CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher elaborates about some theoretical framework that related to the study. The discussion focuses on the teaching writing, picture series in teaching writing, and descriptive text.

2.1 Teaching Writing

Written correction is potentially damaging to confidence because it is very visible and permanent on the page. It always makes positive comments and respond to the content, not just the language. Focus on helping the student clarify the meaning of the writing. Especially at lower levels, choose selectively what to correct and what to ignore. Spelling should be a low priority as long as words are recognizable.

Based on (Halimi, 2015), writing can be used to improve students understanding and use of vocabulary and structure. Students who write often usually show an improvement in their use of structure and vocabulary words as long as the teacher provides them with feedback. When writing is assigned as a follow up to reading and listening activities, students benefit for the following reasons:

a. Students awareness and appreciation of the different purposes of reading increase.

b. Through writing, students see the difference between written and oral language.

c. Writing is particularly good for reinforcement of vocabulary, grammar, and structure.

d. When students write their own reflection on an activity, they strengthen the ideas that they have learned through reading and listening.
2.1.1 Writing as Language Skill

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning, it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and change (cited G.Ghaitzh in Ninaya sari, 2003)

Writing is most likely to encourage thinking and learning when students view writing as a process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way, students experience less pressure to “get it right the first time” and are more willing to experiment, explore, revise, and edit. On the other hand, novice writers need to practice “writing” or exercises that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, grammatical agreement, and the like. Furthermore, students need to “write in the language” through engaging in a variety of grammar practice activities of controlled nature.

2.1.2 Types of Writing Performance

According to Brown,(2003) writing performance can be categorized into four categories that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, reflect the uniqueness of the skill area.

a. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very
brief sentences. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern. There are some examples of imitative writing based on Brown (2003).

1. **Copying**, There is nothing innovative about directing a test-taker to copy letters or words. For example, copying a text without change the content (copying all of them).

2. **Listening cloze selection tasks**, These tasks combine dictation with a written script that has a relatively frequent deletion ratio (every fourth or fifth word, perhaps). For example, missing word games (in this game, the teacher dictating one paragraph with empty some of word, then the students should fill in the blank word).

3. **Picture-cued tasks**, Familiar pictures are displayed, and test-takers are told to write the word that the picture represents. For example, playing flash card (in this game, the teacher showing a card which has one word. Then the students write the word).

4. **Form completion tasks**, a variation on pictures are the use of a simple form (registration, application, etc.) that asks for name, address, phone number, and other data.

5. **Converting numbers and abbreviations to words**, some tests have a section on which numbers are written. For example, hours of the day, dates, or schedules-and test-takers are directed to write out the numbers.
b. **Intensive (controlled).**

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

c. **Responsive.**

In here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

d. **Extensive**

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.
Based on the theory above, from four types of writing performance the researcher chose intensive (controlled) writing, it is appropriate for this research. This research is used picture series as a media. Picture series or picture sequence is one of the ways to assess that include of intensive (controlled) writing.

2.2 Descriptive Text in Teaching Writing

Writing is one of the components in learning English. According to Halimi (2015), writing requires student to use grammar and vocabulary in order to clearly and correctly express what they want to say. Student’s writing show how well they are mastering the language at their levels of learning. Writing can be in various forms of paragraphs such as descriptive, narrative, persuasive etc. Descriptive is the kind of paragraphs which is often used by students. Because of this paragraphs is like explain or show an object into a form. Descriptive text is a paragraph about the impression to readers about object, the idea, place, or events clearly. Through description, the reader is invited by writers to roam using our sense. Reader can see, kiss, heard, or feel what is written.

Descriptive text generally used by students when they have an idea later in applying in the shape of the written. A kind of paragraph descriptive is often taught to students for the purpose that students can develop idea or thought on the basis of what they have seen and then written it in a form of sentence. Paragraph descriptive train students to be more grasped object they felt or they see, thus that the ability to imagine and writing ability can trained well.
2.2.1 General Structure of Descriptive Text.

In writing descriptive text, the writer is required to give words or objects which aim to describe the figure to readers. Moreover, the writer need to know the subject in specific details that attract the readers sense (sight, hearing, taste, smell and touch). Based on (Gerot and Wignell cited in Maulana, 2013), the generics structures of descriptive text are identification and description.

a. Identification

The aim of identification is to identify the phenomena that are described. The identification usually is stated in the first paragraph to introduce reader what to be describe in the next paragraph. It also can be in form of definition.

b. Description

The function of description is to describe parts, qualities, and characteristics. In this part, the writers explain about the subject in details. It uses to support the identification.

