

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Study**

The researcher provides some prior studies pertaining to the utilization of picture series in teach writing. These following studies are used as an overview for the researcher to conduct this study. The first study is entitled “The use of Picture Series in Teaching Writing Procedure Text for The Students of First Year at SMA Negeri 4 Sidoharjo.” This research was conducted by Wardhani and Khoiron (2021). This research was to examine the implementation of picture series in teaching writing to first grade of senior high school. The participants of this study were two classes with different writing ability. The main sources in this study were the observation of teaching learning activities, students’ response to the questionnaire, and the interview of the teacher. The result showed that picture series can help the teacher in teaching writing easier. Picture can help the students in generating idea and building sentences during writing class. Besides that, picture series can attract students’ attention of the in the learning process.

The second research is entitled “The Use of Instagram Picture Series as Media to Improve Students’ Ability in Writing Procedure Text.” This research was conducted by Rahmawati and Sulistyarningsih (2020). This study was pre-experimental design. The researcher was used Instagram picture series to teach second grade in academic year 2019/2020. The data gathered by using an interview, questionnaire, and written test. The researchers conducted two cycles of classroom

action research in this study. The researcher found that in the first cycle both of the group, control group and the experimental group did not reach the minimum standard of the score or known as *Kriteria Ketuntasan Minimum (KKM)*. In the second cycles, the researcher used authentic material and asked the students to create the paragraph based on the picture of their daily activity. The result showed that there are five students with good performance and five students got excellent performance. Based on the finding of this study, the researcher determined that the use of Instagram picture series has beneficial impact on the students' skill in writing procedure texts.

The third research is entitled “The Effectiveness of Picture in Enhance Writing Skill of Senior High School Students.” This research was conducted by Sakkir (2020). This research aimed to investigate the efficacy of picture series in teaching writing to third grade students. The researcher took two groups, one group as the experimental class and one group as control class. The experimental class was treated by using pictures while the control class was taught with conventional method. The results of written test showed that there was significant improvement of their average score on the post-test. Following the results of the study, it indicated that the utilization of picture series was beneficial in rising students writing ability significantly.

The fourth research is entitled “Using of Picture Series in Teaching Writing Skills for Students of Midwife Program.” This research was conducted by Deviga and Ardhani (2020). This study implemented a qualitative descriptive research design.

During the research, the researcher acted as the teacher and observer during the implementation of picture series. This study is focusing on the accomplishment, proficiency, and growth of students during the implementation of picture series in teaching writing recount text to the fourth semester students of midwifery program. The researcher gathered the data by observation, interview, and documentation. The result of this study showed that there is good interaction between lecturer and student. Picture series was improving students' attention in the learning process. As the result, the researcher confirmed that the implementation of picture series was developing students' ideas and enhancing students' motivation in learning writing.

The studies that were described previously provided evidence that picture series can be an effective tool for assisting students in developing students' writing skills. The use of picture series in teaching writing was useful in terms of improving students' attention in the learning process, developing students' ideas, improving students' motivation to learn writing. After comparing previous studies, the researcher concluded that this current research is similar to the previous study. However, this current study has different purpose and the subject with the previous studies. The previous studies were considering Instagram picture series in teaching procedure text and recount text, teacher's perception towards the use of picture series, the obstacles in the writing class. Meanwhile, in this study, the researcher focused on the implementation of printed picture series in teaching writing. Besides that, the purpose of this study significantly was to find out the effect on the implementation of picture series in teaching writing narrative text. In addition, this study will be

conducted to different setting and participants, that is in tenth-grade students at SMA Negeri 1 Adiluwih.

## **2.2 Theoretical Framework**

### **2.2.1 The Concept of Writing**

Writing is known as one of productive skills. It enables people to produce a message in the written form. A writer can share an information and communicate to people. The important function of written communication in human's life required people in many fields to learn writing. Some experts describe writing in different concept. Writing is primary language skill required for academic purpose. Especially in foreign language learning, writing is one of the basic language skills that must be mastered by the students. Learning writing skills will help them to communicate ideas and opinions, improve their understanding of class material, develop their critical thinking. According to Nunan (2007) defined that writing is the process of represent person's experiences and emotions in an appropriate structure, and structuring ideas in a comprehensible way. In represent their ideas, the writer must consider what is the purpose and who is the reader of their writing. Meanwhile, in the work place, people are using writing to make letter that used in business operations. People with good writing skill will be able to deliver the information accurately in a way that informative, direct, and understandable. Moreover, writing is a process creating a written text that involving cognitive processes (Jebreil, Azizifar and Gowhery, 2015). In learning writing, the students need to think deeply and critically because the process of composing written text involves the students' ideas, imagination, and writing ability to convey a concept in written form.

