

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. General Concept of Media

Media is very important in teaching learning process to help student to become active. “A medium is any person, material or event that establishes condition, which enable learners or students to acquire knowledge, skill that attitudes”.¹ The media can be used to engage the students on the topic discussed in the teaching learning process. Following are the forms of media:

- a. Visual media. It is media that can be seen and the function of visual media is distributing the message from the sources to the receiver. Some of the examples are: picture/ photographs, sketches, diagrams, charts, graphs, cartoons, posters, maps, globes and flannel board.
- b. Audio media. It is different from visual media, audio media is connected with one of the five senses, that is ears that can hear something produced by sound. What is meant by audio media here is media that is useful because of its sound. The examples are radio, tape recorder, language laboratory.
- c. Audio-visual media. Audio-visual media are media that are useful because of their sound and pictures. The example are TV and video, which can be turned on to produce sound and picture as well.

From the ideas above, the writer may conclude that media is everything in the form of audio, visual, or both audio-visual that establish conditions which enable the learners to acquire knowledge, skills and attitudes and engage the learners in a topic.

Media will be very useful if they are used carefully and creatively prepared by teachers, and then they are used effectively to support the

¹ Vernon S. Gerlach and D. P. Elly, *Teaching and Media a Systematic Approach*, (New York: Prentice Hall, Inc., 1980), p. 241.

presentation of the lesson during the teaching and learning process. This leads to the conclusion that using chain pictures as a medium for improving students writing skill of narrative text is useful for students of SMP Negeri 1 Blora.

1.1. Definition of Chained Pictures

Chain is link for connecting.² Picture is a painting, drawing, or paragraph, especially as a work of art.³

From the definition above, the writer concludes that chain pictures are a series of pictures which have connection between one and the others to perform a meaningful story.

1.2. Advantage of Using Chained Pictures in Writing Narrative Text

Pictures are one recognized way of presenting a real situation. For example, photographs are often used to remind us of real experience. Food advertisements in magazine can make us hungry because we can imagine how good that food would taste, especially if it is food familiar to us, story books for children have attractive illustration and often a child who cannot read yet tells or “reads” the story by looking at the illustration.

Writing narrative text using chain pictures will help the eighth grade students of Junior High School in catching and expressing their ideas easily. By watching the chain pictures, the students will be able to “read” the situation which is drawn in the pictures chronologically based on their imagination. It will help the students in catching and expressing the idea when they are writing a composition.

1.3. Contribution of chained picture in teaching writing

The ultimate aim of writing is to give the students the opportunity to express their own ideas freely, using the language

² A S Hornby, *Oxford Advance Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 137.

³ *Ibid.*, p. 310.

pattern they have learned.⁴ Kreidler also said that the students need this kind of opportunity in order to begin to use English in way that enables them to express their ideas, interests, feeling and needs clearly, correctly and confidently. This is undoubtedly their goal in studying English and it is the teacher's role to help them reaching it. One of the ways to teach writing is by using chain pictures.

The use of chained picture in teaching writing is actually meant to help students in catching and expressing their ideas easily. For example when the students are asked to make a free writing of narrative text based on their imagination, they will get difficulty in writing sentences of paragraph because the students may need a very long time to find out the idea to write a composition. They get difficulties to think about the story, because they must write a story chronologically. They spend some time to think but the idea has not come up yet. After that, they must think harder to make the first sentence, the second sentence, the third, etc. However by watching the chained pictures, it will be easy for student of SMP Negeri 1 Blora to make a story based on the pictures. This will give the students an opportunity to write in a connected way, using some patterns they have learned. This is a small early step in the direction of free expression of ideas.

Chained pictures can be used as a clue for retelling a story. This kind of composition exercise will begin with the teacher telling the story simply and slowly, perhaps two or three times, relating it to the pictures and explaining anything in the pictures which may be new to the students. Afterwards, the students will re-create the story with their own words based on the pictures and perhaps a few words written on the board to help them as well.

⁴ Carol J. Kreidler, *Visual Aids: for Teaching English to Speakers of Other Languages*, (Washington DC: Center for Applied linguistics, 1965), p. 41.

1.4. Applying Chained Pictures in Teaching Writing

The main function of the materials is to guide the students to use their capacity of foreign language to express their ideas and opinion. Chained pictures, which are one of the visual materials, can help the students to write a story based on the pictures chronologically.

In this paper, the writer tries to find out an appropriate method to teach writing for the students of Junior High School. The writer uses chained pictures as the media. Through the media of chained pictures, the teacher can improve the students' achievement in learning writing narrative text more enjoyable and interesting. They will get new atmosphere in learning writing. It also can make the students feel eager to write because chained pictures give clear illustrations and students will be able to write composition easily.

