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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Writing

###### a. The Definition of Writing

According to Muhsin (2014, p. 1), writing is a process of transferring idea, feeling, and thought into written form by giving more attention to the use of language as correctly as possible. It means that writing is a process to enclose the idea into the written form in order to share some information to the reader. Dealing with the idea, Brown (2001, p. 336) defined writing is a thinking process, writers produce final written products based on their thinking after the Researchers go through the thinking process. It means that writing needs some process of thinking. By knowing the process of writing, the learners can develop their ability to create a good written form. Regarding to statement, Sakolik in Linse (2005, p. 98) pointed out writing is a combination of process and product. It means that, the process refers to act of gathering the ideas, expressing them into sentence, paragraph that can be understood by the readers. In other words, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others.

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### b. The Components of Writing

According to Khairunnas (2016, p. 188), writing is an activity that requires many components. In completing writing activities, writers should know and master the components of writing. There are nine components of writing. they are:

- 1) *Content*, the writer must pay attention to the relevance, clarity, originality, and logic of writing.
- 2) *Syntax*, the writer should be able to arrange the sentence structures, sentence boundaries, stylistic choices, etc.
- 3) *Grammar*, in here the writer should be aware of using the rules of verb, agreement, articles, pronouns, etc.
- 4) *Mechanics*, it includes about handwriting, spelling punctuation, etc.
- 5) *Organization*, the writer should know about paragraph, topic and support, cohesion, and unity.
- 6) *Word Choice*, the writer should be able to use an appropriate vocabulary, idiom, and tone in writing.
- 7) *Purpose*, the writer should know the reason for writing. It is the important one for the writer. What for the reason they write or what aim they write.
- 8) *Audience*, in here, the audience will determine which way will be applied by the writers. The writer should be able to make the reader understand what the writer writes.

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9) *The Writer's Process*, in this component the writer should be able to do their process in writing such as getting ideas, getting started, writing drafts, and revising their writing.

**c. The Purpose of Writing**

When people want to write something, they should have a purpose that want to share in their writing. Syafi'i (2015, p. 4) pointed out no matter what kinds of writing the students do, they should have a specific and clear objective. In literary writing, for example, the purpose is often to entertain, whereas journalistic writing usually intends to inform or persuade. In academic writing, the purpose will most often to enlighten. It may also be to persuade or to convince th audiences of the correctness of the writer's point of view on a particular issue. Besides, Reid in Khairunnas (2016, p. 188) stated that writing has purposes to explain or educate, to entertain or amuse, and to persuade or convince.

Hughes in Hermanto (2013, p. 148) stated that writing is taught for many purposes, they are:

- 1) Writing is one of the major vehicles used to communicate ideas. It helps students organize their thinking effectively.
- 2) Learning to write also makes students better readers. It means that competency in reading and writing is highly correlated.
- 3) Ultimately, students are taught to write so they are successful in life.

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Furthermore, Coffin et al. (2003, p. 20) also mentioned that writing has several purposes:

- 1) As assessment
- 2) As an aid to critical thinking, understanding, and memory
- 3) To extend students' learning beyond lectures and other formal meetings
- 4) To improve students as future professionals in particular disciplines.

In conclusion, no matter what kinds of writing that the writers do, the writers should have the purpose in their writing such as to entertain, to persuade, to explain and to improve students communication skill.

**d. The Types of Writing**

Pertaining to the idea stated above, Brown (2003, p. 220) defined that there are four types of writing, they are:

## 1) Imitative

This type is to produce written language; the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. It includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, form is the primary while context and meaning are secondary concern.



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## 2) Intensive (controlled)

This type focuses in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

## 3) Responsive

This type requires learners to perform a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraphs.

## 4) Extensive

It implies successful management all of the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis.

From the explanation above, the writer concludes that there are four types of writing. The first is imitative, in this stage context and meaning of the writing are not really concerned, while what matter is the form of the writing. The second is intensive, this stage is focusing in producing an appropriate vocabulary. The third is responsive, this type requires learners to be able to connect sentences into paragraph logically. The last is extensive, in this type, learners are already able to produce a scientific writing.

