

CHAPTER II

REVIEW OF THE RELATED LITERATURE

As stated in the previous section, the aim of this research study is to improve students' writing skills. Therefore, the discussion in this chapter will focus on the review of related theories underlying the study. The theory of writing, teaching writing, media and picture series will be highlighted in this chapter.

2.1 Writing

Harmer in *How to teach Writing* states "writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities" (2004: 86)

Meanwhile, Meyers says that writing is a way to produce language when you do and when you speak. Writing is communicating with others in verbal way. Meyers state:

Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them (2005: 2).

From the definition above the writer can conclude that writing is a way to produce language that comes from our thought. By using writing we can share our idea, feeling or anything that exist in our mind. It is a process that what we write is influenced by the constraints of genre and has to be present in learning activities.

2.1.1 The Nature of Writing

Writing is the physical act of committing words or ideas to some medium (Nunan, 2003:88). Words will be combined to form ideas, and then people are able to communicate with others through writing. It means that a writer has to be able to organize words, ideas, and sentences as clearly as possible, so that the readers are able to understand the ideas easily without spending too much energy and time to comprehend the writing. In other words, writing is the mental work of inventing ideas thinking about how to express them into statements and paragraphs that will be clear to a reader.

Besides, writing is the process refers to the act of gathering ideas or we can say process and working them until they are presented in a manner that is polished and comprehensible to readers or make a product of writing (Linse and Nunan, 2005:98).

According to White and Arndt (as cited by Harmer, 2001:258), writing is a re-writing activity seen with new eyes (re-vision) and has a central role play in the act of creating text. It's a means of discovering ideas, sharing opinions, presenting information, and an even training. In writing process, the writer communicates what his feeling, ideas, opinions or information in written form. It is a process of communicating something on paper to a reader. Moreover, writing may be meaningful and understandable if the writer is able to write everything what he feels and thinks. The writer not only has to be able to arrange the words, phrases or sentences into a good paragraph, but he also should remember that every writing situation is different, it depends on the element of writing.

2.1.2 Aspects of Writing Skill

Discusses about the aspects of writing skill, there are some important matters that need to be outlined in this discussion. They include 1) micro and macro skill of writing, 2) mechanical components of writing, and 3) cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown (2001: 342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

To add Brown's ideas on the micro and macro skills of writing, Spratt et al (2005:16) also state that writing involves several sub skills. They involve spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using correct grammar correctly, and using paragraphs correctly.

In summary, the skills of writing must be introduced in every stage of writing composition. This will enable the students to get used to writing more effectively by using and obeying those skills of writing.

Then, mechanical components are the second important matter of writing. Like other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and texts (Harmer: 2007).

The last aspect will center on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover, Harmer (2004) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistic elements that can be seen in the structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in a slightly different way that is whether the writing works can easily be read and understood.

As summary, the micro and macro skill, the mechanical components and cohesion and coherence are important aspects of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make their students' writing works more accessible.

2.2 The Teaching of Writing

According to the *Cambridge International Dictionary of English*, teaching means to give knowledge or to instruct or train (someone); whereas the *Longman Dictionary of Contemporary English* suggests that it means to show somebody how to do something or to change somebody's ideas (as cited in Harmer, 2002: 56). Here, the roles of a teacher are very crucial to the teaching and learning process in the classroom.

2.2.1 The Roles of Teaching in Writing

Teaching is not just a simple transferring knowledge activity since it is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial that permanently will contribute to their future.

Teachers are expected to realize their importance roles toward student development in learning, particularly in writing. Teachers are required to have various strategies and great interest when they are teaching writing to students. Moreover, the success of students in learning writing is also determined by the teacher's performance in helping them learn writing. It means that in the process of teaching writing, the teacher has to help the students to understand and learn

how to write effectively, give clear explanations and instructions and guide the students in each step of the writing process. Harmer (2001: 261-262) mentions some additional information about teacher's roles in the teaching and learning process of writing. They will be explained as follows:

2.2.1.1 Motivator

When the students work on the writing tasks, the teacher must motivated them by creating the nice learning atmosphere, persuading them of usefulness of the activity, and encouraging them to create as much as efforts to achieve the optimal result.

2.2.1.2 Resource

When the students are doing more extended writing tasks, the teacher must be ready to supply information and language needed by the students. Besides, the teacher must also ensure the students that he/she will be there to give them advice and suggestions in a constructive and tactful way. For example, in the process approach, the teacher facilitates the students' writing by providing input or stimulus.

2.2.1.3 Feedback provider

Being a feedback provider, a teacher should respond positively to the content of what the student have written. The feedback given to the students must be based on what they students need at their level of studies.

As summary, teachers hold importance roles toward the students' success in learning writing so they have to be responsible in guiding and facilitating the students' writing by being good motivators, resource, and feedback providers.

2.3 Procedure Text

2.3.1 General Theory of Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps.

To support the previous idea on the definition of procedure text, Mark Anderson and Kathy Anderson (2003: 50) state that “A procedure, therefore, is a piece of text that gives us instructions for doing something”. Procedure text is instruction written to describe how something is done through series of sequence steps. The most common of procedure text is recipe. Procedure text includes recipe from books, repair manual, and general how to book. Giving direction orally is also the form a procedure text.

