CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews literature that is relevant to the topic of this thesis. It covers: writing, teaching media, wordless picture and writing at junior high school.

2.1 Writing

Writing is an activity of how people put their ideas and knowledge in a form of written language. Writing is needed as a medium for which people share their ideas. Robert (2009) states that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. This is what makes writing is one of skills which should be learned.

Writing is not only sharing the ideas or think to the readers but also reinforcing the grammatical structure in English communication. According to Brown (2001) writing is the process of transferring ideas and knowledge into words that contains main idea and supporting detail. It means that the process of writing involves a series of steps to follow in producing a finished piece of writing. Writing has different types, namely; descriptive, report, persuasive, procedure, definition, comparison and contrast, and narrative.

The first type is descriptive. Descriptive is giving information about how something or someone looks like. According Oshima & Hogue (2007), descriptive writing requires the immersion of five senses. It enables the reader to see, feel,
hear, smell, or even taste the written story. Descriptive provides facts about how a language is actually used rather than rules that tell people how it should be used.

The second type is report. Report is creating an account or statement that describes in detail an event, situation or occurrence, usually as the result of observation or inquiry. It accurately and clearly relates the actions, decision or conclusions involved in an activity, an event or an investigation but it does not include every fact and detail (Meyers, 2005).

The third type is persuasive. Persuasive used to convince the reader with strong arguments and reliable evidence which able to addle the reader belief and emotion (Knefel, 1991). So, the writer’s tries to convince the readers to agree with the writer point of view. Persuasive writing contains reasons and justifications.

The fourth type is procedure. Procedure means telling something in order. It involves the process of how something is made start from its beginning to its end (Bachtiar & Cicik (2007). In procedure the writer should give the instruction clearly and information in complete to make the readers understand so they can follow the process.

The fifth type is definition. Definition helps to simplify the complicated term to be more understandable (Ploeger, 2000). The writer needs a definition to explain about the terms or ideas.

The next is comparison and contrast. Meyers (2005) states that a comparison tells how people or thing are similar and contrast tells how they are different. A comparison and contrast paragraph discusses both similarities and differences.
The last type is narrative. According to Oshima & Hogue (2007), narrative is like telling a story. It is used whether to amuse or to tell a story happened or though by the writer. Narrative is story writing, it consists of legend, myth, fabel and another story which is unknown wether it’s real or not.

2.1.1 Process of Writing

Process of writing is the process while students conduct to write or as the process to discover. Writing process is not just as language skill but also the creativity to arrange words in order to be understandable and readable. Before writing, the students have to understand the stages of writing process. There are four main stages of writing process that should be done. There are prewriting (planning), writing (drafting), rewriting, and post-writing (Langan, 2001).

1. Prewriting : thinking about the topic, gathering information and creating an outline of the ideas for the structure of the written text that will express the ideas on the topic.

2. Drafting : we should concentrate on getting ideas on paper, organizing the information logically and developing the topic with enough detail for the audience and purpose.

3. Rewriting : reexamining the composed text to improve and polish the structure and content to ensure that it expresses the ideas in the most effective way.
4. Postwriting: as the step in the writing process where the written text is shared with other audiences, such as a peer-edition or the instructor or even with the general public.

2.1.2 Narrative Text

Narrative text is a story writing which contains about story in the past, and it may be fiction or non-fiction story. In making narrative text the students should have high imagination and idea. But in fact, the students often find many difficulties in delivering their ideas or imagination. Therefore, the teacher should have media to stimulate the student’s idea to deliver their concept.

1. Generic Structures of Narrative Text

There are five generic structures of narrative text; orientation, complication, sequence of events, resolution and coda. According to Anderson and Anderson (1998) the generic structure of narrative text includes:

1. Orientation: it shows the setting of the scene, where and when the story happened, introduce the characters of the story, and what is involved in the story.

2. Complication: it tells the beginning of the problem which leads to the crisis of the main participants.

3. Sequence of events: it tells how the characters react to the complication. It includes their feelings and what they do.

4. Resolution: it tells the problem (the crisis) resolved, either in a happy or sad ending.
5. Coda: a closing remark to the story and it is optimal. It is consisted of a moral lesson, advice or teaching from the writers.

2. Language Features of Narrative Text

According to Anderson and Anderson (1998), the language features of narrative text are:

1. Nouns that identify the specific characters and places in the story.
2. Adjectives that provide accurate descriptions of the characters and settings.
3. Verbs that show the actions that occur in the story.
4. Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

2.2 Teaching Media

In teaching and learning, teacher needs some media to support the learning process. Media can make the students more interested in learning. According to Smaldino, et al (2008), media is a transitional communication. It refers to anything that carries information between a teacher and students. Media help teachers in delivering material clearly and support the success of teaching and learning process.

In other hand, Harmer (2007) says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. It means that there are so many media that can be used in teaching writing. Of course, the media which is used should make
teaching and learning process easier. So that the teacher should pay attention on the sensitive senses used by the teacher.

2.2.1 Kinds of Media

There are several kinds of teaching media that are used by the teacher in the teaching and learning process. They are audio media, visual media, audio visual.

a. Audio Media

Audio media are the media used through sense of hearing. The teacher usually uses audio media in listening. According to Erben (2009: 85) in order to improve students listening skill, teacher can use audio as his/her teaching media. So, the students do not only hear from the teacher dictation but also from media.

b. Visual Media

Visual media is media that usually involves sense of sight such media as boards, charts, picture, film strips, and others (Patel and Jail, 2008). It is the easy way to use by the teacher to deliver the materials. The other kinds of visual media will be explained more detail below.