**e. The Process of Writing**

According to Richard and Schmidt (2010, p. 640), writing is viewed as the result of complex process of planning, drafting,

reviewing and revising...” In relation to the idea, Harmer (2004, pp. 4-5) has suggested that writing has four main elements, they are:

### 1) Planning

In planning, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing. In this stage, the writers make a list of ideas related to the topic and plan what they are going to write in the first draft.

### 2) Drafting

Drafting is the first version of a piece of writing as draft. After the writers make the list of idea related to the topic. The writers begin to write based on the list that they already make. Then, the writers should develop their ideas without much caring about grammatical features, because all errors can be revised in the next step.

### 3) Editing

This stage needs some revising to make what writers already make. The editing process, the writers should check their grammatical features in writing, they will make some changes in their sentence, paragraph and so on. Because, the purpose of editing is to see their mistake in writing.

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## 4) Final Version

In this last stage, the writers re-write their draft after revising. The writers will have a good written text in the final product since they do writing process.

From the statement above, it can be concluded that writing is not easy, it needs a long process to make it, such as planning, drafting, editing, and final version. Also, The writer should do the process step by step to produce the good writing.

**2. The Concept of Paragraph**

Reid in Gusmuliana and Fitri (2016, p. 173) stated that paragraph is series of sentences that develop one idea. It means that in a paragraph there is a main idea that should be supported by other idea in sentences. Besides, Syafi'i et al (2014, p. 1) pointed out a paragraph is a unit of information in writing unified by central idea. A paragraph is considered good only if the reader completely understands the unit of information, its content, and if its central idea is completely developed. Moreover, Richard and Schmidt (2010, p. 418) argued that paragraph is a unit of organization of written language in many languages, which serves to indicate how the main ideas in a written text are grouped.

Furthermore, Syafi'i et al (2014, p. 2) also stated that a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about the topic. There are three components of paragraph, they are:

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#### a. Topic Sentence

Topic sentence is the most general statement of the paragraph. It is key sentence because it names the topic and central idea. the writer's main idea, opinion, or feeling about the topic.

#### b. Supporting Sentence

Supporting sentences are divided into two categories: a major supporting sentences and a minor sentences. A major supporting sentences is a sentence that directly supports the idea impressed in the topic sentence. A minor supporting sentence directly supports the major supporting sentence and at the same time directly support the topic sentence.

#### c. Concluding Sentence

Concluding sentence is like the topic sentence because both are general statement.

Furthermore, to be able to write a good paragraph, the writer should know the characteristics of paragraph. Syafi'i et al (2014, pp. 7-13) stated that there are several characteristics of good paragraph, they are:

#### a. Unity

It means that all of the sentences in it discuss only one main idea, and every supporting sentence must directly explain and prove the main idea, which is stated in the topic sentence.

#### b. Coherence

It means that the parts of the paragraph are logically connected.



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## c. Capitalization and Punctuation

In here, the writer can use the capitalization in their writing such as capitalize the first letter of the first word of sentence, and capitalize all proper noun. Also, the writer should use the punctuation in their writing, because punctuation is necessary to make sentence meaning clear.

Syafi'i et al (2011, pp. 44-83) mentioned that there are four kinds of paragraph in writing, they are:

- a. Descriptive paragraph, means describes ideas and examples focused on a particular subject.
- b. Narrative paragraph, it tells true story or fiction and gives an account of one or more experience.
- c. Expository paragraph. It means to give information, explain why or how, clarify a process, or define a concept.
- d. Persuasive and argumentative paragraph, persuasive means to convince the reader that point of view is valid or that the reader should take a specific action. In addition, an argumentative refers to logical appeal to reason; in a strict sense, an argumentative includes only facts, statistics and rigorous reasoning.

From the explanation above, the writer concludes that paragraph is a group of sentences which has one idea. A paragraph consists of topic sentence, supporting sentence, and concluding sentence. A good paragraph should have unity, coherence, a good capitalization and punctuation.