Siburian (2013) defined writing as the process of putting thoughts in the appropriate order and present them on paper. During writing process, the students formulate ideas, select vocabulary, and check for grammatical errors and word spelling. The process of writing can broaden a person's creativity because the process required student to have a creative idea and deliver their ideas in a well-structured piece of writing. Hence, great writing skills are usually good at sharing their insights.

In summary, writing can be described as the process of delivering someone creative idea in the written form. Writing is considered as productive skill that comprehends cognitive processes. It allows the students to convey their thought in written form. Writing is beneficial for students in many fields. The students need to master writing skill to help them achieve success in life. However, writing is challenging skill to be mastered, it requires students to learn some important elements and process of writing in order to make good structured written text.

#### **2.2.1.1 Components of Writing**

The students need to have good writing skill. Trough learning writing, the can students expand their vocabulary, improve sentence construction, and learn to spell words correctly. Therefore, in creating a good paragraph the focus is not only on the development of the idea but also organizing idea into written form by employing the proper paragraph structure. Hughes (2008) mentioned that writing concerns with some of the language features, those are:

### 1. Content

The material of a piece of writing must be well-organized and comprehensive for it to be of high quality. The content consists of the main point and all supporting details that enhance and flesh out the writing topic. It encourages students to concentrate and consistency with the primary topic. In addition, the subject of writing must be clear so that the intended message can be interpreted, and the reader can gather knowledge.

### 2. Organization

The idea of organizing written content is to create coherence, order the importance ideas from general to specific. Organization pertains to the ability to organize important ideas and topics in a unified structure. Writing requires careful organization to ensure that the ideas presented stick to one another. This means that the text should be understandable to a reader.

### 3. Language Use

Language use in writing involves correct usage end points of grammar such as verbs, nouns, and agreement.

### 4. Vocabulary

Vocabulary is the part of language that relates to the capacity to use as many words as possible in written compositions. The writer needs to enrich their vocabularies

to create an attractive written text. In addition, to raise the quality of their writing, the writer must know how to select the proper words for phrases, clauses, and sentences. The use of an effective language words also contains of connotative or figurative languages as part of writing forms.

## 5. Mechanics

Mechanics are parts of writing which concern with the precise use of words in written language, including capitalization, punctuation, and spelling. Each aspect of mechanics is explained below:

### a. Capitalization

Capitalization draws attention to key elements in a sentence. The writer needs to capitalize specific places, person names, and ideas have to offer further solidifies the word's meaning and impact. Although it may not be essential to the sentence's meaning, correct capitalization of words aids in paragraph coherence. When the phrases are not properly capitalized, contradiction and misinterpretation can occur.

### b. Punctuation

Punctuation helps the readers identify what should be taken as a unit of meaning and suggest how the units of it relate to each other.

### c. Spelling

Spelling includes suffix addition, plural formation, and the substitution of particular words.

### **2.2.1.2 The Process of Writing**

The teachers should train students to organize ideas or thoughts into sets of paragraphs because it is necessary to help the students to produce an integrated and comprehensive writing. According to Langan (2005), there some stages to make in writing such as prewriting, organizing and revising, those steps are explained as below:

#### **a. Pre-writing**

Pre-writing is the process of gathering ideas and information, this is preparatory stage before students write a text. According to Faraj (2015) the steps of pre-writing involves the process of choosing the topic, gathering the idea, defining a topic sentence, and outlining. The term "pre-writing" refers to process of thinking deeply about a particular topic before starting to compose a written text or when contemplating a specific writing topic. In this stage, students can stimulate thought and generate the ideas so that they can gather all information that will be useful for writing.

#### **b. Organizing**

Cheung (2016) stated that in the writing process, students get confuse to decide what sentence they will write in the next paragraph. By organizing their idea, it will be easier for them to deliver their idea in well written organization. In this stage, the students will arrange their ideas into short overview, the students create a topic sentence, then elaborate on the main sentences with supporting paragraph.



