CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter aims to explain about theories that related to this discussion which will the foundation of this study. The theories provide evidence that will be needed in this study. Therefore, it discusses about Writing, Procedure text, picture, and previous study which related to this study.

2.1 Writing

Writing is a way of communicating by combining word into a text or paragraph. It has meant to share ideas to each other, thoughts, and feeling in written form. By writing, people can share anything they want without worrying if they are shy to speak up.

Writing is not just about shared idea, thought, or feeling. Writing involves more than just producing words and sentences. Writing should have meaningful so that people can understand it. In writing, writer should make series of words or sentences which are grammatically and logically correct. Then the product can be easily understood by the reader.

2.1.1 Definition of Writing

As I understand, writing is a way of communicating and expressing our thought into words and sentences in order to make the reader understand of what we have in our mind. This line is proposed by Sheridan Baker (1987) in his book, *The Practical Stylist:*

“In writing, you clarify your own thoughts, and strengthen your conviction. Indeed you probably grasp your thought for the first time. Writing is a way of thinking. Writing actually created thought, and generate your ability to think: you discover thought you hardly knew you had, and come to know what you know. You
learn as you write. In the end, after you have rewritten and rearrange for your best rhetorical effectiveness, your words will carry your readers with you to see as you see, to believe as you believe, to understand your subject as you now understand it.”

From what Sheridan Baker (1987) stated above, it is clear that writer can carry his/her reader to believe as he/she believes, and what writer sees through the writing. A “Writing” can change someone mindset after he/she read it.

Another perspective of writing proposed by James A. W. Heffernan and John E. Lincoln (1986) who defined writing as mean of communication which have to consciously learn. And all part makes it hard to learn is that written word usually to express your meaning in your absence, have to “speak” by themselves.

From both definitions above, it is clearly said that writing is not as simple as verbal communication. It is need to be learned first by the reader before he/she can express what he/she wants.

As Jack C. Richard (2002) stated, writing is consider as most difficult skill that should be mastery by foreign language learners. It is because in writing they have to combine the correct grammatical and also the coherent and cohesion each paragraph to others. It is also supported by J. B Heaton (1975) who stated that “the writing skills is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgment elements”. Therefore, it is not easy to lean writing because we need to mastery many elements.

There are many factors that influence writing to be good, such as grammatical, vocabularies, punctuation, and knowledge of writer. This was in line with Peny Ur (1996) in her book, A course in Language teaching, stated that “on
the other hand, the writer needs also to pay attention to formal aspects, neat handwriting, correct spelling and punctuation as well as acceptable grammar and careful selection of vocabulary.” The writer needs to pay attention in his/her writing in order to decrease amount of error and mistake, so that he/she can produce good writing.

2.1.2 Writing Process

To produce a good writing, there are so many stages that should be followed in writing. Writing process is some action that have to be trough and done by the writer about what he/she wants to write. For some experts, to have produces a good writing, the good write must done the writing process.

Daniel Brown and Bill Burnette (1984) proposed that there are two main steps in writing process, invention and presentation. Daniel and Bill stated nine steps which are follow the two main steps as listed below:

1. Gathering information
2. Finding ideas in the information
3. Choosing and narrowing a topic to write about
4. Forming a main idea about the topic
5. Selecting and arranging the supporting ideas from the gathered information
6. Writing trough drafts
7. Revising the drafts
8. Writing a final draft
9. Proof reading the paper

All of these steps will lead writer to produce a good writing. The writer should consider in doing invention and presentation about what he/she wants to write.

Writing process as a private activity may broadly sees as compromising four main stages (Jack C Richard), they are:

1. Planning (pre-writing)
2. Drafting (writing)
3. Revising
4. Final editing

2.1.3 The Purpose of Writing

The purpose of the writing is to convey the message to the reader, expression ideas so the ideas should arguably be seen as most important aspect of writing. From this statement, I can conclude that writing has a purpose to give information about what writer thought.

According to Adam U Kepler (2003) said that “we write for many reason: to inform to argue, to complain, to correct, to solve problem, to organize, to make money, to remember, to entertain, to mourn, to articulate emotion, to express imagination, to pass test, to fulfill assignment, to explore the world and ourselves, and enjoy life.”

From those definitions, the researcher of this study got an understanding that writing is done to express ideas to be seen clearly by readers no matter our writing. It is done to express ideas and feelings to raise a purpose in each importance.