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### 3. Narrative Paragraph

Syafi'i et al. (2014, p. 51) stated that Narration is storytelling. Whether it tells the true story or fiction, a narrative essay gives an account of one or more experience. It tells the story to make a point or explain an idea or event. There are several types of narrative that have the purpose for each. Moreover, Cohan and Shires (2001, p. 1) argued that a narrative recount a story, a series of events in temporal sequence. In line with that statement, Kane (2000, p. 366) pointed out a narrative is a meaningful sequence of events told in words. It is sequential in that events are ordered, not merely random. Sequence always involves an arrangement in time. It means that narrative paragraph is a kind of the paragraph that tells a story using a sequence of events. It can be fiction or non-fiction. So the purpose of narrative is to tell a story, but the detail purpose is according to type of narrative itself.

According to Mislaini (2015, p. 3), there are several types of narrative. Also, it has the purpose for each, they are:

- a. Mystery is to intrigue and entertain.
- b. Fantasy has the purpose to entertain and fuel the imagination.
- c. Myth that is to provide a fictional explanation for natural phenomena.

Many cultures use myth to explain the world and its mysteries by handing them down from one generation to the next. Myths can also pass on cultural, religious or spiritual beliefs and traditions.

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- d. Legend is to provide information about the way particular people lived, and what they believed. It also helps students to reflect on their own lives because it often deals with issues that are cross-cultural and relevant today.
- e. Fairy Tale is to amuse and to convey cultural information that influences behavior, such as where it is safe to travel and where it is dangerous to go. It is found in most cultures and many derive from the oldest stories ever told. Some modern fairy tales could be included in the more recently categorized type of fantasy.
- f. Fable is stories about animals behave like humans pictured. It sets out to teach the reader or listener a lesson they should learn about life.

Pratyasto (2011, p. 39) stated that there are three generic structures of narrative paragraph, they are:

- a. Orientation

Orientation section contains the introduction of the characters who involve in the story, time, and place where the story takes place.

- b. Complication

Complication section tells about the beginning of the problems which leads the crisis (climax) of the main character.

- c. Resolution

Resolution is the end of the story. It contains characters from a story about how to solve the problems that exist in the complication.

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Narrative paragraph also has the language features. They are as follows:

- 1) Using past tense
- 2) Using adverb of time, e.g. long time ago, unce upon a time.
- 3) Using time connectives and conjunction to arrange the events, e.g. then, before, soon, etc.
- 4) Using action verbs
- 5) Using specific noun as pronoun, e.g. the king, the queen, etc.

In addition, narrative paragraph is a kind of the paragraph that tells a story using a sequence of events. It consist of fiction or non-fiction. There are many types of narrative paragraphs and every types had their own purpose.

#### 4. Picture Sequece

##### a. Definition of Picture Sequence

Sequence Picture, can be defined as several pictures which are related each other in cronological order. It is presented a story in sequence of events. In line with this idea, Morgan in Zathira (2014, p. 15) stated that Picture Sequence as a series of pictures of a single subject. It functions to tell a story or a sequence of events. In the line with this idea, Yunus in Nur (2014, p. xiv) stated that picture sequence is a number of related composite picture linked to form a series of sequence. It means that Picture Sequence can help the students in



writing narrative about sequence of events of the story, and also show the students about line of story.

Besides, Zulkifli (2016, p. 136) stated that picture sequence is a sequence of three to six pictures depicting a story line can provide a suitable stimulus for written production. In line with this idea, Pratama (2012, p. 71) said that picture sequence is a sequence of pictures creates a story line which provide stimulus for written production. So, picture sequence can be used to the students in developing their idea in narrative and also increased their creativity and imagination in making their written paragraph.

Moreover, Raimis in Ariningsih (2010, p. 42) mentioned that a picture sequence, such as comic strip, provides the subject matter for writing narrative and speculating about the story beyond the pictures in the strip. A set of parallel pictures that show a similar scene or tell similar story - provides material that offers guidance on vocabulary, sentence structure, and organization. Therefore, Wright in Indriani (2015, p. 31) noted that Picture Sequence such as cartoon strips and instruction strips are potentially useful. The strips can be kept as they are and used to contextualise a story or description of process. It also can be used to stimulate and guide writing.

In addition, Picture Sequence is very useful in learning proces, especially in writing narrative. Because, there are many advantages of

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it. It can be stimulus in their writing, students will know the sequence of events in the story, and also as their guidance in writing narrative.