2.2.2 Language Feature of Descriptive Text

According to (cited Jenny Hamond in Mursyid, 2011), explained that descriptive often uses “be” and “have”. Tense which is often used is simple present tense. Moreover, some times it uses past tense if the thing to be described doesn’t exist anymore.

This are Significant of Grammatical Features:

a. Focus on specific participants (more focus to main characters)

(For example: My English teacher, Andini’s cat, My favourite place)
b. Use of Simple Present Tense.

Descriptive text always use simple present tense because it describes events that are happening.

(For example: the children are naughty)

c. Use of descriptive adjectives.

Descriptive text always use descriptive adjective because the adjective aimed to explain the details such as sizes, colors, objects, animals or place with more detail.

(For example: strong legs, soft skin)

d. Use of detailed noun phrase to give information about the subject. It aims to explain the subject more detail.

(For example: a very beautiful scenery, a sweet young lady, very thick fur)

e. Use of action verbs 'Material Processes'

(For example: he eat bread, it runs fast)

f. Use of adverbials to give additional information about behaviour

(For example: fast, at tree house)

g. Use of Figurative language, is like metaphor atau simile.

(For example: John is as white as chalk.)

2.2.3 Examples and Structures of the Text

According to Puguh (2011), he shows an example of descriptive text with the description and the identification.
<table>
<thead>
<tr>
<th>MacQuarie University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
</tr>
<tr>
<td>Macquarie University is one of the largest universities in Australia. This year, in 2004, it celebrates its 40th anniversary.</td>
</tr>
</tbody>
</table>

The university is located at the North Ryde Greenbelt, Sydney, where the New South Wales government sets aside 135 hectares for the institution. In 1964, Macquarie area was a rural retreat on the city fringe, but today the campus and its surroundings have evolved beyond recognition. The North Ryde District has grown into a district of intensive occupation anchored by a vibrant and growing university. Blessed with a fortunate location and room to breathe, Macquarie can be proud of that careful planning that retains and enrich the university’s most attractive natural features. A pleasing balance between buildings and plating is evident across the campus. This emphasis on the importance of landscape has created images of Macquarie as a place that members of the university are most likely to pleasurably recollect.

One of the highlights of the landscape is the Mars Creek zone. It comprises landscaped creek sides and valley floor, a grass amphitheatre, and artificial lake... surrounded by rocks and pebbles, native plants and eucalypts.

Today, a railway station is under construction. In three years time, Macquarie will be the only university in Australia with a railway station on site. Macquarie is poised to be the most readily accessible in Sydney region by rail and motorway, yet retaining its beautiful site.

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2.3 Media in Teaching Writing

To improve the quality of student learning, students needed good facilities. This meant that students can more easily to receive the information. The media is one of which can be used to help students in learning activities. According to Susanto (2010), stated that media is instrument to clarify, simplify and make compelling curriculum will be delivered by the teacher to the students so that they can motivate their learning and streamline the learning process. Media divided to 3 kinds, it is visual media, audio media and audio visual media.

a. Visual media is media which used image or picture
   Such as: picture, sketsa, poster, photo and etc.

b. Audio media is media which used a sound
   Such as: song, and tape recorder.

c. Audio visual media is media which combination between image and sound.
   Such as: video recorder, and film.

2.4 Picture series as a visual media.

Picture series is visual media, because picture series is media of images that are not move (inanimate object). According to Rachmawati (2013), picture series are some of pictures with continuously with important information. In learning activities, many teachers use picture series as a medium of their learning, because by using picture series students can be easier to understand in teaching writing especially in descriptive text. Picture series is a visual media that is often used in the learning activities. It aims to train students’ ability in their imagination and train students to more concentration.
This is example of picture series:

1️⃣ 2️⃣ 3️⃣ 4️⃣

2.5 Picture Series in Teaching Writing

Picture series is a series of three to nine pictures normally depicting logical and continuous actions, situation, thought or scenes in the form of sketches or drawing. While ‘series’ is a number of similar things or persons arranged in row or coming one after another. It means, picture series is a number of similar things or persons produced by drawing, painting, or photograph, which are arranged in a row coming one after another.

Picture can be used as an aid to teach writing because it can motivate students in order to make composition, bring a different situation and new variation of teaching learning activity at the classroom. Usually, the students are encouraged to learn more about something new. Therefore, a new atmosphere
should be brought to the writing class to increase their interest and motivation in learning to write. It has supported by Purwatiningsih (2015). She points out that pictures can translate abstract ideas into more realistic form, can be easily obtained, can be used in different academic levels, can save teacher’s time and energy, and can attract student’s interest. Students who use pictures to tell stories free themselves from what they are saying.

