CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Previous Studies

In this research, the writer takes three previous studies. The first previous study found by the writer Kurniati (2015) "The Effectiveness of Using Pictures on Students' Writing of Recount Text. In this research, she concluded that the research which she conducted was done successfully. It could be seen from the average of post-test result in experimental class was 81.02 and the average of gained score was 19,78. The average of post-test result in controlled class was 63.81 and the average of gained score was 11.35. Thus, the scoring of experimental group in post-test was higher than experimental group in pre-test. It means that the answer of research problem was proven that there was effectiveness of using pictures on students' writing of recount text, where there was a significant progress in students' recount writing.

The similarity between her research and this research focuses on picture series, and language skill; writing. Meanwhile the differences are theme and the participant of the research. Her research focuses on recount text while in this research the writer focuses on narrative text.

The second study was conducted by Saputri (2014) "Improving the Writing Skills of Recount Texts by Using Picture Series". The results of this research were: first, pictures series can be used to improve the students' writing skill. Second, the implementation of picture series improves the students' motivation in learning writing. The similarity between her research and this research focuses on picture series, and language skill; writing. Meanwhile the differences are theme and the participant of the research. Her research focuses on recount text while in this research the writer focuses on narrative text.

Another previous study is in the research did by Zahara (2014) "The Effectiveness of Teaching Descriptive Text Using Picture Media on Students

Ability". The result of this research showed that the value of *t-test* is higher than *t-table* so the Research Hypothesis (Ha) accepted and the Null Hypothesis (Ho) rejected. It means that the learning writing descriptive using pictures was successful in improving students' ability in learning plural nouns. The similarity between her research and this research focuses on picture series, and language skill; writing. Meanwhile the differences are theme and the participant of the research. Her research focuses on descriptive text while in this research the writer focuses on narrative text.

Based on the previous study above, the writer interests for conducting the research entitled "The Effectiveness of Using Picture Series to Teach Narrative Text Writing". In this research, the writer has been conducted a research to find out the effectiveness of using picture series media for students in learning writing. It has done at tenth grade students of MA Darul Hikmah Menganti Jepara in the academic year of 2017/2018. The writer hopes that the result of this study will be advantageous for students.

2.2 Related Theories
a. Writing

Writing is one of four language skills in learning language. Writing is a skill which must be acquired in language learning. Writing can be defined in various ways. There are many definitions of writing proposed by experts. The first definition is given by (Caroline, 2006:98) who states that writing is combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.

Writing is a process of carrying information or ideas through the brain and applied it in the form of written text. Writing is the most important invention in human history (Carroll, 1990:1). Writing of composition is a task which involves students in manipulating words in grammatically correct sentences and linking those sentences to form piece of continuous writing which successfully communicates the teachers' thoughts and ideas on certain topic (Heaton, 1988:127-138).

Based on the definition above writing is a skill of using language in a written form. In writing, writer should be able to find so many knowledge and ideas in order to make the reader understand about the writer's opinion.

b. Writing Process

In the teaching process of writing we can focus on the product of that writing or on the writing process itself. The process may be affected by the content (subject matter) of writing, the type of writing (letter, reports, and so on), and the medium (pen and paper, live chat, etc.). In the writing process needs the combination among the aspects of brain, topic or subject and what the writer writes. It can be said that there is no writing without a process.

When students are writing-for-writing, we will want to improve them in the process of writing. In the real word, this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final version (Harmer, 2007:113). It's means that we will encourage students to plan, draft and edit to help them to get a good writing product.

