

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Writing Ability

1. The Nature of Writing

Writing is the action of composing ideas in sentence. The ideas have to be well organized, so that they will be meaningful the readers. Bryne states that writing is one of the language skills, which is use for medium of communication, especially in direct communication. It means that writing is a system of communicating between a writer and readers who are not physically present.⁸

2. The Important Element of Writing

Before the writer begins to write, he/she has to remember that every writing situation is different. According to Hughey, there are three important elements of writing, there are:

a. The Message/Subject

The subject is a bout which is writer will write a message of the information that the writer wants the readers know without a message, the writer will not get the sense of his writing. Without a message, writing is not communication any more, because there is no information that the writer tries to convey and share with the readers.

⁸ Donn Bryne, *Teaching Writing Skill*. (London: Longman Group Ltd, 1991), Page.1

b. The Writer's Purpose

The writer's purpose is he/she usually has to ask him/herself about the specific purpose of his writing so that he will not get difficulty to focus on his idea, whether to entertain, to inform and to describe his/her writing.

c. A Reader

A reader is who will read the writing. The writer should know what the needs of his/her readers are, their levels or their motivation.⁹

B. The Important of Writing

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly.

Writing is one way of communication. If we look for a new job, employers, public officials or even member of the family to protest unfair treatment or to say " thanks" for help. By improving the writing skill, the purpose of communication in written will be easier.

Tarigan also adds that "bila kita menulis sesuatu, maka pada prinsipnya kita inginagar tulisan itu bisa dibaca oleh orang lain".¹⁰

⁹ Hughey, Jane. *Teaching ESL Composition Principle and Techniques*. (Massachussetts: Newbury House Publisher inc). 59

¹⁰ Tarigan, Heny Guntur. *Menulis Sebagai Sesuatu Keterampilan Berbahasa*. (Bandung: 1986).

In order to profit by a study of having writing skill especially in technical way, a person will find it necessary to recognize one fact at the outset: writing will be part of his/her work in the jobs that can do most to advance his career. Skill in writing must therefore be regarded as a professional tool, to be ranked on a part with the other knowledge and skill that will comprise his professional qualifications. Theodore A. Sherman said:

“If one can think of writing as something he will do on the job rather than only in the classroom-something person will use to convey information for practical use by an employer or client rather than just to demonstrate academic proficiency- he will have a motivation for improvement. If a person is motivated to make a genuine effort to profit from a technical writing practice, he has every reason to expect that the time he devotes to it will contribute to a successful career”.¹¹

If person writes badly, not only will his weakness in writing be recorded against him, but his ability in other aspects of his work may be obscured. On the other hand, if one writes effectively, he will not only receive credit for being a good writer, but will also find it easier to gain recognition for his other abilities. A person first catches the attention of those upon whose promotion depends by means of well written reports, and unfortunately, a person who enters a technical

¹¹ Theodore, Huebener. *Audio-Visual Technique in Teaching Foreign Language*, (New York: New York University Press, 1967).

profession finds progress more difficult because he had not realized the necessity of learning to use language correctly and effectively.

C. The Process of Writing.

Writing is an open process of discovery, some preparation should be done to make the writing exciting. It consists of preparing the students in pre-writing period, analyzing writing task, and gathering materials, thinking and planning. All those parts of preparation come together to make something new through writing. Here there are three stages of writing:

a. Pre-Writing

Pre-writing is often called as an invention stage. It includes the preliminary things that the writer do to get started writing. Before writing, student needs to determined what to write and should have something meaningful to convey. If he has determined what he will write about, he usually needs an incubation period in which to full it over, organizes his thinking and perhaps generates more ideas or collects more information. The common mistake that a beginning writer does is that he usually chooses a large topic. Because of that during the process, the writer should select and chooses the most essential topic based on his interest and his background knowledge. By doing this, finally the writer would not get confused about the ideas, he will presented in his writing because he has already focused on selected the topic.

