

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The present chapter reviews some theories and literature related to the Teaching Writing in Recount Text by using Picture Series Which consist of: (1) Writing; (2) Teaching Writing; (3) Media in teaching learning; (4) Procedure Text; (5) Picture series; (7) Class Action Research.

#### **2.1 Writing**

##### **2.1.1 The Importance of Teaching Writing**

Writing in English has important part besides that three skills in English ( listening, speaking and reading ). Through writing, people can communicate with other across places and time. According to Carrol. T Robert (1990: 1 ) Writing allows us to share our communication not only contemporaries, but also with future generation. It permits people from the near and far distant past to speak us.

Writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her own views as a topic, Hayland.K (2003: 9)

Nirmala (2013: 33 ) says that writing is a skill which importance in college and after college, In a complex and changing society. More people are needed who can write, who can order communicate information and experiences. Writing for many students is the skill which can unlock the language arts.

Writing is important for us in learning that language. Writing can rise the students ideas and increase the students creative thinking, because writing is very necessary in our life.

## **2.2 Teaching Writing**

Writing skills is one of the four English Language skills in addition listening, speaking, and reading. Writing skill includes productive or produce other than speaking skills. According to Nunan.D (1989: 36)

Writing is not a natural activity. All physically and mentally normal people to speak a language. Yet all people have to be taught how to write. This is crucial difference between the spoken and written forms of language. There are other important differences as well.

Writing learning in school has not been thought with the correct process, teacher often delegates the task of writing without giving proper steps to be able to produce good work.

### **2.2.1 Process of Writing**

In the process of writing the students must focus in the aim of writing. Harmer.J (1998: 257) state, "In teaching writing we can focus on the product of that writing or on the process itself. When concentrating on the product we are only interested in the aim of a task and in the end product".

In nature of writing must focussed in aims of the writing to produced writing pedagogy. According to Brown (2000: 335)

The upshot of the computational nature of writing has produced writing pedagogy that focussed students on how to generate ideas, how to organize them coherently, how to use discourse markers and the rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

With this methodical writing, the students can describe that process in writing very important to begin write in text. And process of writing helps the student from confusing in writing learning process in the classroom. As stated by Carrol T.Robert (1990: 20), Writing will be easier if it is systematic and

methodical. There is no recipe for great writing, but there are several methods for writing satisfactorily. One of the more successful methods for beginning essay writers is known as the slower method. ( 1) Select a topic, (2) List your ideas,(3) Organize your ideas, (4) Outline your essay, (5) Write your first draft, (6) Edit your first draft, (7) Rewrite your Essay.

### **2.2.2 The role of teacher in teaching writing**

Teacher should be prepared in order that students receive the best treatment. Lesson plans are tools or aids for the teacher. Teachers planning is an essential part of teaching. In teaching writing, teacher must be one of the facilitators for students in the learning process. According to Brown (2000: 340)

As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composition but, in a spirit of respect for students' opinion, must not impose his or her own thoughts on students' writing.

To improve the student's ability in writing text, effective planning also helps students to clarify their thinking about objectives, students need interest as well as what kinds of motivating techniques from the teacher in the learning process. If the students feel secure in the classroom, the result will show in the academic progress. And the teacher must be active in giving students motivation in writing, to get the student's spirit in the learning process.

### **2.3 Procedure Text**

There are three definitions about procedure text; (1) Text that explain how something works or how to use instruction/ operation manuals e.g. how to use video, computer, and tape recorder, (2) Text that instruct how to do a particular activity e.g. recipe, rule of games, science experiments, road safety rules, (3) Text that deal with human behavior e.g. how to live happily, how to be successful.

The purpose of procedure text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedure text is a recipe. Three generic structure procedure text: (1) Goal, (2) Material needed, (3) Methods or steps.

Some procedures have optional stages such as explaining reasons for a steps, providing alternative steps, giving cautions, or mentioning possible consequences.

## **2.4 Media in Teaching and Learning**

Media learning aids basically delivering a message from the teacher to the student. According to Kozma.R.B (1991: 4)

Whether or not a medium's capabilities make difference in learning depends on how they correspond to the particular learning situation, the task and learners involved and the way the medium's capabilities are used by the instructional design.

There are many kinds of media that is used during the teaching learning process. The use of media must be based on most appropriate choice. Consequently, it can increase meaning and function to support the effectiveness and efficiency in learning process.

It can be concluded that teaching learning using media it can give the advantages. For teacher, the media helps focused in concept or ideas and help motivate participants active learning for students, the media can be a bridge for critical thinking and doing.