2.1.4 Teaching Writing

In teaching English, teacher should be able to understand how to teach all skills in English. It is essential for teacher to know how to teach, especially in writing. There are several reasons that stated by Harmer why teacher should know how to teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill (Harmer, 1998: 79). Moreover, the several reasons will be presented as follows:
a. Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b. Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the ongoing learning experience.

c. Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

d. Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important as speaking, listening, and reading. In this case, students are need to know how to write letters, how to put written reports together, how to reply to advertisement.

From the explanation that stated by harmer above, it can be seen clearly that those reason given instructions to the teacher to do their job as a teacher to know how to teach in a good way.
2.1.5 Teaching Writing in Junior High School

1. The characteristic of The First Year Students of Junior High School

Understanding the students’ characteristics is important for the teacher because it is the key in the success of learning any subjects. The students’ characteristics influence the teaching and learning process. So, the relationship between the teacher and the students in the teaching and learning process in class is very strong. Before the teacher handles the teaching and learning process, the teacher has to know the students’ characteristics, their habit in school or daily life and their ability in academic field. They are needed for the teacher to know the development of the students’ ability.

The first year students of Junior High School, who are 12-15 years old, are defined in This We Believe (National Middle School Association, 2003) as young adolescents. They need educational programs that are designed specifically for their age group because of their uniqueness in terms of intellectual, social, emotional and physical development. The phenomenal growth that is occurring at this time of their lives presents unique challenges for educators. Also, this is a time of life when young people are forming values and making decisions that will impact them for the rest of their lives. This is a most impressionable age, which places additional responsibility on middle grades educators. In addition to remember the characteristics of young adolescents, teacher should also consider the best practices for teaching. These practices need to be linked to developmental characteristics in order to design the most effective instruction and optimize learning for young adolescents.
1. Enjoys both intellectual and manipulative activities
2. Prefers active involvement in learning
3. Motivated to learn when the lessons are related to immediate goals and interests
4. Argue to clarify own thinking and to convince others.
5. Possesses a vivid imagination
6. Exhibits independent, critical thinking
7. Forgets easily because his/her is so preoccupied with other issues.
8. Sees relationships among similar concepts, ideas, and experiences and makes inferences
9. Seeks to find casual and correlative relationships
10. Begins to understand abstract ideas (but research indicates that many remain in concrete operation stage)
11. Makes personal-social concerns a priority over academic matters.
12. Likes to discuss experiences with adults
13. Show intense curiosity about the world and him/her
14. Forms long-lasting attitudes about learning
15. Begins thinking about own thinking (meta-cognition)

Moreover, Richard (2001:174) proposes the description of writing performance level. In this case, junior high school students are categorized as intermediate level. They are limited writers. It is rather difficult for them to follow their teacher. The development of their arguments may be incomplete or unclear, and the information they make in the text is not arranged coherently. In terms of accuracy, junior high school students have limited grasp of lexical, grammatical, and relational patterns, and use of cohesive devices. They have some weaknesses in punctuation and spelling. In terms of fluency, they make simple texts. Their writings show little development. They also use simple structure and vocabulary.

In terms of appropriateness, junior high school students use language that is generally appropriate to the function, the text type, and the communicative goal.
However, the range of text types that they master is still limited. Lastly, in terms of intelligibility, when they write, they can convey basic meaning although with some difficulties.

Meanwhile, Dorn and Soffos (2001) say that in the teaching writing to young learners, teachers have to recognize the complexity of the process and also think a moment about what happens in the mind of their students as they create a written work. Teacher must be creative to prepare materials that feature real-life situations and authentic language in teaching. Teachers also must be conscious of the types of practice; they are mechanical, meaningful, and communicative.

2. Strategies to Teach Writing in Junior High School

In the teaching and learning process of writing, the teachers are expected to have creativity in delivering the lesson, because writing is one of the four skills with difficulties in structure, contexts, and content. Teachers of middle grades students need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes and support on these characteristics.

To improve the creativity in the English teaching and learning process of writing, Feez and Joyce (1998:123) stated that there are some strategies in writing:

a. Using a model
b. Writing down words spelled aloud
c. Using appropriate sentence structure to represent intended meaning
d. Seeking assistance from others
e. Approximating the spelling of unfamiliar words
f. Using a range of spelling strategies (including visual memory, word patterns, morphemic knowledge, phonic knowledge, mnemonics, fluent and fast script)
Those strategies above can be applied by the teacher as a step in delivering the writing lesson with considering the students’ characteristic.