**b. Teaching Writing by Using Picture Sequence**

According to Raimes (1983, p. 37), the steps of using Picture Sequence in teaching writing are as follows:

- 1) The teacher makes some group that consist of four or more students each group
- 2) The teacher introduces Picture Sequence s for the students
- 3) The teacher distributes Picture Sequence for the students.
- 4) The teacher gives instruction to the students that they individually should write a list of sentences about a picture sequence picture by picture.
- 5) Then in the small groups, students work on combining or linking the sentences to make continuous prose.

Based on the statements above, there are five steps of using Picture Sequence. Every step is as guidance for the teachers when they want to apply the strategy in the classroom.

**B. Relevant Research**

According to Syafi'i (2015, p. 103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Dealing with this research, the writer takes some relevant researches that have been investigated by previous researchers concerning about the area of writing, they are:

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1. Noor Faizah conducted a research in 2014 with entitled “Implementing Picture Sequence to Improve Students’ Ability in Writing Narrative Text for Grade X Of Man Lab Uin Yogyakarta” in 2011. The design of this research was an action research. The research was conducted in Yogyakarta. She tried to find out whether or not the Picture Sequence give contribution to improve students’ skill in writing narrative text of grade X students of MAN Lab Uin. She concluded that the use of Picture Sequence could improve students’ skill in writing narrative text well. It can be shown that the students’ English competence especially in writing was getting better, and it could also increase students’ interest and their motivation in writing narrative text. The students were more active, more interested during the learning process, and responded the lesson well.
2. Sueni conducted a research in 2015. The title of this research is “Improving Students’ Skill in Writing Procedure Text trough Picture Sequences”. The research has conducted in Tangerang. The design of this research was a class action research. In her research, she found that after the students having treatment of picture sequence in teaching procedure text writing, their procedure text writing scores were increased and students were more interested and motivated in learning writing of procedure text, in the end she concluded that Picture Sequence improved students’ skill in writing procedure text. It means that this strategy is successful to be applied in teaching and learning process.

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In conclusion, both Noor Faizah's and Sueni's researches using Picture Sequences and learning process have been successful. Faizah's research that implemented Picture Sequence in teaching writing Narrative text has been successful to improve the students' skill in writing. Meanwhile, Sueni focused on Improving Students' Skill in Writing Procedure Text through Picture Sequences. It was successful also. In this research, the writer focuses on teaching writing narrative text ability by Picture Sequence.

### C. Operational Concept

Operational concept is a main element or a concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in this research. This research is designed into two variables, variable X and variable Y.

#### 1. Variable X

Variable X is an independent variable that is Picture Sequence. The indicators of Picture Sequence are as follows:

- a. The teacher makes some groups that consist of four or more students each group
- b. The teacher introduces Picture Sequence for the students
- c. The teacher distributes Picture Sequence for the students.
- d. The teacher gives instruction to the students that they individually should write a list of sentences about a picture sequence, picture by picture.



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- e. Next, in the small groups. Students work on combining or linking the sentences to make continuous prose.
- f. Then, the last result of narrative paragraph will be discussed in each group.

**2. Variable Y**

Variable Y is a dependent variable that is the students' ability in writing narrative paragraph. The indicators of students' ability in writing narrative paragraph as follows:

- a. The students are able to write the ideas in writing narrative paragraph.
- b. The students are able to write narrative paragraph based on the organizational structure correctly.
- c. The students are able to write an appropriate vocabulary in narrative paragraph.
- d. The students are able to write grammatical feature correctly in narrative paragraph.
- e. The students are able to write punctuation and spelling appropriately in writing narrative paragraph.

**D. Assumption and Hypothesis****1. Assumption**

In this research, the writer assumes that the result of this research is that the students' ability on writing narrative paragraph would be better after being taught by using Picture Sequence at the second year of State Junior High School 34 Pekanbaru.

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## 2. Hypothesis

### a. Null Hypothesis ( $H_0$ )

There is no significant difference between using and without using Picture Sequence for students' ability on writing narrative paragraph at the second year of State Junior High School 34 Pekanbaru

### b. Alternative Hypothesis ( $H_a$ )

There is a significant difference between using and without using Picture Sequence for students' ability on writing narrative paragraph at the second year of State Junior High School 34 Pekanbaru