In teaching writing at higher level, you can tell students ahead of time exactly what kinds of error (verbs, punctuation, spelling, word choice) you will correct and ignore other errors. If possible, in addition to any written feedback you provide, try to respond orally to your students writing, making comments on the introduction, overall clarity, organization, and unnecessary information. Because of that, teaching writing more easy with joyful learning. Joyful learning brings into the classroom through the pictures can really liven up the learning experience of everybody likes to look the pictures, their use in the classroom provides stimulating focus for students’ attention. They bring the outside world into the classroom in a vividly concrete way.

In teaching writing especially with picture series as the teaching media to junior high students that should be selected with specific purpose in maid. The picture must be interesting and familiar with the students, represent what the teacher wants the students to write, must be clearly why, because the picture should not be ambiguous for the students, and also the picture should be arranged in chronological order and in simple design. Because the students not bored when the teaching learning process and the teacher explain more the material. It can
help them to develop their own in writing based on that picture and make them easily to understand about writing.

2.5.1 Types of Picture

Picture is one of the interesting media which uses in learning process. Picture also has many types. Based on (Wright, 2009) in his book “Pictures for Language Learning”, he explaining that pictures have a several types. There are:

a. Pictures of one person

This pictures explained who they are, what sort of people they are (age, family, work, and concern).

Such as: photo

b. Pictures of the news

This pictures identification of the accident, what happen, where, when and to whom.

Such as: picture on newspaper.

c. Pictures of place

This pictures explained about place, pictures of places might include home or abroad, lanscape, town scapes, building, and view.

Such as: map photos

d. Pictures from history

This pictures illustrating scene, costume and objects from history. It usually adopted by the history.

Such as: picture of buto ijo

e. Pictures of fantasies
Fantasy pictures can be cut out of old children's books. They often illustrate everyday activities.

Such as: picture of mermaid

f. Ambiguous picture

Picture which has a difficult to understand. This picture looks like abstract picture which has not everyone can understand about the picture.

Such as: abstract painting

2.5.2. Types of Using Picture and Role Play in Teaching Writing

In teaching writing especially using the picture as a media of learning having steps of applying picture. Based on (Wright, 2009) in his book, picture and instructions strips of potentially useful. The picture or the strips can be kept as they are and use to contextualise a story to description of a process. There are types of use picture series:

1. The teacher can ask questions to help the student grasp the meaning of the strips (pictures).

2. Intermediate and advanced students can discuss the technique of the picture in his or her representation of the people and setting and the relationship between the drawing and the words.

The role play in using picture series (sequence) are:

1. Make a groupwork

2. Each group is given a picture series (sequence) including people without text.

3. They study the pictures and then work out a dialogue to go with them.
4. Every group take it in turns to act out their dialogues for each other.

2.5.3. Advantage and Dissadvantage of Picture in Teaching Writing

As media teaching writing, picture series also have some functions that are closely related to the teaching of writing. According to (Uematsu, 2012) pictures and illustrations are very useful in more ways than one. They are useful for introducing new words and expressions. For example, by using the following illustration, the students can introduce a set of vocabulary useful for describing a picture.

This can give the students a chance to write coherently using the patterns of writing they have learned. Moreover, picture series stimulate the interest of the students as well as help to make the classroom more cheerful place for their work. In other words, picture series can create a new fantasy for the students to find their interest to write in the writing class. Based on (Wibowo, 2010), using pictures can be concluded as follows:

a. The explaining material during the teaching and learning process of English vocabularies can run better.

b. The students’ mind can be stimulated well to create some ideas about something in the pictures.

c. The students could recognize the things and remember the names easily.

d. The learning process can be more fun and attractive.

e. Their interest to the lesson was increased.

f. The boredom during the lesson can be avoided.
On the other hand, using pictures have an advantage and disadvantage in teaching activities. According to (Umami, 2011) there are some advantages and disadvantages using pictures as media in teaching learning English that are:

a. The Advantages of Using Pictures

Picture is all right for beginner and for young people and also to advanced students. There are many benefits of pictures in a teaching process, that are; giving material by using picture it can stimulate and motivate students to become more observant and express themselves. Picture is inexpensive medium, many even be free, and fairly easy to locate and can be used by individual or in groups.

Picture also can be displayed for as long as necessary, so pupils can work at their own rate. Picture as up to date media can bring reality into the classroom, beside picture can be used to introduce, supplement, or summarize at unit. At last, by giving picture in the classroom can enriches reading and can help clarify misunderstanding.

b. The Disadvantages of Using Picture

Beside giving advantages to use in class teaching, picture or photography has also disadvantages that are namely; picture not depict motion as film does. Picture can seem uninteresting to pupils if the picture is not unique. Another disadvantages of using picture is depicting a specific purpose that may be difficult to locate.