

Chapter Two

Literature Review

This chapter deals with the basis theories that emphasize the use of picture-cued task to improve students' writing ability. This chapter will cover the description of writing and picture-cued tasks itself. Those theories are explained as follow.

Writing Skill

There are four basic skills in language. They are speaking, listening, reading, and writing. Harmer (2001) divided the language skills into two categories. Reading and listening skills belong to receptive skills, while speaking and writing belong to productive skills. Receptive skills mean the ways in which people receive information from the discourse they see or hear (Harmer, 2001). It means that people only receive the information without producing it. In contrast, productive skills are the ways in which people receive information and produce it. In other words, people produce what they have got in speaking or writing way.

Among those four skills, writing is one of the productive skills which produce language in a written form. It is also supported by Aydogan and Akbarov (2014) who stated that writing is the productive skill in a written mode. In other words, by writing, people can express their feeling or ideas without seeing directly to the reader. In addition, Wuzaro (2012) stated that writing is the way people express their ideas of what they saw, heard, and felt into a form of text.

Besides, writing is the hardest skill in language learning. As said by Barkaoui (2007), writing is the hardest skill for second language learners because it needs the mastery of linguistics, cognitive, and sociocultural competencies. It is also supported by Nunan (1989) who stated that in writing, people must be able to organize and integrate ideas into cohesive and coherent paragraph. It means that writing is not merely conveying a feeling or ideas in a written mode, but people must deal with language features. Therefore, to have a good writing, people should pay attention to the structure of the writing's content.

Process of Writing

Producing an effective writing cannot be done in a short time. There are several steps to do in order to produce a good writing. According to Harmer (2004), there are four main stages in writing such as; planning, drafting, editing, and final version. The description of each stages is explained as follow.

Planning. This stage deals with the ideas that will be written. In the planning stages, the writers must consider three things such as purpose, audience, and content structure. First, before they write something, they must consider the purpose of their writing. It will influence several things including the type of text that they will produce, the language they use, and the information they will choose. The second is audience. It will influence the language that will be used by the writers. The last thing that the writers must consider is the content structure. It deals with the construction of the ideas. Considering the three things above that the writers must consider, brainstorming can be a way to plan a writing.

Drafting. In this stage, the writing has been produced. However, this is not the final version of the writing. The form of drafting is a piece of writing which is incomplete. Drafting usually is a process of explaining some points that has been arranged in the planning stage. In the drafting stages, a writer should be focused only on the content that want to explain. The writing aspect like grammar, organization, and spelling can be checked in editing stage.

Editing. After the writers produced a draft, then they should read through what they have written. Perhaps there is some information which is not clear. Some ambiguous and confusing sentences are also happened in writing. Therefore, the writers should do an editing after they write their draft. Besides, reflecting and revising from other readers are also needed to make a better writing. In editing stage, not only the content that should be checked, but also the grammar, spelling, and organization of the content itself.

Final version. This stage is also known as final draft. It means that this stage has overstepped the drafting and editing process. After the writers make change to the draft, the writers can produce their final version. The final version means that it is the fix version of the writing. The final version of a writing can be published in a printed or online version.

Moreover, Brown (2001) framed a writing process into three stages, such as pre-writing, drafting, and revising. The detail information of each stage is described as follow.

Pre-writing. This stage is related to generating an idea. In this stage, a writer tries to discover some ideas that will be expressed into a writing. In generating idea, a writer can do some ways such as, reading a passage, brainstorming, discussing a topic in a group, and free writing.

Drafting. This stage is a core of writing process. It is because in this stage a writer is getting started to write. A writer writes their content of writing in this stage. In this stage, the writing has been produced but it is not in a final version.

Revising. In this stage, a writer will do an editing. Here, the content of the writing has been finished. A writer will edit his writing by reading through his writing. This stage can be done by doing some ways such as, peer-reviewing for content, editing for grammatical errors, and proofreading.

Producing a writing is not always following the stages above. However, it will be better if the writers can follow every steps in writing in order to make the writing become more effective. Following the stages also make easy the writers to produce a good writing.

Problems in Writing

Writing is one of productive skills which is very challenging for some students. Writing becomes a challenging skill because there are many difficulties in doing writing activities. In writing, there are many problems that are faced by most students. Those problems are lacking of motivation, lacking of grammar knowledge, lacking of vocabularies, hard to generate and develop ideas, and lack of practice. Those problems are described below.

