In comparing steps, writing is based on students' mind. In diagnosing, the students' should check their writing of narrative text by themselves. In operating, the students can revise or rewrite their writing.

In teaching narrative text, the teacher should prepare their lesson plan, their instruction and media in teaching. The lesson plan can help the teacher organize their class as good as possible. The teacher should have instruction as well. Clearly, instruction can influence students' understanding (Marble, Finly and Ferguson, 2000). In media, the teacher must prepare their tools in pre and post teaching. In pre - teaching, the teacher can check students' attendance and also prepare their tools. In post - test activity, the teacher can evaluate the students' understanding in every single part for instance, students' vocabulary, or a repeated a simple narrative story in that day.

**Evaluation of writing.** Evaluation is the part that is needed by students in learning process. Evaluation can influence students' learning process. It can give the impact of students' speaking, writing, reading and listening. There are many kinds of methods to evaluate students' writing skill. Firstly, it is Automated Writing Evaluation (AWE) system to assess students' writing skills that provide scores and to support writing assessment (Burstein, Elliot, and Molloy, 2016). Secondly, a holistic scoring is used in writing evaluation in the form of letter grade

or sometimes the teacher can use a numerical and descriptive evaluation in students' letter. The teacher should be aware in what categorize of writing score they will use to evaluate students' writing. The third is analytical scoring. Analytical scoring is a methodology in evaluating students' writing. Analytical scoring is a specific scale of categories and description of five different levels for each category (Brown, 2010).

### **Narrative text**

Narrative text explains about the past events (Fanthoni, 2012). The purpose of this text is to entertain the reader. Montgomery and Durant (2000) said that narrative provides a sequence story or events. Masvani and Muhd (2013) maintained that narrative text use a daily vocabulary. Finally, from those explanations, narrative is the text story in a past event.

**Generic Structure of Narrative Text.** According to Fanthoni (2012) the generic structures in narrative included orientation, complication, and resolution. Orientation tells the beginning of the story and the character of the story. Complication means how the story happened and what the problem is. The resolution means the problem finished with happy or sad ending. Reorientation is a moral lesson that the story gives to the reader

**The language feature of narrative text.** Joyce and Feez (2010) said linguistic features that are usually included in narrative are using action verb, giving the information about feeling such as wondered and remembered, using past tense and the characters are human and animal. A signal word that commonly used is like once upon a time, a year ago, everything that tells the story in the past.

Masvani and Muhd (2013) claimed that narrative has several aspects and there are the interesting story and social function. The social function means, the narrative story has moral values and most of the text use easier vocabulary.

**Media to teach narrative writing.** Hedge (2000) claimed that writing is an activity which involves stages like goals, generating the ideas, organizing information, selecting appropriate languages, making a draft, reading, reviewing, and editing. Hedge (2000) said that good writing needs a process. As stated previously, teachers need various methods in teaching writing. The teacher has found a media that can help students in improving their writing. Lynee (2001) said that one main factor to achieve the goal of teaching learning English is making students' interested. Lavery (2008) also said that the effective ways in motivating and helping students to understand language are film and video. For that reason, video and film have become a common methodology used in teaching writing.

### **Picture Series**

Picture series is a picture sequences that tell an event or story. Picture series is also used in students' writing and speaking. The function of it is to help them in organizing their idea. Picture series is commonly used in writing narrative. It is because writing provides a story that can be illustrated by using a picture in sequence.

**Definition of picture series.** Picture series as media in teaching learning process is not a new tool in developing students' writing (Puspitaloka, 2016). According to Hermanto (2013) picture series is one of effective strategies in teaching writing. Picture series is a number of pictures that show activity or story

in sequence (Arsyad, 2006). Picture can illustrate the students' idea. Picture series also picture that relate to the picture composite or single picture in sequence (Wibowo, 2012). Brown (2001) states picture series bring a fun element in class. It means that picture series is suitable to use for the students in class room.

Furthermore, picture series give beneficial in use. Smaldino (2015) said that the advantages of using picture series help the students in generating the idea during pre-writing stages. Miller (2007) states that picture can help the students to make a word and concept concrete. Harmer (2007) claimed that picture can present the situation in helping the students to work in grammar and vocabulary. Moreover, picture series help the students to comprehend the text (Puspitaloka, 2016). Based on writers' experience in practicum, the writer taught about a profession. The writer only showed some pictures of profession and asked the students to guess what kind of material that they will discuss. Then, students can guess it quickly. It could show that picture can help the students in developing their idea. According to Puspitaloka (2016) picture can translate abstract ideas in realistic form. So, the student is easy to understand the ideas of through a picture.

**The strength of using picture series in teaching writing.** The strength of using picture series in teaching writing processes will help the teacher to make sure that the materials will help the students in their writing improvement. The strength of using picture series is making the students interested in writing English (Smaldino, 2005). Also, picture series help the student in gathering the ideas and also brainstorming the ideas itself.

Another expert also said that picture series contribute to in students' motivation

and interest (Wright, 2007). Picture can also help students in improving vocabulary and organizing students' idea. This ideas was in line with Lidyawati and Nirwanto's opinion (2016)stating that picture seriesprovidemany vocabularies for students and assist students to organize students' idea.

Moreover, picture series help and motivate the student toward their writing skill (Puspitaloka, 2016). Picture is able to encourage the students' imagination (Sa'diyah, 2010). Picture series is usable in different of academic level (Hermanto, 2013). Thus, picture also describe or interpret the subjectively (Wright, 2007). In conclusion, picture series help the students in encourage their writing for different level of academic.

### **Hypothesis**

Based on the research problem, the researcher indicates that:

1. There is significant improvement of students' narrative writing skill in experimental group.
2. There is significant improvement of students' narrative writing skill in control group.
3. There is significant difference of students' narrative writing skill between experimental and control groups.

### **Conceptual Framework**

Based on chart below, the researcher wants to know the differences of students' writing skill in control and experimental group by using picture series. The difference can be found by conducting a treatment of picture series as the



instrument to the experimental group. On the other hand, control group does not receive any treatment.

Figure 1

*Conceptual framework*