### c. Revising

Revising is crucial stage of writing. The revising process entails two main parts, self-revision, and teacher feedback. The student not only proofread grammatical and spelling mistakes but also revised the content and organization of their ideas to deliver the idea to the reader. In this step, the students may include additions, deletions, or changes in the sentence structure to improve their writing. In this stage, students receive suggestions and reviews from the teacher that help them to evaluate how well their ideas were conveyed to the reader.

In summary, the process of writing is not merely to transmit an idea into written language. Moreover, writing required some steps in arranging the text. Those steps are pre-writing, organizing, and revising. Students will be able to organize their writing into a coherent text by actively following each step of the writing process.

### **2.2.2 The Concept of Teaching Writing**

According to Brown (2000) defined teaching is assisting a person in learning something and giving them new knowledge. Teaching writing is the combination process of guiding students to understand some principles in writing and making them able to communicate their thoughts or imagination in a well-written form.

There are some of the steps in the process of teaching writing. Harmer (2015) mentioned that a writer needs to put attention to the product and the writing process. Moreover, the teacher also needs to consider applying learning process approach, to reach the objectives study in the writing class. When teacher is used process

approach, they can develop students writing skill through writing practices effective activities. However, each level of students' grades has different themes or topics. The lower levels have easier themes or topics, and the upper levels have more difficult themes or topics. In writing, teachers need to improve the quality of the teaching and learning process. The teacher must come up with creative learning methods and strategy (Rido and Sari, 2018).

Teachers have an important role in teaching writing. According to Harmer (2001), teacher has some responsibilities in teaching writing: resource, feed-back provider, and motivator. The role of the teacher as a resource is to give the students certain writing principles. The teachers need to provide appropriate material to encourage students to acquire the learning objectives. In giving feedback, the teacher assesses and comments on the students' writing. Harmer (2000) mentioned teacher is the main feedback provider in writing class. Teacher must evaluate their writing, offer suggestions, instruct students to write correctly, and point out any mistakes they have made to improve. After the students understand that, they will try to develop their writing using their style. Nunan (1989) mentioned that writing is not the skill that come naturally. Teacher as the motivator, they must create a conducive environment for students and attracts them to practice writing. The students cannot write effectively without practicing regularly. Therefore, the students should get sufficient writing practice to acquire good writing ability because it stimulates their skills in expressing thoughts in a good passage.

In summary, teaching writing is a combination process of guiding and assisting the students to practicing writing in order to make appropriate written text. The writer needs to put attention to the product and the writing process. Meanwhile, the teacher also needs to consider applying learning process approach, to reach the objectives study in the writing class to develop students writing skill. However, each level of students' grades has different themes or topics. The role of teacher is needed as resource, feed-back provider, or reviewer for their assignment, motivate them to engage in sufficient writing practice and acquire good writing skill.

### **2.2.3 The Concept of Picture Series**

In foreign language teaching, picture series are perceived as a beneficial media for improving students' comprehension among those with insufficient English proficiency. According to Zulkifli (2016) describes that picture series is a good stimulant for writing. Picture series is an art which is used to draw unmovable goods if they are arranged well. Zhuri (2013) defined picture series as the collection of images depicting the events of a narrative in sequence and containing essential details. Picture series is one of visual media that are very useful in teaching writing. It has many benefits whether for students or the teacher.

The picture series is two-dimensional illustration of a person, place, or item for the students. According to Wright (1989), pictures assist students' interest and motivation, language context awareness, and a specific reference or stimulus. The employment of picture series can create a more comfortable and enjoyable learning environment, encouraging student to compose narrative text. This is proved that picture series is an effective media for boosting student performance in writing

class. Moreover, picture series is easy to be prepared. The teacher can create or take the picture from internet or other sources. Picture series can be used to teach the genre of the text which need chronological order such as narrative text. The example of picture series is provided below:



Figure 2.1 Example of the Picture Series in Cinderella Story

The picture series above tell the flow of Cinderella story from the beginning until the end. The teacher can use the picture to guide the students in writing the story step by step. The picture contained the information of the character in the story, and the illustration of the chronological story. The students can learn the story through its generic structure in terms of orientation (picture a), complication (picture b-e), and resolution (picture f).