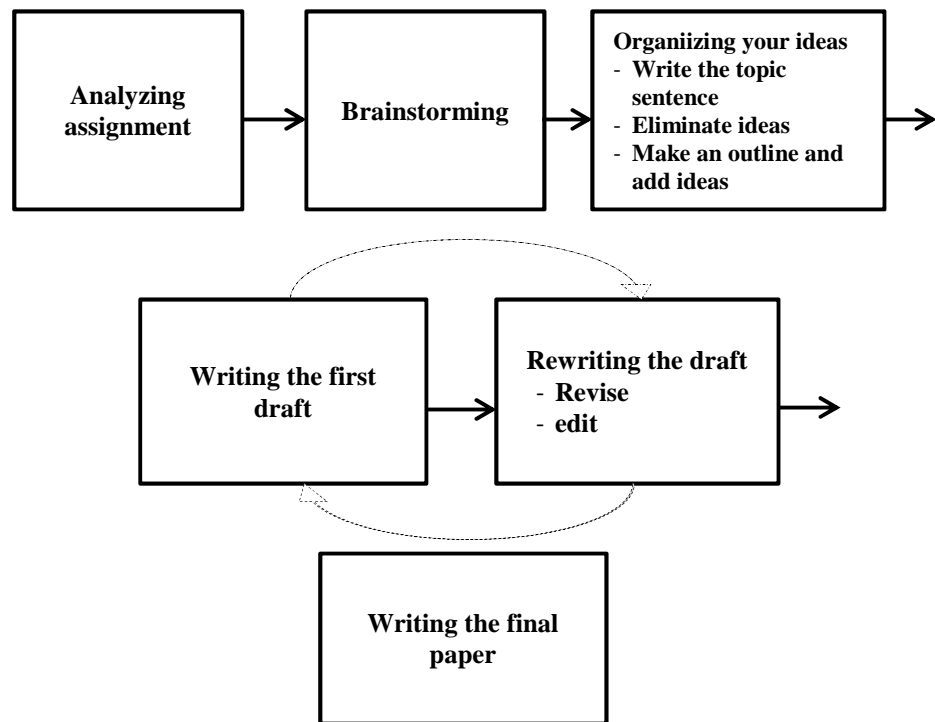The Steps of the Writing Process include: (Boardman and Frydenberg, 2008:31)

Figure 2.1

The process of writing

These steps follow each order in order way, it is also very common to repeat some stages many times. From the diagram above, the writer can explain more detail with own language.

(a) Analyzing the assignment

At this step how we can understand the instruction of the assignment given. So, we can analyze the assignment well and know what we should do.

(b) Brainstorming

This step is to write down ideas of all kinds, good or bad-on a piece of paper. The purpose is to make a list of ideas. The list is consist of words, phrases, sentences, or even questions.

(c) Organizing Our Ideas

We need three steps to organize our ideas: write our topic sentence, eliminate irrelevant ideas, and make an outline and relevant ideas.

(d) Writing the First Draft

In this step, we are ready to turn the ideas in outline into complete sentences and write the sentences in good paragraph format.

(e) Rewriting the First Draft

The next step, we should rewrite our paragraph, rewriting consists of two parts: revising and editing.

(f) Writing the Final Paper

The last step is writing process, we write a clean version of the paragraph with all the revisions and editing carried out.

c. Aspect of Good Writing

In writing we must concern at least five aspects, they are:

a) Content

Content is the idea that is contained in writing, speech and others. A paragraph is about certain object, all the sentences should talk about the object and it expresses relevant meaning.

b) Organization

The little ideas in a piece fit in paragraphs under the bigger ideas (Sundem, 2006:105). It means among topic sentence, supporting sentence and concluding sentence is differentiated. In term of organization, the supporting detail is used to tell reader more about the topic in paragraph and the concluding sentences generally conclude the overall paragraph briefly.

c) Grammar

Grammar contains rules about how words to make good sentences. Good writing must show correct pattern based on grammar.

d) Vocabulary or Word Choice

The best word choice is the most specific word choice. Good word choice tells exactly how something happened or what something is. Word choice can help the reader paint a picture in his or her mind (Sundem, 2006:102).

e) Mechanics

It means that absence of errors in spelling, capitalization, and punctuation. Mechanism includes punctuation marks, indentation, and capitalization of letter. In order to use the correct punctuation marks, we must concern about sentence structure.

d. Narrative Text

a) The Definition of Narrative Text

Narrative text is kind of text which tell about event that happen in the past. According to Apriliyani & Nugroho (2012:3), narrative text is a composition which tells about story. It means that narrative text can be factual and non-factual. Factual narrative text is kind of narrative which is related to the real story, for instance; someone experience, adventure, and historical event. While, non factual narrative text is kind of story which is not real happen in our lives. For instance; myth, fairytale, legend, and fable.

Priyana (2008:139) stated that narrative text focuses on a pattern of events with a problematic and/or unexpected outcome that entertains and educates the reader. Narrative texts contain three parts: orientation, complication, and resolution. Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc.(Muhammadyu, 2010:5).

According to Oshima (2007:25), narrative is the kind of writing that you do when you tell a story. Use time order words and phrases to show when each part of the story happens. In Addition, Anderson and Anderson (1997:8) said that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.