## **2.5 The Nature of Picture Series**

Picture series is one of media to help teacher and students in learning process, especially writing procedure text. Picture series is a series of picture that

related each other in accordance with the sequence of events. So the main function of the picture series is to tell a tale, story or events based on time sequence.

The important of using picture series as learning media can be seen from the enthusiasm of people for pictures, they stimulate the imagination using picture series also promoting the students positive behavior in learning process and high students attention to the teacher explanation and instruction.

Wright. A (1989 :2 )States that picture are essential part to help students to retell experience or understand something since they can represent place, object an people specifically, picture contribute to :

- Interest and motivation
- A sense of the context of the language
- A specific reference point or stimulus.

As stated before, Wright.A (1989: 17), A picture has some roles in teaching learning especially writing :

1. Picture can motivate the students and make him or her want to pay attention and want to take part.
2. Picture contribute to the context in which the language is being used, they bring the world into classroom.
3. Picture can be described in an objective way and responded to subjectively.
4. Picture can cue responses to questions or cue substitutions through controlled practice.
5. Picture can stimulate and provide information to be referred to in conversation, discussion and story telling.

When the picture observe picturs, they are able to speak more,interact with the pictures and their friends,make a good relationship among paradoxs and build news ideas. Harmer.J (2004: 134) add that picture are often used to present situations to help studens work with grammar and vocabulary. But their potential to bring students to different world also means that they can be used to encourage students to fly in their creative imagination.

As stated by Allen (Susanti,2013: 32), “Picture is also helpful especially for beginners in English to see a picture of a single object or person as the only focus of attention”.

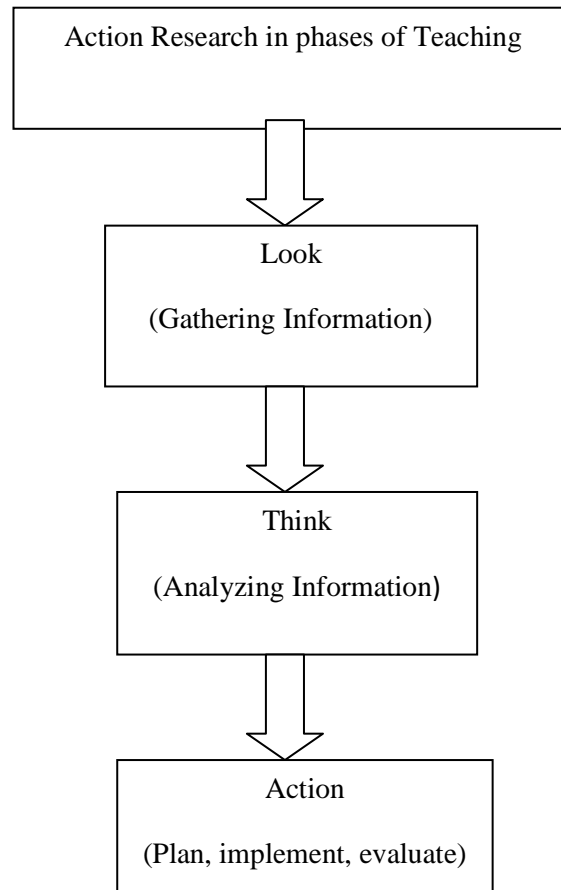
And the good picture to used in writng procedure text is picture series. Thats why picture series are a series of picture that related to each other in accordance with the sequence of events. So the main function of the picture series is to tell a tale, story or events based on time sequence.

## **2.6 Class Action Research**

Class Action Research and action learning are paralated precess that renable teacher and students to work in tandem to accomplish effective learning process. The action research can be applied in three phases of instruction: Planning, observing, evaluating.

- Planning : The first stage in lesson planning is to select a unit of study that will provide the basis for productive and interesting learning experiencesfor students.
- Observing: This instruction describe how an action reserach framework can assist instruction and learning that take into account the diverese characteristics and qualities of their students.

- Evaluating: Teachers must constantly be alert to the nuances of action and behavior. They need to constantly be aware of what is happening, what the students are doing, and how well they are accomplishing their assigned activities.



Class Action Research provides teachers with structure through which they can assess students' outcomes and evaluate the effectiveness of their instruction. It enables teachers and students to clearly define the process of systematically reviewing their progress. Assessing their success in attaining the objectives they wish to achieve, and acting to remediate inadequate performance or celebrate successful achievement.