Murray said that pre-writing stage is a stage of warming up of discovering what you know and what you need to know.¹²

b. Writing-Process

Writing is often called as the pre-writing stage of arrangement. In this stage the writer should deal with the ideas and details that he has discovered in pre-writing stage. Angelo points out that arrangement is the process of discovering ordering principles so that the ideas can be organized in such a way as to make them understandable and believable to your readers. In this stage the writer should decide the way he will present the idea, as same as what it has explained in the previous discussion, that it is important for the writer to be familiar with the characters of his readers. So he can find he appropriate style in presenting his writing.

c. Post-Writing

The last stage of writing is post-writing, it involves writing all draft and the final product, including several addition materials before the writer comes to his final product. Murray cites that post-writing means polishing the final product by proof reading and making connection in grammar, mechanics and spelling.¹³ In this stage, the writer may add several ideas that the writer thinks necessary for his writing, revising, and editing his compositions. The important thing that the writer should be

¹² Result, w. Ross, Patricia, y, Murray. *English Writing and Skill*. (Coronado: Coronado Publisher, 1985). Page 3

¹³ *ibid.* page 2

done in this stage is making connection in grammar, mechanics and spelling. The writer will be surer that his writing is completely understood both content and organization.

D. Picture

1. The Nature of the Picture

Huebener said that the nature of picture is a type of pictorial representation such as photograph, lithograph, line drawing, poster, etc.¹⁴ Here, what it is used is picture which can tell someone, especially students about what to write. As stated by Bryne said that an excellent device for providing both a purpose and content for writing is the use of pictures, a situational picture or series picture which not only provides the taste with the basic material for this composition but stimulates his imaginative powers.¹⁵ From the definition, it clearly explained that pictures are of great importance as a stimulus for students. Picture it self is not a brand-new thing in language teaching since it has been applied for long time ago. Kreidler said that pictures are one recognized way of representing real situation which would be impossible to create in any other way. Those statement show us clearly that by showing pictures as representative object

¹⁴ Theodore, Huebener. *Audio-Visual Technique in Teaching Foreign Language*, (New York: New York University Press, 1967). Page 38

¹⁵ Donn Bryne, *Teaching Writing Skill*. (London: Longman Group Ltd, 1991), Page.79

for teaching language can help student in asking about drawing, producing ideas for improving something, so that it will be more fun for student to use it.¹⁶

2. Types of pictures

There are three types of pictures, which can be used in English teaching learning process, there are:

1. Individual Picture

Pictures of individual person and object are single picture of objects, activities, and people. An individual picture is a picture in which the item to be taught is found alone or is highlight in some fashion containing person or an object.¹⁷

2. Situational picture

According to Szyke, picture of situation is picture in which we can see people doing something and it is presented in large size picture.¹⁸

According to Yunus, pictures of situation can also be called as composite pictures.¹⁹

3. Series pictures

¹⁶ Carol, Kreidler, J. *Visual Aids for Teaching English to speaker of other*. (Washington: Longman, 1968). Page 1171.

¹⁷ Mary, Finocchiaro., *Teaching English as Foreign Language*. (New York: Harpa and Row Publisher, 1969). Page. 194

¹⁸ Grazyna, Szyke. *Using Pictures as Teaching Aids*. (English Teaching Forum. Vol. XIX No. 46

¹⁹ Azlina, Noor, Yunus. *Preparing and Using Aids for English Language Teaching*. (Oxford: OUP, 1981). Page. 49-50

Series picture is a number of related composite pictures linked to form a series or sequence of events on one chart.²⁰ Finnochiaro states that pictures series of related pictures about six to ten on one chart.²¹

3. Selection of pictures

There are some criteria that the teacher should into consideration to select pictures when are used in learning English, they are:

Appeal : the content of the pictures should capture interest and imagination of the students.

Relevance : pictures that are going to be presented should be appropriate and relevance to purpose of the lesson.

Recognition : the significant feature of the pictures should be within the students' knowledge and culture understanding.