Lack of motivation. The biggest problem in writing that almost students faced is laziness. As I have experienced, I found that many students were very lazy when they were asked to write. It can be caused by lacking of motivation. Students did not have enough motivation to write, thus it makes them lazy to do the writing activity. It is supported by Mettaningrum, Dantes and Suarnajaya (2013) who said that, “students are not only lack of ability in writing, but also lack of motivation to write.” It clears that students also have an internal problem which is related to the students’ motivation.

Lack of grammar knowledge. Grammar also becomes the problems in writing. It is because writing cannot be separated with the grammar context. A good writing is not only seen from the content itself, but also it can be seen from the grammar used. Therefore, grammar becomes a frightening thing since it is difficult to learn. As said by Huy (2015), there are some basic mistakes in the writing tasks that students frequently did such as grammar, spelling, punctuation and organization. It means that students have inadequate grammar knowledge. It is also supported by Farooq, Hassan and Wahid (2012) who said that the writing’s difficulties that students often faced are the use of correct sentence structure and paragraph development to create a coherent form. Therefore, it can be said that lack of grammar knowledge is a problem in writing that students frequently faced.

Lack of vocabularies. Vocabularies is basic knowledge in learning English. Although it is a basic thing, but there are many students who still have limited vocabulary mastery. It is supported by Adas and Bakir (2013) who said that English language learners frequently repeat the same word in their writing

because they still have limited vocabulary. It means that students often use the same word because they cannot develop their vocabulary. That problem can affect the students' writing ability. It is because the vocabulary's restriction may affect the message that will be conveyed by the writers in their writing. According to Seyabi and Tuzlukova (2014) based on their research's result, lack of vocabulary also becomes the second biggest problem for school students.

Deciding how to start. Starting to write becomes one of the problem in writing that faced by almost students. Most of the students are confused on how to start writing. According to Seyabi and Tuzlukova (2014), they found that deciding how to start writing becomes the biggest problem for school students. It is clear that deciding how to start writing becomes the one of the problem in writing.

Hard to generate and develop ideas. Writing is related to conveying a message or ideas. Then, generating and developing ideas also becomes the problem in writing. Almost students frequently hard to generate idea about one topic in writing. They do not know what they are going to discuss in their writing. Moreover, almost students feel hard to develop their ideas. Although they have many ideas to write, it does not mean that they have not any problem in writing. Developing the ideas that they have got also becomes their problem in writing. Most of them have a problem in developing the ideas into a good paragraph. It is also supported by Mettaningrum, Dantes and Suarnajaya (2013) who said that students have problem in finding idea and developing the ideas into a good coherent paragraph. Then, generating and developing ideas are also the problems that students faced in their writing.

Lack of practice. From many problems that students faced in their writing, there is one problem that causes they have a low writing ability. That is lacking of practice. Almost students realize that they have low ability in writing and they have many problems in their writing, but they rarely practice to improve their writing ability. It can be caused by the students have no motivation in writing or there is not enough time to practice. It is supported by Huy (2015) who said that the students have not enough time to practice their writing in their high school. Thus, it can be said that lack of practice in writing being one of problem for students in writing.

Those are the problems that students commonly faced in their writing. Those problems may affect the product of the students' writing. Therefore, writing can be said as the challenging skill since there are many students who faced those problems.

Types of Text

Many types of texts have been learned since elementary school. According to Gerrot and Wignell (1994) as cited in Akmalia (2011), there are thirteen types of text in writing. They are narrative, recount, spoof, descriptive, procedure, news item, explanation, discussion, analytical exposition, hortatory exposition, review, repot, and anecdote. The first is *Narrative text*. Narrative text is a text that has a social function to amuse the reader and deals with a real experience, imagination, or crucial phenomenon in the past. There is some example of narrative text such as folk tale, legend, fable, myth, and short story. The second one is *recount text*. Recount text is a text that is reporting an event or activity of one's experience to

inform or amuse the reader. The example of this text is incident report, newspaper report, articles, letter, and journal. Thirdly, *spoof* is a text that is related to a funny story. Actually, spoof text has a similarity with narrative text, but this text usually adds some humor in the end of the story. Then, *descriptive text* is related to describing someone, thing, or place in a specific way. The form of this text can be a description of something, biography, or autobiography.