Miller (2004: 3) state that “procedure or instruction is one of the most common and one of the most important uses of technical writing”. There are step by step explanations of how to do things, assembling something, operate something, repaire something and etc.

According to Miller, Mark and Kathy Anderson researcher can be conclude procedure is texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.

2.3.2 General Characteristic of Procedure Text

2.3.2.1 Objective of the communicative text

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.

2.3.2.2 Linguistic Characteristic

- Imperative sentences pattern
- Connectives to arrange the action, e.g. while, then, etc.
- Action verb, e.g. turn, put, do not mix, etc.
- Adverbial to tell the time, place, the accurate way, e.g. for five minute, two centimeter from the top.
- Use verb are action or “doing” words, e.g. fold, measure, turn, fill, remove, cut, glue, nail, hold, etc.
- Use adverb that tell how the action is done, e.g. quickly, slowly, gently, carefully, sufficiently, accurately, etc.

2.3.2.3 Structure of the text

- Goal, Aim or Title

Procedure tells about some steps in doing something in sequence. For example, procedure used to describe some steps in cooking meal, operating the phone, and it uses as in consuming some product.

According to Mark Anderson (2003:54) as one of the main part of the procedure text, this part could be the title of the text.

- Material

Materials are the most important things in procedure text. It will be processed through some required steps to get the final result. Before the sequence or steps are done, it should be known the materials needed.

According to Mark Anderson (2003:54) as one of main part of the procedure text, this part could be a list, a paragraph, and this part be left out in some procedures.

- Steps

After knowing the objective and material, we have to do some steps in order to get the result. Step means stage towards achieving something. In procedure, step means stage towards achieving something. In procedure, steps take an important role because it is the last process or finishing. Choosing the materials and step after knowing the objective is the best way to achieve the best result.

According to Mark Anderson (2003:54) the form of this part could be:

- Number can be used to show first, second, third, and soon.
- The order is usually important.
- Such word as now, next and after this can be used.
- Usually the steps begin a command such as add, stir, pour, push and etc.

In procedure, the aspects are very important and they influence each other.

Also, it must be done in a series.

2.4 Picture Series

Finocchiarro states “A series of pictures is a picture that tell a story in a sequence on one chart, for instance one for count nouns, one for work activities, etc” (1979:100-102). Series of pictures are ones that show simple action such as sun rising whatever the beginning or ending. The picture sequence must have continuity and make sense.

2.4.1 Picture series in Teaching Writing

As mentioned before, series picture are one of the solutions to cope the problems in teaching writing. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us.

There are various types of picture used in the English teaching and learning and one of them is picture series. A series of pictures is a sequence pictures of a single subject that is aimed to tell a story and also a sequence of events.

Picture series is one of learning media that is categorized as an art-teaching media. Picture series can provide a window into how learners will negotiate their understandings of images and their knowledge of world.

To support the previous idea on the roles of picture series in the teaching and learning process, Harmer (2002: 69) states that there are various number of writing tasks that students can be asked to undertake and one of them is students can given a series of pictures which tell story and they have to write story based

on the pictures. He then adds that giving the students sequence picture as the writing task will incite them to be creative writers.

The students will explain their understanding of pieces of art, revealing details about their literacy processes and strategies. The same kinds of revelations by using picture series, likely on a more advanced level, are revealed in this reason, where students explore background actions and others related to the art they study. All students can find success “where they are” through this exploration of culture, vocabulary, voice, and characterization in the specific context of the inspiration artwork. Because of the open-ended nature of this lesson, it is particularly appropriate for multi-leveled classrooms and classrooms with special-needs students and English Language Learners.

Series picture is recommended for it has many benefits in the writing learning process. The first benefit of using picture series is that it will make the students interested in writing English because picture series is one of the visual teaching media (Smaldino, 2005:9). Another benefit is picture series will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing the ideas they have in mind become more readable. The last benefit is that picture series will improve the students’ motivation in writing.

2.5 Review of Previous Studies

In order to avoid any duplication, the writer reviews the previous studies that out media in teaching writing, including the writer herself. Some previous researchers have done some studies about the useful of using picture series in teaching procedure text. One of them entitled “Improving The Students’ Ability in Writing Procedure Text By Using Pictures; a Case Study of The Ninth Year Students of SMP Al Wakhidiyah Karangawen Demak”. The research was done by Nur Faizah (2010). She conducted a research on the use of Picture as a media in improving the students’ ability in writing procedure text. At the end of her research, she found that picture could improve the students’ ability in writing procedure text.

Another research was entitled “The Effect of Teaching Writing Narration Using Picture series in The Second Grade of Muhammadiyah 10 Junior High School at Surakarta”. The research was done by Diana Intan Sagita (2009). She conducted a research on the use of picture series as a media in the English Writing of SMP Muhammadiyah 10 Surakarta. But in this research she used series picture to teach Narrative text. She wanted to know whether the picture series can improve the students’ writing ability of narrative text. At the end of her research, she found that picture series could improve the ability of the students to compose a narrative text. Their writing had improved after having picture series as a media in writing narrative text. She used a descriptive qualitative research to describe the improvement of the students’ writing ability.