Based on the explanation above, we can assume that narrative is a story which has a conflict inside and has a function to entertain and educates the reader. For example: a story of citizen, the story of animal, legend, etc.

b) Social Function

The social function of narrative text is to amuse, to entertain, and to deal with actual or various experience in different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Prastikawati and Musarokah, 2010:15).

c) The Generic Structure of Narrative Text

According to Anderson and Anderson (1997:8), there are five steps for constructing narrative text, they are follows:

(a) An Orientation

In which the narrator tells the audience about who is in the story is, when the story is taking place, and where the action is happening.

(b) A complication that sets off a chain of events that influences what will happen in the story.

(c) A sequence of events where the characters react to the complication.

(d) A resolution in which the characters finally sort out the complication.

(e) A coda that provides a comment or moral based on what has been learned from the story (an optional step).

d) Language Features

According to Prastikawati and Musarokah (2010:15), language features usually found in narrative texts are:

(a) Focus on specific and usually individually participants.

(b) Use of material (action) processes.

(c) Use of relational and mental processes.

(d) Use of temporal conjunction and temporal circumstances.

(e) Use of past tense.

(f) Short, telegraphic information about story summarized in one-sentence headline.

In addition, Priyana (2008) states that the characteristics of a narrative text are as follows:

(a) Using an action verb "past tense" example: climbed, went, brought. Ect

(b) Using special noun as a pronoun of the person. Example: the king, the queen, Ect.

(c) Using adjective phrase. Example: long black hair, two red apples.

(d) Using time consecutiveness and conjunctions to arrange the event. Example: then, before, after, soon, Ect.

(e) Using adverbs and adverbial phrase to show the setting or the event. Example: here, in the mountain, happily ever after, ect.

e) **Example of Narrative Text:**

Snow White

Orientation
Once upun a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

Major Complication
One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Resolution
Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she run away from home when her Aunt and Uncle were having breakfast.

Complication
She run away into the wooods. She was very tired and hungry.

Resolution
Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Complication
Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfts. The dwarfs said, 'what is your name?' Snow White said, 'My name is Snow White'.

Major Resolution
Doc said, 'if you wish, you may live here with us'. Snow White said, 'Oh, could (l) Tank you'. Then, Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

Adapted from: Gerot and Wignel (1994:205)

Figure 2.2

The Example of Narrative Text

e. Pictures Series

a) Definition of Pictures Series

There are four kinds of media, namely: visual media, audio media, projected still media and projected motion media. In this research, the writer will focus about the using visual media, one of them is a picture.

Picture is one of visual media that used as a learning aid. Picture is very useful for students because from these kinds of picture the students get a complete idea and their imaginative are stimulated. In addition, picture also gives the students more information by observing and analyzing things in it.

Pictures are easy to find from many sources. It can be taken from books, the Internet, and magazines. Furthermore, there are some kinds of picture; series of picture, cue cards, flash cards, posters, and photographs. In this research, the writer focuses on the use of picture series.

There are some definitions of picture proposed by experts. Nuryadi (2014:2) stated that picture series is one of interesting media for teaching aids that can be used in teaching learning process by the teacher. Pictures contribute to improve the students' interest and motivation in the teaching learning process. It means that, pictures can help the learners to understand the meaning of a word because it represents the meaning of it (Wright, 1989:17).   .

According to Joklova (2009:19), the picture is used in a more meaningful and 'real-life-communicative' way than being just displayed for students to say what they can actually see.

Raimes (1983:27-28) adds that pictures will bring everything the outside world into the classroom in a vividly concrete way. So a picture is a valuable resource as it provides:

(a) a shared experience in the classroom;

(b) a need for common language forms to use in the classroom;

(c) a variety of tasks;

(d) a focus of interest for students.

From the explanation above, it can be concluded that pictures series is one of interesting media in study which can be used by teacher to improve their students' interest and motivation in teaching learning process. This media is used to provide the students imagination about the picture that they saw.

b) Function of Picture

According to Wright (1989:4), there are some functions of pictures are:

a. Structures and Vocabulary

Pictures are very useful for presenting new grammatical and vocabulary entries. They also help to provide the situations and the contexts that light up the meaning of words or utterances, and help the teachers to avoid giving a long translation that might confuse the learners.

b. Function and Situation

Pictures can be used for the revision from one lesson to another. Pictures also can be used as the basis of the written work, for example question writing. Pictures also can increase the learners" motivation and provide a useful practice material.

c. Skills

Pictures can be useful to give the learners an opportunity to practice the language in real context or in the situations in which they can use it to communicate their ideas.