The fourth type of text is *procedure*. This text is telling about steps or instructions in doing something through a sequence of steps. Recipes and manual instruction are the example of procedure text. The next is *news item*. News item is a text that informs readers about an important phenomenon or event of the day. The events should be newsworthy. The form of this text can be a news or informative articles. Then, *explanation text* is a text that is discussing about theory that is related to the natural phenomena. The form of explanation text can be an articles or report.

The next type is *discussion text*. Discussion text is a text that identifies pro and contra about one argument. This text usually gives a recommendation in the end of the text. Then, *analytical exposition* is also known as argumentative text. This text is discussing about opinion between pro and contra. This text only contains an argument or opinion about something. Besides, *hortatory exposition* is related to discussing one problem that becomes a controversy. Hortatory exposition usually contains a sentence that persuades the reader to agree with the writer's statement. Hence, this text is also known as persuasive text. The next type is *review text*. Review text is a text that discusses and analyzes about one's

creation. The review of a movie, book, or music is the example of review text.

The next type is *report text*. Report text is a text that discusses about the result of observation or research about thing, animal, person, or place. The last type is *anecdote*. Anecdote is a genre of text that tells about unusual or amusing incident.

From those thirteen kinds of text, this research focused on the students' narrative writing. It was because narrative text was suitable with the media used. Besides, students have been studied narrative text since junior high school. Hence, it will be easier for the students because they have familiar with narrative text.

Narrative Text

Narrative text is one of the text types that students have familiar with. Narrative text is a text that tells about real event or imagination that happen in the past. In addition, Karolina (2006) stated that narrative text is a text that tells about interesting story which has a purpose in amusing and entertaining the reader.

Narrative text has a structure. According to Anderson (1997) as cited in Karolina (2006), the generic structure of narrative text is orientation, complication, sequence of event, resolution, and reorientation. The first is orientation. In orientation, there is an introduction to the character and setting of the story. The next is complication. Complication tells the problem of the story and how the main characters solve the problem. Then, sequence of event tells how the characters react to the complication including the character's feeling and action. The forth is resolution. In resolution, the problem has been resolved. The outcome can be better or worse. The last is reorientation. Reorientation is the

ending of the story. It can be used or not because reorientation is an optional closure of the event.

Narrative has some characteristics of language feature. Hakim (2010) divided the language feature of narrative text into six such as; focus on specific participant, use noun as personal pronoun, use past tense, use time conjunction, use action verbs, and use saying verb. From those characteristics, the prominent characteristics of narrative text are the use of past tense and action verbs.

Picture-Cued Tasks

Picture is one of medium in teaching language. As a medium in teaching language, Raimes (1983) argued that picture provides a stimulating focus for students' attention. Pictures are able to get the students' attention in order to make them more focus on the teaching-learning process. There are many pictures that can be used in teaching-learning writing such as picture series, picture sequences, maps, and others. Those kinds of picture are called as picture-cued. According to Brown (2004), picture-cued may be very simple or sometimes more complex. He also argued that picture-cued is designed to elicit a word or a phrase and composed of a series that tells a story.

In teaching-learning writing, teachers can use picture-cued tasks as the activities in the classroom. Picture-cued tasks are one of the way to assess students' writing ability that use picture as a medium. It is called as picture-cued tasks because those kinds of picture-cued are integrated with some clues of questions. Picture-cued tasks separate reading and writing connection and proposing a nonverbal means as a substitute to stimulate written responses

(Brown, 2004). It means that, picture-cued tasks can arouse the students' written reaction without a verbal means.

Varieties of Picture-Cued Tasks


As explained above, picture-cued tasks are a strategy to assess students' writing ability. Picture-cued tasks have varieties of task. The varieties of task are based on each language skill. For writing skill itself, there are three varieties of picture-cued tasks based on Brown (2004); picture-cued sentence writing, picture-cued story description, and picture-cued story sequence.

Picture-cued sentence writing. The picture that is shown in this task is a picture that draws a simple action. This task asks students to write a brief sentence based on picture that they have seen. The sample task of picture-cued sentence writing can be seen below.


Figure 2.1 Picture-cued sentence writing task according to Brown (2004)

Test-takers see the following pictures:


1.



2.



3.



Test-takers read: What is the woman doing?
 What is the man doing?
 What is the boy doing?