The target of teaching English in junior high schools is students are able to solve the problems in terms of spoken and written language. Based on the Standard of Competency and Basic Competency of Curriculum the capability to communicate is the capability to produce oral and written text in four skills. (School-Based Curriculum, 2006).

There are several purposes of learning English at Junior high school. These are the purposes of learning English at Junior High School according to Depdiknas (2006):

a. Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.

b. Having senses about the importance of English to increase the nation competitive ability in the goal society.

c. Developing the students’ understanding about the relationship between language are culture.

In addition, there are scopes of learning English at Junior High School such as:

a. Discourse competence, it is the ability to understand or create oral or written texts based on the basic language skills.

b. The ability to create and understand various short functional texts, monolog, and essays in the form of procedure, descriptive, recount, and report.
c. Supporting competence which is linguistic competence, socio cultural competence and discourse forming competence.

Based on the explanation above, the researcher decided to focus on one of the scopes on writing of recount text related to standard of competence and basic competence based on the Ministry of Education for seventh graders students.

2.2 Procedure Text

2.2.1 Definition of Procedure Text

Procedure text is one of the texts in genre based approach. In this research, procedure text is a piece of writing that tells us information of making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment. However, the procedural texts which are used in this research are cooking recipes and manual steps of doing something.

In addition, there are two important parts that students have to consider. They are the generic structure and the language features of procedure text. The generic structure of procedure text divided into three parts, such as goal, ingredients or material and method or steps. Goal or purpose in procedural text describes someone wants to do. It usually states in the title of the text.

Furthermore, material or ingredients are things to be prepared. Method or steps provide sequence step in making or doing something. Meanwhile, the language features that usually used in writing procedural text are in the form of simple sentence, use many action verbs for command (stir, chop, cut), use present tenses and use linking words (first, then, last). Here is one of the example:
Tomato Soup
• 4 large tomatoes
• spices
• ½ teaspoon salt
• ¼ teaspoon pepper
• ¼ teaspoon butter
• 1 small onion
• 8 cups water
• Small clove garlic

1. Fry tomatoes, onion, and garlic in a pan with butter for five minutes.
2. Add water, spices, salt, and pepper.
3. Heat until the water boils.
4. Turn down the heat and cover the lid.
5. Cook for one hour.

*Taken from: English in focus Artono*

2.2.2 Generic Structure of Procedure Text

According to Swales (1990), “structure of texts is a device that supports communicative purpose." Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb construct, which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, there are three generic structure of procedure text, they are:

1. An introductory statement that gives the aim or goal.
2. A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
3. A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without one. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

2.3 Picture

2.3.1 Definition of Picture

Picture is drawing object. It is visual aids that are very useful in teaching, especially for English teaching. Picture can help learners to have clear and ease understanding about a story. By using picture, learner can get the imagination about something, such as in story.

Based on Webster New World dictionary of American English, “pictures are imagining of likeliness of an object, person, or a scene on a flat surface, especially by painting, drawing or photography.” It is clearly said that picture is a painting object in which it is imitating of things or person.

In addition, Andrew Wright (1989) stated that “Pictures are not just an aspect of method, but through their representation of places, objects, and people they are essential part of the overall experiences we must help our students to cope with.”

Based on those statements, it’s gives new knowledge to writer about pictures. Picture is not just an aspect of method, but picture is an essential part of overall experiences that must be understanding, and help the learners to get it.
2.3.2 Kinds of Picture

According to Andrew Wright (1989), there are 21st kinds of picture, they are:

- Check chart for picture
- Picture of single object
- Picture of one person
- Picture of famous person
- Picture of several people
- Picture of people in action
- Picture of places
- Picture from history
- Pictures with a lot of information
- Pictures of the news
- Pictures of fantasies
- Pictures of maps and symbols
- Pairs of picture
- Pictures and texts
- Sequences of pictures
- Related pictures
- Single stimulating pictures
- Ambiguous picture
- Bizarre picture
- Explanatory picture
- Students and teachers drawing

From what Andrew Wright stated in his book that entitled with *picture for language learning*, it has giving new knowledge about picture in which picture can be effectively influence in teaching and learning process.