The writer concludes that teaching writing using chained pictures can use the following steps:

- a. Select a set of pictures which are appropriate for the age of students.
- b. Give explanation about what they will do later.
- c. Present the chain pictures.
- d. Oral discussion.
- e. Give a worksheet.
- f. Ask the students to make a composition based on the pictures.

2. Teaching Writing

An important element in the process of education is the teacher working with individuals in a classroom, within time limitations, the degree of mental development of the learners, and the particular goals of education. Teacher working (teaching) is many things. Teaching sometimes means instructing, explaining, or telling; however, very little

can be “taught” in this way. Teaching is waiting, yet there is also time for action.⁵

Teaching is an art that requires a balance of many factors in actual performance: knowledge, skill, and qualities of personality.⁶

In learning English, there are four skills that should be mastered by both teacher and students. They are: reading, writing, listening, and speaking. Writing is a skill which needs to be taught. Because in the context of education, the most examination, either they are testing foreign language abilities or other skills, often relay on the students’ writing proficiency in order to measure their knowledge.⁷ Therefore, writing needs to be taught.

a. Writing

1) Definition of Writing

“Writing is functional communication, making learners possible to create imagined worlds of their own design.”⁸ It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

Meyers said that writing is an action.⁹ This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections.

2) Writing Process

Writing is a never one-step action. And there are many steps of writing process, those are;

⁵ Earl V. Pullias and James D. Young, *A Teacher is Many Things*, (America: Faucet, 2000), p.14

⁶ *Ibid*, p.18.

⁷ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.3.

⁸ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

⁹ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc, 2005), p. 2.

a. Prewriting

“Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise”.¹⁰

In prewriting step, you gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before you write.

1. Brainstorming

- Brainstorming is a prewriting activity in which you come up with a list of idea about a topic on your own or in small groups with your classmates. You write down quickly a list of ideas that come to your mind as you are thinking about general subject or a specific topic.

2. Clustering

Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. The steps are;

- Write your topic in the center of a blank piece of paper and draw a circle around it.
- Write any ideas that come into your mind about the topic in circles around the main circle.
- Connect those ideas to the center word with a line.
- Think about each of your new ideas, and then connect them.
- Repeat this process until you run out of ideas.¹¹

¹⁰ Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed., p. 41.

¹¹ Karen Blanchard and Christine Root, *op.cit.*, p. 42.

b. Writing

After you have finished in prewriting, you can continue to the next step (writing). As you write, the first draft on your paragraph, use the ideas you generated from prewriting as a guide. As you write, remember to:

1. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
2. Stick the topic does not include information that does not directly support the main idea.
3. Arrange the sentences so that the other ideas make sense.
4. Use signal words to help the reader understand how the ideas in your paragraph are connected.¹²

c. Revising

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

1. Add new ideas to support the topic.
2. Cross out sentences that do not support the topic.
3. Change the order of the sentences.
4. Using the following checklist to revise your paragraph.

b. The Orientation to the teaching of writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that conveys one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is .A paragraph is a group of sentences which contain relevant information about one main or central idea.¹³

A good paragraph normally focuses on only one idea that is expressed in the topic sentence. Topic sentence is important for have a

¹² Karen Blanchard and Christine Root, *op.cit.*, p. 43.

¹³ Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Kanisius, 1995), p. 13.

clear idea. The idea functions to control the content paragraph. A paragraph basically consists of three parts: introduction, body and conclusion.

In writing a good paragraph, we should concern to three things. They are unity, coherence, meaning and grammar.

1. Unity

Basically, a paragraph is united by mutually supported sentences. Unity is all the sentences within the paragraph are related to the main point. Barli Bram said, “The unity is synonymous with oneness”. This unity means oneness to express the ideas in one paragraph. All sentences in paragraph should on the one thing expressed in topic sentences: all of the sentences stick together.

2. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains of smoothly-connected ideas. Each sentences move naturally. To achieve coherence, the writer needs to use the transition, such as however, although, finally, and nevertheless.

3. Meaning and grammar

Although English is a foreign language (for us, Indonesian), we have responsibility to express our ideas semantically and grammatically. A piece of writing or sentence, or even a phrase, must be semantically acceptable; it must be meaningful.¹⁴

3. Genre

1. Definition of genre

Genre is a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive

¹⁴ *Ibid*, p.20-21.

communicative functions. For example: business reports, news broadcasts, speeches, letters, advertisements, etc.

In constructing texts, the writer must employ certain features conventionally associated with texts from the genre in which he or she is writing. In reading, a text the reader similarly anticipates certain features of the text based on genre expectations.¹⁵

Genre is a type of writing which members of discourse community would instantly recognize for what it was. Genre has important role in teaching-learning process, because it can produce the goal of communication based on the function of language in social interaction.

