CHAPTER II  
THEORETICAL REVIEW

2.1 Theoretical Description

In this section, there would be some definitions and concept related with the theories on this study. The theories are the definition of writing, types of writing, the process of writing, teaching writing for teenagers, teaching writing in vocational high school, assessing writing, definition of media, types of media, definition of picture series, and advantages of picture series.

2.1.1 Definition of Writing

According to Cunningsworth (1995:80), writing is a skill to create something that based on the information and managed it with their own way. Thus, it meant that the information they get would be constructed and proceed based on their perception to build word by word. In other linguist, Brown (2001:335) explains that the development of writing needs some inquiries which make writing different with oral production. The inquiries meant that it was the abilities or techniques in writing. Therefore, those two definitions could be concluded that writing is an English skill to produce words that needs its own technique or method by the information they get. The technique of writing itself signed that writing could not be done in instant way or it must step by step.

2.1.2 Types of Writing

There are many kinds of written language that we can use. Brown (2001:302) states if there are truly several distinct sort of written text, a much wider types than found oral texts. Those types or genres can be formulated as follows: (1) nonfiction: report, editorial, essays and articles, reference (dictionaries, encyclopedias); (2) fiction: novels, short stories, jokes, drama, poetry; (3) letters: personal, business; (4) greeting cards; (5) diaries, journals; (6) memos (e.g., interoffice memos); (7) messages (e.g., phone messages); (8) announcements; (9) newspaper “journalese”; (10) academic writing: short answer test responses, reports, essays and papers, theses and books; (11) forms, applications; (12)
questionnaires; (13) directions; (14) labels; (15) signs; (16) recipes; (17) bills (and other financial statements); (18) maps; (19) manuals; (20) menus; (21) schedules (e.g., transportation information); (22) advertisements: commercial, personal (“want ads”); (23) invitations; (24) directories (e.g., telephone, yellow pages); (25) comic strips, cartoons.

From the whole types of written text, it may be everyone could name a few more. It depended to the writers would be categorized. Mostly, the writers would be helped of those types to decide what kind of written text they want to choose.

2.1.3 The Process of Writing

In English skills especially for writing skill, it has a procedure that needs more concentration than the other skills. It can be said if the skill contains of many skills to create a writing item. The sequence of the writing process can be elaborated as follows; planning, drafting, revising and editing according to Richards and Renandya (2002:315). The diagram of writing process can be explained as the drawing below.

![Figure 2.1.3 (a): The Writing Process suggested by Richards and Renandya (2002:315)](image)

Harmer (2007:326) mentions that writing process is more complicated than other skills. The kinds of rule involve drafting, reviewing, re-drafting and writing and probably go back in the first phase. In addition, the process of writing are formulated as follows; (1) check the grammar, vocabulary, and linkers; (2) check punctuation; (3) check the spelling; (4) check the writing for unnecessary repetition of words and/ or information; (5) decide on the information for each paragraph and the order the paragraphs should go in; (6) take note the various ideas; (7) choose
the best ideas for inclusion; (8) write the corrected version; (9) write out a raw version.

Figure 2.1.3 (b): The stage of writing process by Harmer (2007:326)

Writing is one of English skills that the conducting of the skill is required a step or process. In simple way, the picture above illustrated the rule of writing process. It can be expanded if the first is planning, drafting, and final version. The outcome of the writing process is writing product that can be found in the final version.

a) Planning (Pre-Writing)

According to Richard & Renandya (2002:316) explains that pre-writing is a learning process that gives student to be spirit to write. Therefore, as a teacher should give motivation in order that the students were provoked their ideas to create a writing text. In this case, the researcher also gave many elements that contain in pre-writing. The elements could be enlarged; group brainstorming, clustering, rapid free writing and wh-questions. These pre-writing elements were defined to motivate the student to create what topic they wanted to write. From these elements, the important thing was the wh-questions. The function of this element was giving an opportunity to the students to ask some questions and the teacher could check their understanding.
b) Drafting