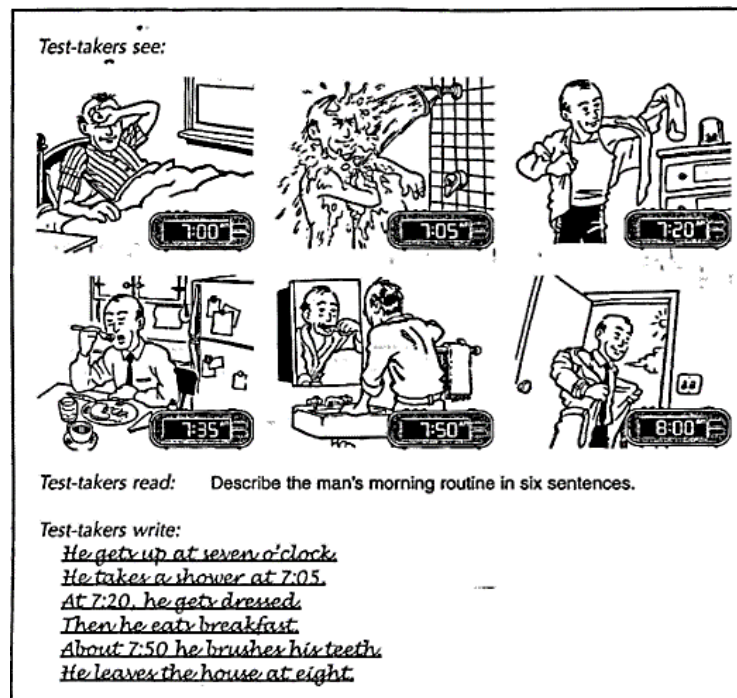
Test-takers write:

1. She is eating. She is eating her dinner. She is holding a spoon etc.

Picture-cued story description. The picture that is used in this task may be more complex. The students asked to write a sentence that is more complex. For example, the sentence that students should write in this task such as a cat under the table, books and pencils on the table, or chairs around the table. In this task, the students are asked to describe the picture using a preposition; on, over, under, next to, around, above, and others.

Picture-cued story sequence. The picture shown in this task is a picture that describes a sequence of three to six pictures in a story line. It means that among the pictures must be related each other. For example, teacher gives a picture sequence and a simple question related to the picture. Then, students are asked to write down the answer by paying attention to the grammatical features. This research used this type of picture-cued tasks because it was suitable with the type of the text that was used in this research which was using narrative text. The nature of narrative text is telling a sequence of story. Thus, this type was suitable with the research. The sample task of picture-cued story sequence can be seen below.

Figure 2.2 Picture-cued story sequence according to Brown (2004)



Picture-Cued Tasks in Teaching and Learning Writing

In teaching and learning writing, picture-cued tasks are one of teaching strategies that use picture as a medium. Sometimes, integrating picture in teaching learning process is necessary. Pictures have an important role in teaching-learning process, especially in teaching-learning writing. There are three main points that make picture must be integrated in teaching-learning writing.

First, pictures can be a stimulus in gaining students' attention. As we know, students usually do not pay attention to their teacher. It is only the rest of them who care about the teacher's explanation. Students do not want to pay attention to the classroom if the learning process is very boring. Therefore, it is important for the teacher to find how to get students' attention. According to Wright (1989), pictures make students pay attention and take part in the classroom

activity. It is because pictures provide a real-life situation. When teacher shows a picture about an activity in the street, students will feel that they are taking part in that picture. It is supported by Ariningsih (2010) that pictures bring the outside world into the classroom like in real-life. Thus, students will give their full attention in the classroom activity if the teacher uses visual media in the teaching-learning process.

Second, pictures can be a stimulus for gaining and exploring students' ideas. Researcher has observed an EFL class when they had a writing task. The teacher just gave them a topic of the writing, then the students is asked to write a story related to the topic. It was about ten percent who can explore their idea quite easily. The rest of the students have a difficulty in expressing their idea. It happened because there was no treatment or stimulus when the teacher gave the task. As the visual media, pictures can be a stimulus for the students' imagination. Picture can make students imagine about what happen in the picture. It is line with Munadi (2008) as cited in Sa'diyah (2011) who stated that people can catch ideas and information from pictures which the information conveyed in the pictures is clear more than expressed verbally.