2. Kinds of genre

Methods and suggestion about teaching writing are based on a theory known as 'genre theory'. One of its main concerns is to discover and describe the major characteristics of kinds of writing, important for participation in both formal schooling and the wider society.¹⁶

There are many kinds of genre which are taught to the students. It can be seen as follows:¹⁷

a. Story genres

It is called as literary texts, which are constructed to appeal our emotions and imagination.¹⁸ It involves:

- 1) Narrative
- 2) News Story
- 3) Anecdote.
- 4) Recount

¹⁵ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education Limited, 2002), p.224.

¹⁶ Literacy and Education Network, *A Genre-Based Approach to Teaching Writing*, (Australia: Common Ground, 1991), p.6.

¹⁷ *Ibid*, p.15.

¹⁸ Mark and Kathy Anderson, *Text Types In Teaching*, (Australia: Macmillan Education Australia, 1997), p.1.

b. Factual genres

The texts present information or ideas and aim to show and tell or persuade the audience.¹⁹ It involves:

- 1) Procedure
- 2) Explanation
- 3) Report
- 4) Exposition, it has two kinds:
 - a) Analytic exposition, it is to persuade the reader or listener that something is the case
 - b) Hortatory exposition, It is to persuade the reader or listener that something should or shouldn't be the case
- 5) Discussion

Different genres deploy the resources for meaning, making through the grammar in different ways. For example, recounts that retells an event, tends to use simple past tense. Whereas, report that tells about what the phenomenon under discussion is like in term of part, qualities, habits or behaviors, tends to use simple present tense.

It should be noted that systematic linguists did not invent genres, their stages and characteristic lexicogrammatical features. The genre were described already out there in school and non-school environments. These genres arouse in social interaction to fulfill humans' social. All genres are equally valuable. However, they are not all equally, valued, especially in schools. When genre theory suggests that all students are taught the genres in school, they are not suggesting that genre the only genres around, nor more valuable than others genre used in the community.

There are several genres that are taught in the junior high school, they are as follows:²⁰

¹⁹ *Ibid*, p.2.

- a. Spoof
To retell an event with humorous twist.
- b. Recount
To retell events for the purpose of informing or entertaining
- c. Report
To describe the way things are, with reference to arrange of natural, man-made and social phenomena in our environment
- d. Analytical exposition
To persuade the reader or listener that something is the case
- e. News item
To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
- f. Anecdote
To share with other an account of unusual or amusing incident.
- g. Narrative
To amuse entertain and to deal with actual or vicarious experiences in different ways. It deals with problematic events that lead to crisis or retiring point of some kinds, which in turn to find resolution
- h. Procedure
To describe how is something accomplished through a sequence of actions of steps
- i. Description
To describe a particular person, place or thing
- j. Hortatory exposition
To persuade the reader or listener that something should not be the case

²⁰ *Ibid*, p.2.

k. Explanation

To explain the process involved in the formation or working of natural or socio-cultural phenomena

l. Discussion

To present (at least) two points of view about an issue.

m. Review

It is to critic an artwork or event for a public audience (film, performance, books and etc)

Every genre has characteristics such as objective, structure of the text and linguistic characteristic. By the study kinds of genre the students are expected to be able to communicate whether their spoken or written after they graduate from the junior high school.

4. General Concept of Narrative Text

1.1 Narrative

Narrative is telling a story.²¹ It sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling. It means that in writing a narrative paragraph, the writer writes the action or the events that happened in chronological order which has a definite beginning and a definite ending.

Charles et al as quoted by Puspitasari states that most narratives have the characteristics the following:²²

- a. It tells story of an event or events.
- b. The events are usually arranged in a chronological order, in the order in which they occurred in time.

Narration is telling a story. Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative

²¹ R. K. Sadler and T. A. S. Hayllar, *Text In Action I, an English Workbook*, (Australia: Macmillan, 2000), p. 12.

²² R. A. M. Puspitasari, *The Use of Animation Movies for Developing Students' Writing Skill of Narrative Text*, (Semarang: Unpublished S1 Final Project, 2007), p. 19.

as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with events engaged in the order in which they happened or in some other effective way. In writing a narration, the text should achieve the following goals:

- a. It is unified, with all the action developing a central idea.
- b. It is interesting: it draws the readers into the action and makes them feel as if they're observing and listening to the events.
- c. It introduces the four Ws of a setting-who, what, where and when-within the context of the action.
- d. It is coherent; transitions indicate changes in time, location and characters.
- e. It begins at the beginning and ends at the end. That is, the narrative follows a chronological order-with events happening in a time sequence.
- f. It builds toward a climax. This is the moment of most tension or surprise-a time when the ending is revealed or the importance of events become clear.²³

1.2 Text

In general, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own.