1. Boards: Blackboard, Flannel Boards, Soft Boards

Boards are used to display different types of display material. There are kinds of display boards used to display charts, maps, tables ect. (Panel and Jain, 2008). Any kinds of boards can help the teacher to deliver the message for the students in order to make the students understand. Boards are common media in teaching and learning process. There are some kind of boards such as blackboard, soft board, flannel board and whiteboard. These media will help the teacher to write or show some message or explanation on it and also erase one message into another.
2. Charts, Maps, Picture, Drawings

These kinds of media could be more interesting to use. The students could give more attention to the teacher because of it. The impression will make the student open their mind to accept the message the teacher gave. According to Patel and Jain (2008), charts, pictures, maps, and drawings may be written or drawn on thick colored papers and can be hanged or displayed by using any of display boards. The teacher can place the media in front of the class to make focus the whole class.

c. Audio Visual Media

Audio visual media is a media that usually involves sense of hearing and sight. The students are not only being able to see the information but also hear what is informed from the media. This media could develop the knowledge of the students. Panel and Jain (2008), audio visual media is very helpful to attract the students’ interest toward study as it activate students’ eyes and ears at the same time. It means audio visual could be the effective media. It may let the students take more information actively. The kinds of audio visual media are VCP, VCD and TV.

2.3 Wordless Picture

Wordless picture play a role as one of visual media kinds to ease the teacher to deliver the material to the student. Wordless picture book is a book that contains picture that tells story without any words on it. Marble (2012) states that wordless picture books are the books which consist of many images that are
arranged in a way that a story line is formed but there are no actual written words. Hillman (as cited in Huang, 2009, P-2) also states that “wordless picture books are explained as ‘pure’ picture books”. The students should create story by what they see through the picture. It might be different story delivered according to each student’s imagination throughout.

Picture without text can help students create their own story using the pictures they see rather than the words they read. Wordless picture can help the students to be inspired and to have more creative ideas through using the picture. Wordless picture are used as an additional tool to motivate the students to use picture to expand their vocabulary by expressing their ideas more precisely. D’Angelo (1979 in Huang, 2009) suggests that wordless picture can be used by teachers to develop both beginning and intermediate students’ writing skill.

a. Procedures of Wordless Picture

According to Kucer and Cecilia (2005), the procedures of wordless picture books are as follow:

1. The teacher introduces the wordless picture books for the students and inform them that the wordless picture books enable the readers to invent their own story lines.

2. The teacher asks the students to think about wordless pictures invite them to express their ideas orally.

3. Then, the teacher guides the students to write what they think about the wordless pictures. Or, they can write the sentence underneath the picture on the transparency. It should be done from the first page of the book.
4. The students must write the sentences for all pictures and after completing it, they can read the book in complex form.

5. This activity can be done in groups or individually. Now, this book has been completed with sentences.

6. Finally, the students can change, rewrite, and modify their written version for making it becomes perfect.

b. **The Advantages of Wordless Picture**

   There are some advantages of using wordless picture in teaching writing narrative text:

   1. Wordless picture can stimulate the students imagination.
   2. Wordless picture can make the learning process more interesting.
   3. Wordless picture can help students to be inspired and to have more creative ideas.
   4. Wordless picture make the teacher easier to deliver the message to the students.

**2.4 Writing at Junior High School**

   One of the language lessons in Indonesia curriculum that is KTSP (*Kurikulum Tingkat Satuan Pendidikan*) is teaching writing. Teaching writing in junior high school has had variety of activity that encourages the development of the student’s skill of writing. It is because the kinds of writing skills that are developed are more various. For example, writing a simple paragraph even wider text like writing a letter, news text or short story.
According to Soemarjadi (as cited in Suwono, 2011) skill nearly means dexterity. Dexterity is an ability in doing something quickly in a right way. Dexterity is more than just understanding. By having more writing practice, the writing skill could be improved.

Teaching writing is a main lesson that should be taught in English lesson. It is because writing is productive lesson that make the students are stimulated to produce paper. Paper which made by the student reflects their competence in writing skill. It shows their ability in pouring out their conceptor ideas in a text.

However, there are things that should be considered in treating the student in junior high school so the student could take the message of the lesson effectively. One of them is treating the student based on the characteristics of the students of Junior High Schools. In this age, the students have very developable mind, concept and imagination. The first year students of Junior High School, who are 10-15 years old. According to (National Middle School Association, 2003), they need educational programs that are designed specifically for their age group because of their uniqueness in terms of intelectual, emotional and physical development. In addition to remember the characteristics of young adolescents, teacher should also consider the best practices for teaching. These practice need to be connected to develop the characteristics as follows:

1. Enjoy both intellectual and manipulative activities
2. Prefers active involvement in learning
3. Motivated to learn when the lessons are related to immediate goals and interest
4. Argue to clarify own thinking

5. Have a wide imagination

6. See the relationship between similar concepts, ideas, experiences and makes conclusion

7. Find the casual and correlative relationships

8. Begins to understand abstract ideas

9. Likes to discuss experiences with adults

10. Show intense curiosity about the world and him/herself

11. Forms long lasting attitudes about learning

12. Begin to think about their own thinking

To sum up, there are twelve characteristics that can be a benchmark of teachers to stimulate students in learning writing. The next chapter explain the method that is employed in this study.