

Chapter Two

Literature Review

In this chapter, the researcher reviews some theories related to the research, especially about writing skill, pictures prompt and previous studies about the correlation between the pictures prompt and writing skill and the problem in teaching writing.

Teaching Writing

Definition of Writing. The definitions of writing are variously stated by some experts. According to Rivers (1981), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning in language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

English writing skill is an ability to express the idea, opinion or feeling in the written form beginning from the simplest one to the advanced level of a certain

medium using English appropriately based on some general components of skills such as language use, mechanical skills, content, and style (Ariningsih, 2010). In writing about a subject, individuals utilize their personal symbol systems to create connections between disparate concepts in their own minds. They then transform these symbols into the consensual symbol system of writing in order to share their thought and ideas with others (Kellogg, 1994).

Urquhart and McIver (2005) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language used when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Based on the definitions above, a definition of writing skill can be concluded. Writing is a productive process done through some process. Firstly, exploring and conveying ideas, thought and feeling into written form. Secondly, conducting a

number of revising processes to carry out a grammatically and orderly text. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

Teaching writing. Writing skill is the one of language skill that teach to the students. According to BSNP (2006), communicative competences are having discourse abilities; they are understand oral and written text and producing oral and written text. Those abilities are carried out into four language skills, listening, speaking, reading and writing.

The teaching of writing skill has some purposes and indicators. The purposes of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001), there are two approaches in teaching writing. They are focused on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who supported a process approach to

writing. However, teachers have to pay attention to the various stages of any part of writing process.

The writing approaches, including a process approach, are useful to get the purposes of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically in English. In addition, Nunan (1989) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on it. The process approach can develop by the practice routinely in the effective activity also can help the students' writing skill.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002) state that the process of writing consists of planning, drafting, revising and editing. On the planning step, the students are encouraged to write. The drafting step is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next, on the revising step, the students re-write their text on the basis of feedback given in a responding step. The students, on the editing step, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing

are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to help the student teachers in teaching writing activity.

Learning Media

Learning media is important components in the teaching and learning process. Djamarah and Zain (2006) argue that learning media is defined as a learning source that is used to help teachers to develop students' knowledge. They state that the teachers can explain the materials using the learning media in a more concrete way. It is important for student-teachers to know functions of learning media in the language learning process. This attempt will help the student-teachers to select relevant and effective media that can be used to teach writing. Erdmenger (1997) states that the functions of media that are used in a teaching process, including teaching writing include: arousing the students' motivation, transmitting information, directing the students by giving clues of the materials which are taught, and controlling the objectives of the study by helping the students to focus on the materials which are taught.

Smaldino, Lowther, and Russell (2008) classified learning media in six basic categories. The first category is *text*. Text is alphanumeric characters that may be displayed in any format, for example: book, poster and so on. The second is *audio*,

included anything that can be heard and it may be live or recorded, for example: teacher's voices, music and mechanical sounds. The third *visuals* are regularly used to promote learning, for example: cartoons and photographs. The fourth category is an audiovisual / video, shows motion, for example: movies, DVDs and computer animation. The fifth is *Manipulatives*. Manipulatives are three dimensional and can be touched and handled by students. The sixth is *people*, for example: teachers, and students. All kinds of media can be utilized, if the media are relevant to the materials and effective to support the teaching of writing skill.

Picture as the Learning Media in Teaching Writing

Based on the classification of the learning media, pictures classified as the visual learning media. The influence of using a picture is shown by the student enjoyment during studying in the pictorial text. Pictures or visual can arouse student's emotion and attention. The picture can be eased achievement for understanding and remembering information in the pictures. Raimes (1983) argued that picture shared experience for students in the class, a common base that leads to a variety of language activities. The picture brings the outside world into the classroom in an intense concrete way. Student are interested to look at the pictures, their use in the teaching writing provides stimulating focus for the students' attention. Raimes also states the picture is a valuable resource as it provides:

- a. A shared experience in the classroom
- b. A need for common language form to use in the classroom

- c. A variety of tasks
- d. A focus of interest for student.

Related to Onasanya (2004) states that most of pictures in learning media offer teachers considerable opportunities to make their teaching more effective and efficient. Also, she argues that the effectiveness in the context implies how well educational goals and objectives are achieved, while the efficiency refers to how instructional media are utilized to achieve teaching goals and objectives. Therefore, the teachers need to consider appropriate pictures media in order to stimulate students to explore their ideas to help them in their writing process and make the students understand the learning materials given by the teacher effectively.

In choosing of the appropriate pictures, student-teachers have to consider some aspects. Morgan and Bowen (1994) as cited by Ariningsih (2010) recommend some considerations that must be emphasized in selecting a picture:

Appeal. The content of the pictures should capture the interest and imagination of the class members. The pictures represented the student need and their characteristic. The students have two more motivate to join in a learning activity.

Relevance. The picture should be appropriate for the purpose of the lesson. However fascinating the picture might be for the students, it is of no use to the teacher in that particular lesson if it does not contribute directly to the aim of the lesson.