2.4 Picture Series

According to Harmer (2004:69) states that picture can stimulate students’ creativity, especially in writing. Picture works in provoking the imagination and creativity so that they can produce good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by picture. Furthermore, when they look at the picture, each student will have their own
imagination inside the picture. Starting from that, they will have something (an idea) to write. Similarly, Brown (2003:226) argues that picture offers a non-verbal means to stimulate writer response. It means that by giving students picture, it is easier for them to get ideas.

Meanwhile, Wright (1989:17) explains the use of pictures as media can help to attract students’ interest and encourage their motivation in learning, make them want to pay attention and want to take part. Pictures make the students have sense of the context of the language. They bring the world into the classroom. Pictures can be a specific reference point or stimulus to the students. Next, pictures can also be described in an objective way or interpreted or responded to subjectively by learners. Pictures can cue responses to questions or substitutions through guided practice. The last, pictures can stimulate and provide information in the conversation and discussion.

Pictures bring challenges for students in learning writing skill. Pictures are used as the means of describing, identifying, predicting, discussing, matching, grouping, sequencing, ordering and memorizing. Pictures also bring opportunities to learn writing skills to express opinions, express experiences and feelings, speculate and express opinion, express and debate opinion and to dramatize. So, there are many activities which can be created from using pictures.

Harmer (2004:67) also states some ways to have pictures as media to teach writing. They are describing pictures, writing postcards, story tasks and so on. In this research, the researcher will use one of them, which is story task to be used as media in teaching writing.
Furthermore, Harmer (2004:69) proposes several activities of story tasks that the students can have. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, and a headline or caption. However, there will be two of them which will be used in the research.

1. A series of pictures of random objects

Students will be shown some pictures containing some random objects like a house, a shoe, a man, a tree or so. Then, the students are assigned to write a text based on the pictures they have. The text later can relate one picture to others.

2. A series of pictures in sequence

The students will be shown sequence pictures. Then, they will write a text using pictures as the clue.

Additionally, Yunus (1981:49) describes picture series as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story. The use of picture series can help the students to write types of text that require sequences like narrative, procedure, recount or spoof. There are some factors supporting the use of picture series:

1. Sequential pictures help the students to generate ideas about what they are going to write as students are sometimes confused about what they will write firstly. Picture series provide information of which one comes first and which comes next.

2. Picture series can draw students’ attention out to be involved in writing process.
3. Picture series also provides clearer description about what happened.

4. Picture series also represent the details of events.

Based on those theories, the researcher believes that picture series can be an effective way to be applied in teaching and learning of writing. It helps students to imagine, generate their ideas and write optimally. Besides, pictures also can attract students’ attention and increase their enthusiasm in writing. As a media that can be used in teaching writing, the teacher must perceive the criteria of the pictures before they are applied. The selection of pictures is important to make the teaching learning process meaningful. Here are some criteria in using pictures as media:

1. Simple to prepare

   The pictures should be easy and simple to be used by the teacher in teaching learning process.

2. Easy to organize

   The teacher has to decide whether the efforts of organizing the pictures are complicated or not.

3. Interesting

   The pictures as the media should be interesting for both students and teacher.

4. Meaningful and Authentic

   The pictures should be meaningful and authentic when it is used for learning the new language.

5. Sufficient amount of language
The activity gives rise to a sufficient amount of language in the language lesson (Wright, 1989).

2.5 Procedures in Teaching Writing of Procedure Text using pictures-series

Feez and Joyce (1998: 27) explain that there are five stages in teaching learning cycle using the genre approach.

1. Building the context

In this stage, the teacher tries to develop students’ prior knowledge of procedure text by doing brainstorming. Here, teacher asks some questions based on the topic which related to the procedure text. Furthermore, teacher gives series of picture and asks some questions based on it. Series of pictures in this stage can enhance students’ motivation and interest in writing. Moreover, it is also can stimulate students’ students to find what they going to write.

2. Modeling of the text

In this stage, teacher tries to develop students’ understanding of procedure text from its feature and purpose. Here, teacher give the text based on the give series of pictures. Then, ask the students to read and explore a series of picture. Finally, teacher and students try to analyze the structural pattern and language features of the model text. They will also try to compare the model text with other examples of the text-type.