“A text is any stretch of language which is held together cohesively through meaning”.²⁴ It means that when we use language

²³ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph and Essays*, (New York: Longman, Inc., 2005), p. 52.

²⁴ Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), p. 4.

to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

Halliday and Hasan said that a text is a social exchange of meanings.²⁵ The meaning of the sentence may have different meanings according to the context. For example, I am buying a drink for everybody here, and the meaning of that sentence is one drink for all or one drink for each. Therefore, if we are a teacher, we must be able to develop students' abilities to exchange the meanings in different points of sentence.

a. Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language.

1) Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make us laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category.

There are three main text types in this category: narrative, poetic and dramatic.²⁶

2) Factual text

Factual text is a text that presents information or ideas and aims to show, tell or persuade the audience. This text includes advertisement, announcement, internet website,

²⁵ M.A.K. Halliday, & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984) p. 11.

²⁶ Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education Australia, 1997), p. 1.

current affairs shows, debates, recipes, reports and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.²⁷

1.3 Generic Structure of a Narrative Text

Derewianka, states that the steps for constructing a narrative are:²⁸

1. Orientation

This is the beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happens (can be a paragraph, a picture or opening chapter)

2. Complication

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s). Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

3. Resolution

In a “satisfying” narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

To sum up, the generic structure of narrative text can be shortened as: orientation, complication, and resolution.

²⁷ *Ibid.*, p. 3.

²⁸ Beverly Derewianka, *Exploring How Text Work*, (Australia: Primary English Teaching Association, 1990), p. 32.

1.4 Language Feature of Narrative text

Anderson, states that the language feature usually found in narrative are: ²⁹

1. Specific characters;
2. Time words that connect to tell when they occur;
3. Verbs to show the actions that occur in the story;
4. Descriptive words to portray the characters and setting.

Meanwhile, Derewianka, states several common grammatical patterns, they are: specific, often individual participants with defined identities; major participants are human, or sometimes animal with human characteristics; use of action verbs to refer to events; use of past tense to locate events in relation to speakers' or writers' time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial phrases to indicate place and time; use of adjective to describe nouns.³⁰

B. Previous Research

The researcher will describe some researches that are relevant to make the thesis arrangement easier:

“The Ability to Use Noun Phrases in Writing Narrative Paragraphs of The Eight Year Students of SMP Islam At-Tawazun Pematang in The Academic Year 2006/2007”, by Lili Qodariyah (03420162). English Department of IKIP PGRI in the academic year 2006/2007. The study is aimed to find out the profile of students ability using noun phrases in writing narrative paragraphs, to find out the errors mostly made by the students in writing narrative paragraphs and to suggest some possible solutions to solve the problem. That a lot of students still have difficulties and make errors in using noun phrases in writing a narrative text. The errors made by the students

²⁹ Mark Anderson, *Text Types in English, Vol. 2*, (Australia: MacMillan, 1997), p. 8.

³⁰ Beverly Derewianka, *Loc. Cit.*

are: The content of the writing, the organization of the sentence, the grammar, the vocabulary, and mechanics.

“The Ability to Write a Descriptive Text Based on Pictures of The Sixth Year Students of MI Nurul Ittihad Babalan Demak in The Academic Year 2008-2009”, by Musami’ah (04420513), Faculty of Languages and Art Education, IKIP PGRI Semarang, 2008. She did that study because there many students have difficulties in writing English text. Therefore, the result of the study is students still feel difficulty in expressing their minds. It means that the sixth year students fail to write descriptive text based on pictures.

“Picture in Narrative Text to Improve The Students Speaking Ability in Second Grade Of Junior High at SMP Negeri 02 Brebes”, by Arzsa Laila Ilfas (2201403013) of English Department Languages and Art Faculty of Semarang State University that the implementing of pictures in narrative text to improve English speaking mastery of junior high school students was successful. It had been proved that the students were being sustained and encourage in learning English speaking using picture in narrative text. The teaching learning of English speaking was more successful by using a media as its strategy. In the research that discussed about teaching learning process of English speaking used picture as its media.

Most of researches deal with particular subject of English skill, such as listening, speaking, reading, and writing. Based on the previous research, the research used the picture to teach speaking and writing descriptive text. But in this research will focus in teaching writing of narrative text using picture.

C. Action Hypothesis

The action hypothesis from this research is chain picture can improve the students’ ability in writing of narrative text at the eight the grade students of SMPN 1 Blora, because chain picture can help students to write the story of narrative text.