The process after conducting pre-writing was drafting. This point concentrated to collect some ideas related what topic the students wanted to write. Richard & Renandya (2002:317) points that drafting process is specialized by the students to concentrate to make it fluent in writing. In addition, it is grammatically correct or perfection. The important thing was the writer’s skill to express an audience in good writing. On the other hand, the writer should consider to choose the genre of writing (narrative, expository or argumentative), an opening of writing might be a starting statement to attract the reader’s interest, a short summary, a provocative question, a general statement, an analogy, a statement purpose, etc.

c) Responding

The way to give compliment to the students’ work could be done by responding their task or assignment. As English teachers especially teaching writing, the teacher should give response after the students making a writing draft. It may be suggestion and revision are the thing that is needed by the students. The experts Richards & Renandya (2002:317) pointed that the meaning of responding is the teacher gives fast response or reaction students’ draft that can be delivered in orally or spoken. For the explanation above, it could be concluded that before the teacher revised the students’ work, it should be done by responding, so that the students knew if the draft was already clear.

d) Revising

Linse, edited by Nunan (2005:107) states that the role of revising is to help the students how to create their written work fascinating and understandable to the reader. The feedback should provide suggestions that make the students make improvement to be better. In other scientist, Richards & Renandya (2002:317) reinforces if the students review the texts after they are given criticism from the teacher. The teacher had to review the texts if it had contained a communicated meaning to the reader. Revising was not only ensuring the language error, but the whole content and the ideas organization.

e) Editing

The rule of writing process has many elements. After the teacher revising the students’ work, the next element is editing. The scientist Linse, edited by Nunan
(2005:109) mentions that the students need to know how to compose written text based on the standard traditions of mechanics’ aspect. In this case, for correcting their own errors is a dilemma by teacher’s point of view. The word of “dilemma”, it may be able to be inferred if the teacher has to give more consideration to the student's work fairly.

Richards & Renandya (2002:318) explains that this step, the students are occupied with cleaning up their writings as they set up the last draft for assessment by the educator. The elements involved syntax, mechanics, diction, sentence structure and accuracy. They also add the statement that the formal editing is done without disrupt the free flow of ideas throughout the drafting and revising in its application.

f) Evaluating

One of final steps in writing process is evaluating the students work. The teacher gave comment toward the students, so that the student realized what mistakes they had done. According to Richards & Renandya (2002:319), the evaluating student writing, the scoring may be analytical or encompassing are based on specific aspects of writing skill and based on whole interpretation of the efficiency. The function above is to make effective, although the inquiry should be recognized to the student in enhancement. Therefore, the teacher had to consider many elements for evaluating, it has explained in paragraph above, is about editing.

g) Post-Writing

Post-writing is the last stage in writing process. Richards & Renandya (2002:319) states that post-writing involves publishing, sharing, reading aloud, transforming texts for stage performances, or displaying texts on board. This last step was used to recognize the students’ work and these elements in this step could be used as a motivation for writing in order that the students do not have reasons for not writing.

2.1.4 Teaching Writing for Teenagers

A maturity cannot be measured by how old people are. As cited Hoss and Schlussel in FM (2009:1) mentions that maturity can be measured by knowledge management which is including composing, arranging, implementing, and giving
knowledge. Literally, a maturity might be showed by their critical thinking. One of the places that they had variety of different background was a school. Mostly, the thing that decided their difference was their age. In the school many students who had different age, however they were classmate. There were many reasons that why the treatment of students could not be equaled by viewing from the age. First, for registration start in the primary school they have different age. Second, it may be the students ever stop in some grade because their capability cannot fulfill the school requirement. The last, acceleration makes the student graduate faster than the estimation. In conducting the research, the researcher would do it in 10th grader of Vocational High School. Mostly, their age is about 15 years old when they enroll to the school. Brown (2001:91) mentioned if twelve years old is including a teen that has the increasing capability of knowledge higher into the abstract phase of thinking.

Based on the researcher wanted to test the research whether proven or not, the researcher would conduct the research in Vocational High School. In this case, he wanted to give contribution of the student ability, especially for writing skill. According to Newhouse and Suryadarma (2009:2) that the aim of Vocational High School is the students after graduation can get into the labor market. As the explanation above, the 10th graduation is categorized as teen learners. In addition, the researcher concentrated in English for specific purpose especially for the Building Technique Department.