3. Joint construction of the text

In this third stage, teacher tries to develop students’ writing skill to make procedure text. Students here start to have group discussion related to the text. Doing some activities such as matching the sentences to the suitable pictures, arranging the jumble sentences into a correct order and combining them into a
good writing based on a series of pictures. Then, having discussion to find the right answer.

4. Independent construction of the text

The fourth stage lead students to have independent activities. They will construct (write) a text that is being studied independently, for example. Here, teacher tries to develop students’ writing skill to produce procedure text individually.

2.6 Classroom Action Research

2.6.1 What is Action Research?

Action research is defined as a disciplined process of inquiry conducted by and for those taking the action stated by Sagor (2000). Action research has primary reason that is to assist the actor to improve or refine their teaching and learning process. In action research, both actors who research and participants has benefit to each other to empower experience in teaching and learning process. For the researcher it would be useful to improve and evaluate the way his/her teaching style. For the participants, action research has positive effect in many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each action research project is determined by the researchers, who are also the primary consumers of the findings.

While, Markowitz (2000) stated in his book that “Action research is a professional growth strategy that can broadly defined as an individual or collective inquiry within one’s professional practice for the purpose of self-improvement, thereby increasing the probability of greater student learning.” It
means that action research is a form of research that allows teacher to conduct a deep investigation into the process of their own teaching and the learning of their own students.

2.6.2 Types of Action Research

According to Richard Sagor (2000), there are three types of action research project in the field of education:

a. Descriptive, is a study of a group (e.g. a class of students) in order to analyze and probable causes for the issue under study

b. Quasi-experimental is an evaluation of the impact of previously implemented change.

c. Case study is a study that focuses on an individual and aims at either analyze of the probable cause of behavior or evaluation of the impact previously implemented change.

2.6.3 The Action Research Process

An education action research can be engaged in by a single teacher, by group of colleagues who share an interest in a common problem, or by the entire faculty or school. Sagor (2000) stated that there are seven steps in process of action research. These seven steps will become an endless cycle for inquiring teacher or researcher to do the action research.

1. Selecting a focus

Selecting a focus is the first step of teacher of action research. In this step teacher would like to asking of what elements of the practice or what aspect of student learning that need to investigate.

2. Clarifying theories
The second step involves identifying the values, beliefs, and theoretical perspectives the teacher hold relating to the focus.

3. Identifying research questions

After focus area and the teacher perspective and belief about that focus have been clarified, the next step is to generate a set of personally meaningful research questions to guide the inquiry.

4. Collecting data

Researchers always want their instructional decisions to be based on the best possible data. Action research can accomplish by making sure the data is valid and reliable. To ensure reasonable validity and reliability, action research should avoid relying on any single source of data (Triangulation).

5. Analyzing data

The data in action research will methodically sort, sift, rank, and examine to answer two generic questions:

1. What is the story told by these data?
2. Why did the story play itself out this way?

By answering these two questions, the researcher can acquire a better understanding of the phenomenon under investigation and as the result can end up producing grounded theory regarding what might be done to improve the situation.

6. Reporting result

The reporting of action research most often occurs in informal setting that are far less intimidating than the venues where scholarly research has traditionally be shared.
7. Taking informed action

Taking informed action or action planning, the last step in the action research process is very familiar to the researchers. The researcher write lesson plan or develop academic program, they are engaged in the action planning process.

2.7 Previous Study

To support this study, the researcher provides some previous study which related to this study. The first study was done by Astuti (2011) entitled “Improving Student’s Ability in Writing Recount Text through Pictures Sequences.” She examined that using picture sequences in teaching writing, especially recount text can effectively influence to the student understanding. In doing her study, she was used some reference that help her to decide whether it can be effect or not. She was also find that student gain more motivated in teaching and learning recount text by using picture.

Another study was done by Febriani (2014) which has title “Improving Students’ Skill in Writing Procedure Texts By Using Picture Series For The Seventh Grade Students Of SMP N 3 Metroyudan In The Academic Year Of2013/2014.” She wanted to know whether picture series will have influence effectively in teaching writing procedure text. She found that picture can help students in understanding the lesson in writing procedure text.

In conclusion, this research was quite similar to both of the studies above. The differences between this study and another studies was the place and time of the research, the participants of the research, and also the result of the research.