The last role is pictures provide many tasks. Using picture can be an interesting media in teaching writing because there are a lot of tasks that can be done by using picture. According to Raimes (1983, p.27), "A picture can be the basis for not just one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercises, or sequencing of sentences to the writing of originals dialogs, letters, reports, or essays." It means that one picture

can propose many different tasks. For example, teacher gives a picture about Audy's activities in the evening. The teacher can apply some tasks regarding to that picture like question and answer, sentence combining, paragraph completing, and many others. Therefore, pictures have an important role in teaching-learning writing. It is because they propose many tasks that can make students more enjoyable to the class activities.

Based on those explanations, pictures have an important role in teaching-learning writing. Considering those roles, I used pictures for this research. It can be the interesting medium in learning writing for EFL students and can be the way to improve their writing ability.

Previous Study

This research is supported by previous study. Nisa (2013) conducted a research entitled "The Effectiveness of Using Picture Cued Task to Improve Students' Speaking Skill in Narrative Text of the Eleventh Grade Students of SMA Negeri 1 Comal in the Academic Year 2013/2014." Based on her research picture-cued tasks can be an effective way to teach narrative text. In this research, she made some limitations, such as she used one of the type of picture-cued tasks which is named picture-cued elicitation of future tense and she want to examine the students' speaking skill in narrative text by using that media. She used an oral test in measuring the students' speaking skill. Based on the result of her study, picture-cued tasks have a significant result to improve students speaking skill in narrative text. After being taught using picture-cued tasks, students are able to

express their ideas of the story orally. Thus, picture-cued tasks can be used as a good way in teaching and learning process.

The similarity of her study and my study is using picture-cued tasks as a strategy in teaching-learning process. I also used picture-cued tasks in this study. However, I focused on the implementation of picture-cued tasks in writing class. I only want to know whether picture-cued tasks are good to be implemented or not without knowing the students' writing achievement. Nisa's study could be used as a reference that supports this study. Therefore, for this research I saw whether picture-cued tasks can solve the students' problem in writing or not.

Another study that is in line with this research was conducted by Ariningsih (2010) entitled "The Effectiveness of Using Picture Series to Improve the Students' Writing Skill Viewed from Their Learning Motivation (An Experimental Study in the Seventh Grade of SMPN 1 Tanjunganom in the Academic Year 2008/2009)." I used this study because the restrictiveness of the research that is using picture-cued tasks. This previous research can support my research because this research used one of picture-cued varieties. In her research, she assessed picture series in improving writing skill. However, in her research, she compared whether picture series is more effective than translation. She also examined whether the technique that she used in her research influenced the students' motivation. Based on the result of her research, picture series is an effective technique to teach writing. In addition, the used of this technique also improved the students' motivation.

The similarity of Ariningsih's research with my research is using picture in teaching writing. Although her research was not using picture-cued tasks, but her research used picture series that is one of picture-cued varieties. However, I only focused on the picture-cued tasks without comparing with the other teaching strategies. I also did not examine the students' motivation. I only focused on the implementation of the picture-cued tasks. Considering that my research used the same media, Ariningsih's research could be a reference for my research.

Conceptual Framework

There are a lot of problems that faced by the students in writing. Three of them are lack of vocabularies, lack of ideas and lack of grammar knowledge. This research focused on solving the students' problems in writing especially the problems in vocabulary mastery, gaining an idea and using of grammar. In writing, there are a lot of text types that can be learned by the students. One of the text types that the students familiar with is narrative text. Narrative text is always learned by the students since they were in primary school. Narrative text is a text that discusses about a real or imagination story that happens in the past. To overcome the problems that faced by many students, teachers should have an interesting strategy in teaching writing. One of the strategy to teach writing is using picture-cued tasks. This research conducted in a cycle. There were three cycle in this research which in each cycle included four steps; planning, acting, observing, and reflecting. In this research, each cycle involved the process of writing which is pre-writing in the first cycle, writing in the second cycle, and editing in the last cycle.

Subsequently, this research has two variables. Using picture-cued tasks as an independent variable and writing as a dependent variable. Picture-cued tasks are called as independent variable because picture-cued tasks can stand alone and can influence writing ability which stands as dependent variable in this research. Besides, writing can be called as dependent variable because writing is influenced by picture-cued tasks which stand as independent variable in this research. Therefore, the students' problem in writing could be solved by using picture-cued tasks. The conceptual framework is presented in the diagram below;

Figure 2.3 Conceptual Framework