Picture series helps the students to develop their imagination. When picture series is used to teach writing, the students can develop their ideas, making it easier for

them to construct the concept of the story that will be written. Listyani, (2019) also mentioned that the unambiguous picture can help students in coming up with ideas regarding the topic and content they intend to write. As the result, the students will enjoy the teaching learning process when the teacher uses picture series because it is more interesting.

Meanwhile, for the teacher, the use of picture series can make the teachers are able to improve teaching and learning environment. According to Raimes (1983) picture series provides a variety of guided and free writing exercises. Picture series can attract students' attention in engaging the lesson. Therefore, it will arise their curiosity and they will be excited to receive the materials. Harmer (2002) stated that the teacher may assign the class to write a story based on a set of pictures series that tells a story and ask them to write a story based on it.

From the explanation above, it can be concluded that picture series is one of the media that can be used to teach students to write narrative text. It has many benefits, whether for the students or the teacher. Picture series help the students in practicing and acquiring writing skills. It supports the students in mastering some elements in writing and composing well-written text. Meanwhile, for the teacher, picture series serves as the media to help the teacher in conducting the teaching process in writing class.

### **2.2.3.1 Advantages and Disadvantages of Pictures Series**

Using picture series in teaching writing effectively improves the quality of the learning environment. The teacher needs to consider using picture series as media in teaching. According to Lidyawati and Nirwanto (2016), picture series as visual media have some advantages and disadvantages.

#### **a. The advantages of picture series**

The use of pictures in teaching offers some of advantages for the students as follow:

1. Students can easily compose a story because pictures series gives them an illustration.
2. Students can be attracted to compose the story with picture series.
3. Student can be confidence to create the story without any force.
4. Students can comprehend the abstract topic into more concrete.
5. Students can get clues in developing their ideas.

#### **b. Disadvantages of picture series**

Beside the advantages, picture series also has some disadvantages as follows:

1. Picture series is on the small size, it very limited for big audience.
2. Picture series restrict the initiative of students.
3. Picture series can be seen only from one sight.

The preceding definition of picture series clarifies the concept that picture series is a sequence of pictures or series of pictures that used to help students in visualizing abstract ideas. Picture will make the lesson more valuable and could make the students enjoy the writing activity because by using picture series, the students can get ideas easily. However, the teacher needs to be more creative in using picture

series because picture series as two-dimensional pictures also have some limitations.

#### **2.2.4 The Concept of Narrative Text**

Narrative text is one of genre which is taught in senior high school. The text is telling a story that usually come from author's imagination. According to Rahmawati and Latifah (2019), narrative is a type of text that is proposed to amuse and to deal with actual and imaginative experience. Narrative is also used to convey the writer's thought to the reader and develop the imagination of the reader. The conflict that happened usually maintain the reader's attention to read the story.

Meanwhile, Siahaan and Yulita (2021) mentioned the definition of a narrative text is an essay that presents a sequence of stories. The main focus of the story is problematic events. The ending of a narrative text might well be happy or sad, but most of the story imparts a moral lesson to the reader.

Narratives tells the story can be based on factual, fiction story, or the combination of factual and fiction story (Susilohadi, 2008). The following are some types of narrative text:

##### **a. Legend**

Legend is a narrative of human actions that are perceived by the readers to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conventional model, for instances, Toba Lake, Roro Jonggrang, and Sangkuriang.

b. Fable

Fable is a short text story that tells us the story about animal as characters. The animal in this story can speak and act like human. For example, the story of birds, rabbits, goats, and lions.

c. Fairy tale

A fairy tale typically a story that occurred in an imaginary setting. The characters in this story are not real, it made by the writer's imagination. For example, the story about princess such as Snow White, Cinderella, and Rapunzel.

d. Science fiction

Science fiction is the story fiction based on imaginary of the development of science and technology. Science fiction uses a setting involving science, invention, and technology.

According to Siahaan (2011), narratives are about event in the past and the storyteller must be able to use a number of different past tense to represent things that happened in the past. The language features of narrative text are:

- a. The story in the narrative text is told using past tense
- b. The story is used temporal conjunction to connect the events in the paragraph
- c. The story is used action verb
- d. The story usually begins with adverb of time



Some elements of narrative text provided to help the reader easier to identify narrative text. However, different kinds of writing require different kinds of organization. In constructing narrative text, students are need to determine generic structure and some story elements. There are several parts of narrative text that should be considered to construct a narrative text with an effective structure. According to Knap, Watkins, Watkins (2005), some of the steps in composing narrative text are:

#### 1. Orientation

Orientation is the beginning part of the story. It involves an introduction of every character. Usually, this part show about the setting of the story such as place and time the story was happen.