Clarity : the pictures must clear since a crowded pictures make students confused and distract, student should be able to see the relevant detail clearly.²²

E. The Advantages of using pictures

Wright and Sofia state that using visual aids will make teaching more effective, communicative and interesting.²³ There are many kinds of visual aids,

²⁰ *ibid.* 50

²¹ Mary, Finocchiaro,. *Teaching English as Foreign Language*. (New York: Harpa and Row Publisher, 1969). Page. 194

²² Nur Solichah. *The use pictures to Practice Dialogue to the Sixth Grade Student of Primary School*. (UNESA:2005). Page. 13

²³ Andrew, Wright and Sofia. *Visual for the Language Classroom*, (New York: Longman, 1991). 6

²⁴ Virginia Allen. *Techniques in teaching Vocabulary*, (Oxford: Oxford University Press, inc, 1983). 24

one of them is picture. Allen said that to help the student understand the meaning of words, it is better to use pictures s one of the visual aids available.²⁴

The advantages of using pictures:

1. Pictures are interesting

Using picture is one of good way to increase students' creativity and decrease students' boredom. According to El-Araby, pictures are interesting because they make the class livelier and contribute a great deal to make learning more enjoyable.²⁵

2. Pictures are economical

Pictures are economical, it means that picture materials are easy to collect and can cut on from many sources such as: magazine, news paper, photos, calendar, internet or even draw it themselves. As Wright states that for most teachers, pictures are cheap and readily available sources.²⁶

3. Pictures are effective

According to Kreidler, pictures are one recognized way of representing real situation that would be impossible to create in any others way.²⁷

F. Descriptive Text

²⁵ Salah, el – Araby. *Audio-Visual Aids for Teaching English*. (London: Longman, 1981). Page: 46

²⁶ Andrew Wright, *Pictures for Language Learning*. (New York: Cambridge University Press, 1989). 182

²⁷ Carol, Kreidler, J. *Visual Aids for Teaching English to speaker of other*. (Washington: Longman, 1968). Page 1171.

Description is one of the types of writing where the writer describes something which commonly a person or a place. Bereton adopted from Agustin stated that this is done in order to give the main idea of the description and to describe the dominant impression. The descriptive text is one of the text genres that should be taught to the eleventh grade students of senior high school.²⁸ According to Pardiyono “Descriptive berisi deskripsi suatu object, baik benda hidup atau benda mati termasuk manusia dan hewan. Focus tulisan terletak pada pendeskripsian bagian-bagian karakteristik, keistimewaan, kualitas atau kuantitas yang menggunakan kata sifat(adjective/attribute).²⁹

Hyland informs that the purpose of descriptive picture is to give an account of imagined or factual events and phenomena. It is important to note that the writer must supply detail in his/her description in order to clear the picture in readers’ mind. Through the concrete pictures of something the writer wants to describe the readers find the description more meaningful.³⁰

G. The Criterion to make a Good Writing

There are some criterions to make a good writing. Those criteria are the message in the writing work will be understood easily by the reader. The criteria are described as follows:

1). Unity

²⁸ Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris untuk SMA/MA*. (Jakarta: Depdiknas, 2004).

²⁹ Pradiyono. *12 Writing Clues for Better Writing Competency*. (Yogyakarta: Andi, 2006). Page. 165

³⁰ Hyland, Ken. *Second Language Writing*. (UK: Cambridge University Press, 2003). Page 20

In writing, all sentences in a paragraph should focus on one thing which is expressed in the topic sentence. Unity can be achieved as long as the paragraph has a good and clear topic sentence. A paragraph with clear cut topic sentence generally has unity. In this case, unity in a paragraph means that the paragraph processes and develops one central idea. Of course, all of the sentences must be relevant with the topic sentences.

2). Coherence

Coherence is one of the criteria that has important role in the writing in order to make the writing readable. At the constructing paragraph, it is not only the unity but the paragraph must be tried to each other. Actually, coherent means sticking together. In this case, the writer must make all the sentences have relationship between one to another in order to make it clear. In a coherent paragraph the ideas must be connected from one sentence to sentence.

H. Review of Previous Study

After checking the library, the writer found a previous study that is line with supplementary material. It is a thesis entitled “The effect of using situational pictures as material on senior high school students’ ability to write descriptive texts” written by Nuril Ifayanti (2006), in this thesis, she also used and stimulate in learning writing by using situational pictures. After some practice of magazines, the writer got the result that research was success and there is the

significant and effect in students' writing ability. And here the writer will try and practice this material to know and to measure the result in students' writing ability. But here, the writer will use the other alternative and method in teaching and learning process.

THE SCHEME OF THE LITERATURE