2.1.5 Teaching Writing in Vocational High School

As an English teacher, they have to face the learning in any circumstance. Many school levels that have their own standard competence. The basic starts from Elementary School, Junior High School, and the advance one Senior High School or Vocational High School. As the researcher study, he wanted to concentrate in Vocational High School, especially Building Technique in tenth grader. The students of Vocational High School have varieties of age. The range of their age is about 15 years old to 18 years old that can be classified as a teen learner. As like the explanation above, Brown (2001:91) stated if the twelve years old is including
a teen that has the increasing capability of knowledge higher into the abstract phase of thinking. Mostly the students are teenager that can also be called puberty.

The implementation needs a development to achieve it. The development of English for Vocational High School consists of some elements. Marsigit (2008:3) points out that the conducting learning in Vocational education consists of six elements. They are; (1) preparing English for teaching; (2) developing curriculum in English; (3) developing syllabi in English; (4) developing teaching content in English; (5) developing lesson plan in English; (6) various method of teaching in English.

This study would emphasize in writing skill related with major that the researcher wanted to be researched. The researcher would use picture series as his method to guide the learning process. The usage of picture series would apply a picture that had a role of the major of building technique. The aim of this method was the students have an ability to write a written text that had a function to guide them after their graduation later.

2.1.6 Motivation

This part talks about the phenomenon during the research. The researcher found another finding beside the improvement of students’ writing. It was about the improvement of students’ motivation. This phenomenon of course would give impact with the improvement of students’ writing competence. As we know motivation is a component which impact people to act in desired way. The scientist Pardee (1990:2) states that motivation is such vital component in enhancing work profitability, every educational administrator needs a firm comprehension of how it identifies with work fulfillment and reward framework. The researcher assumed that in improving writing needed other support, such as motivation. It could influence the students’ writing competence. In assessing the students’ motivation, it needed a way to asses it. Dornyei (2003:25) states that motivational data is gotten by questionnaire is regularly corresponded to accomplishment scores originating from end-of-term course evaluations or capability test.
2.1.7 Assessing Writing

There are some considerations to assess writing skill, the reason why teacher is doing assessment is to measure the students’ work. In this way, the teacher made some criteria like rubric scoring. The teacher has a procedure to conduct the students’ assessing, in order to have a guideline. Weigle (2002:44) states that assessing writing can be defined as follows: judgment test principle, the skills and other personal element, diction, fundamental of writing and an appropriate judgment test. For arranging the writing test, including describing the skills to distribute the test need to review the elements.

In assessing writing of language test, the researcher required considering about the elements of test when designing the test in order that it could be expounded as deeply as possible for completing the test tasks. In this case, it may be contained of the interesting testing task that makes the tester feel comfort for doing the test itself. As cited in Weigle (2002:44), Bachman and Palmer that for arranging the definition, there are some choices to describe the knowledge development, besides topical knowledge from composing. They involved the ability of language and arrangement the topical knowledge in composing the definition, that why they should have distinctions.

2.1.8 Definition of Media

The implementation of learning process could be conducted by many ways. One of these ways was media. Before the researcher explained the implementation of media in learning process, he wanted to elaborate on what the media definitions are. According to Arnheim (1974), media is the visual thing which is as a tool of thought can be seen to provoke the perception and imagination. Another expert, as cited Lister, Dovey, Giddings Grant and Kelly in Thompson (2009:9), the nature of media could refer to the communication media, it tends to the material products which has the function to build communication, such as: print media and the press, photography, advertising, cinema, broadcasting (radio and television), publishing, and etc. From these experts’ statement, it could be concluded that media is a tool to hook a perception or imagination that has function to build communication as the product.
2.1.9 Types of Media

As cited Burke, Thod, and Hons in Coger (2005:17), media is classified as follows:

Class 1 : The real thing such as living animals, plant and preserved fauna.
Class 2 : Study tours and visiting to the zoo or planetarium.
Class 3 : Media of audio-visual, such as television, videos.
Class 4 : Media of visual, such as maps, pictures, transparencies and diagrams.
Class 5 : Media of audio, such as a radio, cassette player and cd-player.
Class 6 : Media of computer, such as learning programs on the computer and information on the internet.