#### 2. Complication

Complication is the main of the story which in this part the conflict is begin. It involves a series of events that happened to the characters. This conflict usually happened between the main characters protagonist and antagonist. The series of conflicts affecting the protagonist leads to a complication that prevents the protagonist from achieving their ambition or goals. It triggers the reader's interest to read the story.

#### 3. Resolution

The resolution is the part of the characters resolves the problem and often close to the ending of the story. This part involves the way of participant to solve the crises or problems that happen among the characters.

#### 4. Re-orientation

Re-orientation usually known as coda. It to the writers' feeling. This part includes a quick summary with the goal of teaching or presenting a moral message to the reader.

In conclusion, narrative text is one of genre which is taught in senior high school. Narrative also serves with problematic events which in turn find a resolution. The main purpose of the text is to entertain the reader. Some elements of narrative text provided to help the reader easier to identify narrative text. However, different kinds of writing require different kinds of organization. In writing a narrative effectively, a writer needs a carefully organized. Students are need to determine generic structure and some story elements. The most important thing as a writer is the readers are able to understand the point of writer's idea in the story. Therefore, it is necessary to write a text in a clear structure and involve every important element of narrative text.

### **2.2.5 Teaching Writing Narrative Text trough Picture Series**

According to to Anggraini, Yasin, Radjab (2014), the accomplishment of teaching and learning activities is mostly influenced by aspects related to the teaching and learning process. Those aspects are classroom management, teaching aids, the employment of media. The writing product should exceed certain quality standards. Students must follow a series of steps to develop their writing skills. Saputro (2013) mentioned that students need to learn some concepts such as the rules to build a paragraph. They need to coming up with a subject and organizing their ideas in a way that is grammatically accurate.

Heaton (1990) defined writing as an intricate process required conceptual and assessment elements. It makes writing is difficult to be learned by the students. Students get the difficulty in understanding some feature in writing such as organization, content, grammar, word choice, and mechanics (Rahayu, 2016). One of the basic competences that must be mastered by the students in senior high school is to make students are able to write a narrative text. Narrative text that contains stories, when the student is asked to composing narrative text, the difficulty is increased. Therefore, teacher needs to assist the students to understand about the general structure of stories.

The students have difficulty to write for a number of reasons. According to Nuraini et al (2023), students frequently struggle with what they should write down their ideas. In addition, the lack of media in teaching writing also becomes the reason why the students less interest in learning writing. The teacher must facilitate the students through suitable media in teaching writing.

Picture series encourages students to be active, creative, more perceptive, and motivated to practice their writing skills. in line with the statement by Wright (2004), picture raises the interest and motivation. Besides that, the student will advance their understanding of the underlying elements of writing, such as grammar, vocabulary, and the other aspects of writing supporting elements. Moreover, using picture series, make the students become more confidence while creating written text. In addition, the use of picture series increases students'

enthusiasm and motivation in studying. Brown (2001) argued that motivation is important for the students to reach learning achievement. Teaching writing involves thinking process that allows the students to develop their own ideas and thought freely. It enhances students' intrinsic motivation.

In conclusion, the accomplishment of teaching and learning activities is mostly influenced by many aspects related to the teaching and learning process. In writing class, the students have difficulty to write for a number of reasons. Therefore, the teacher must facilitate the students through suitable media in writing instruction. One of the media that can be used is picture series. It gives many benefits such as encourage students to be active and creative, raise the interest and motivation, make the students become more confidence, allows the students to develop their own ideas freely.

### **2.3 Research Hypotheses**

The researcher is proposed hypothesis null Hypothesis ( $H_0$ ) and the alternative Hypothesis ( $H_a$ ) related to this research as follows:

a. The null hypothesis ( $H_0$ ):

There is no significant improvement on students' writing skill after being taught by using picture series.

b. The alternative hypothesis ( $H_a$ ):

There is a significant improvement on students' writing skill after being taught by using picture series.