Recognition. The significant features of the pictures should be within the students' knowledge and cultural understanding. Teacher selected the student pictures based on the student environment, learning culture and student learning level. When the teacher used the unfamiliar picture in the teaching process, it will make the student confuse and misunderstanding cannot avoid. It is because different areas have different culture and habit. So the picture selection must be considered of the student environment and culture.

Size. A picture to be held up before the class should be large enough to be seen clearly by all students. The detail of the picture should be visible from the back of the room. Student teachers adapt the picture use with the classroom layout.

Clarity. A crowded picture can confuse and distract. The student should be able to see the relevant details clearly. Strong outlines and contrast in tone and color are important in avoiding ambiguity.

In addition, Wright (1983) considers that there are five criteria for selecting the pictures, they are easy to prepare, easy to organize, interesting, meaningful and authentic, sufficient and amount of language. Any teachers either teachers of advanced adult students or teacher of exam classes, or teachers of beginners can apply these five criteria.

The Problem of Using Picture in Teaching Writing

Although the teaching writing activity has been supported by the use of pictures, there are any some problems occur during learning activities. The problems can be disturbing the teaching writing process. It is can cause the ineffective students' learning achievement. The student cannot develop and increase their writing skill. The problems that occur in teaching writing using picture, such as:

The use of picture prompts in teaching writing should be appropriate with the student material and the environment. Not the entire picture suit with the student needs. The picture must be relevant to the purpose of the learning activity. According to Morgan and Bowen (1994) in Ariningsih (2010) argued that pictures should be appropriate for the purpose of the lesson. However fascinating the picture might be for the students, it is of no use to the teacher in that particular lesson if it does not contribute directly to the aim of the learning activity.

Review of Related Studies

Arslan and Nalinci (2014) conducted the research entitled "*Development of Visual Literacy Levels Scale in Higher Education*". The purpose of the research is to develop a new, valid and reliable Visual Literacy Scale that will measure the visual literacy levels and skills of university students. This research used a descriptive quality. The research was conducted in the fall semester of the 2012-2013 academic years. The respondents of this research were the student of Faculty of Education at Amasya University. The sample of this research is 414 students, 254 women and 160

men. This study used questionnaire as the research instrument. The finding of this study showed that the students have the highest visual literacy level and skills. The other finding is grouped some factor that uses in measure students visual literacy skill. These factors follow as: Identification of the need for visual, Finding and accessing visual sources, Analyzing and interpreting the visuals, Evaluation of visuals and visual sources, Effective usage of visuals and visual media, Designing and creating visuals and Taking ethical and legal issues into consideration.

Another research with the title “*The Effectiveness of Using Picture Series to Improve the Students’ Writing Skill Viewed from Their Learning Motivation*” is conducted by Ariningsih (2010). The purpose of this study is to find out the comparing the effective of picture series and translation technique and the interaction between teaching techniques and motivation in teaching writing for the seventh grade students of SMPN 1 Tanjunganom in the academic year 2008/2009. The research used quantitative approach and cluster random sampling technique. The participant of the research is seventh grade students of SMPN 1 Tanjunganom Nganjuk in the academic year 2008/2009. The seventh grade consists of 12classes and 36 students for each class. So the total numbers of the whole students are 432 students. The total number of Ariningsihdivides the sample into 2 groups, the first group for experimental class and the second group for control class. The total number of samples is 36 students for each group. So, the total number of the student is 72 students. This research used test and questionnaire as the test instrument. The finding

of this research is showed that is more effective than using the translation technique. The other findings found that there is an interaction between teaching techniques and learning motivation. The picture series technique is effective for the students having high motivation and translation technique is effective for the students having low motivation.

This research is different from the previous researches on the term and the participant. The terms in this research did not use the specific type of pictures. So, there is no special type of pictures that the research uses in this research. This research focuses on the use of pictures in teaching writing. However, the researcher is not using students at school as the participants. In this case, the researcher uses the student-teachers of English Education Department of Universitas Muhammadiyah Yogyakarta who serve the internship program. The reason why the researcher did not use teachers or students at the school as the participant is because the researcher wants to investigate the different concept than the other researchers. The researcher wants to investigate about the student-teachers' perception on the use of pictures in teaching writing activity.

Conceptual Framework

The conceptual framework discusses the related theories which are summarized and synthesized from the theoretical discussion. In teaching and learning English there are four skills that should mastered by language learners' namely

speaking, listening, reading and writing skill. Those skills have to teach by student teacher of English Education Department during the internship program. On of language difficult skill that student teacher should teach is writing skill. Teaching writing is how the student teacher helps the student to express their idea though the writing activity. However, student teachers find some obstacle in teaching writing such as the low motivation of the student, the student language proficiency; develop the writing idea and the lack of using learning media.

From those problems there are some ways that can help student teachers to solve the problems. However, the researcher only focuses on the using picture as a way to help student teachers in teaching writing in the internship program. Teaching writing is the way to teach the writing skill to the student by using some strategies. Pictures as the one of teaching writing strategy are valuable to help the student teacher in the writing classroom activity. When the student-teachers use the pictures, there is some advantage will get, such as explore the strategies in a picture prompt, develop the student writing idea, and increase the student motivation in writing activity.

Figure 2.1 Conceptual Framework