Coger’s classification (2005:17) is very clear. Class 1 can be chosen by many teachers who need real examples, where the students can see and touch the real object. Class 2 is a way to decrease the students’ fatigue, but this media not all schools have the facilities and finances to take the students trip on excursions. Class 3, television and videos are the tools to motivate the students for getting relax. Class 4 is the most media that the teacher and the students chosen. This media can be gotten easily in around us that the budget is not over. Class 5 would be efficient to maximalist the students willingness in learning process. It is needed a indoor that the room has a soundproof, in order that the students do not interrupted by outside voices. Class 6 would be easy to reach some learning material by all students that they can use an internet. It is functioned to keep the students think update in every circumstance.

2.1.10 Picture Series

Picture usually represents graphic of an object in many media, such as paper, wall, board, etc. In teaching English, the teachers could use a picture series as their media in teaching process. For implementing the learning, picture series could be applied in many English skills. Therefore, the aim of teacher by using this media was to help the students to develop their ability and improve their confidence to do the skill itself. As cited Lavalle and Briesmaster in Byrne (2017:3) states that
pictures can empower students’ dialog and translation of the topic. It can also cover the nature of communication itself.

2.1.11 Advantages of Picture Series

Every teacher must do their own method for conducting learning process. As English teacher, in every subject, a support is needed by students to motivate the students for improving their ability as well. The main of choosing the kinds of method is to make the teacher easier to teach and the students feel enjoy. Harmer (2007:178) explains that a picture can be functioned for productive language use whatever the kinds of picture the teacher is used, such as book or cue cards, flashcards or wall pictures. The teacher might ask students to create writing of the picture, to explore the location, the act out of activity.

According to Harmer (2007:178), there are six advantages by using picture:

a) Drills

An appropriate using a picture is needed by students especially for low-level in learning process. Picture Series are the most appropriate media for conducting this learning. It is specifically helpful for drilling grammar parts, for indicating the different sentences and applying the vocabulary.

b) (Communication) Games

Pictures are particularly helpful for kinds of communication happenings. In this case, a picture should contain of a game that can represent or illustrate of the students’ work.

c) Understanding

The most suitable of using picture is for the ensuring and represent the meaning of content. One of the ways to check students’ understanding may be able to be done by letting them to choose one of some different pictures, so that the teacher know the whether students’ choosing is suitable or not.

d) Ornamentation

The teacher has an authority to create their creativity in every learning process. As a media, picture can be used to make the learning style more interesting. For giving a stimulus, there are various pictures in order that the students do not
feel bored. The material is designed as appealing as possible because they consider gratuitous.

e) Prediction

The media guides the students to get idea, what the next possibilities would be coming up. Therefore, the students may be seeing the picture to guess and trying to create what the role-play would be showed.

f) Discussion

The media can stimulate the students to be more creative. Perhaps the teacher asks the students to make description about the picture.

2.2 Previous Study

As the reference for the research, the researcher took some proposal that has a similar background or theme. First, the study is from Wahyuningsih (2011) on her research entitled, “Improving Students’ Writing Skill through Picture Media in Grade X of Office Administration 2 of SMK Negeri 1 Tempel”. She emphasized improving writing skill by using picture as the media in Office Administration as the major. She also recommends using picture media to guide the learning process especially for writing skill.

Second, the study is from Pratiwi (2014) on her research entitled, “Improving The Tenth Grade Students’ Writing Skill by Using Picture Series”. This research was conducted in SMA N 1 Sedayu, Yogyakarta. This study has similarity in using media, it is picture series. The researcher would conduct with different case, it is in Vocational High School in Building Technique Department.

The researcher would conduct the study with different subject; he chose Building Technique as the major. The reason why choosing that major, because the students there has low capacity in writing technique. For contribution of the study, the students were expected for improving in writing skill. It was aimed that the students could face the real life after graduation later. They could write kind of letters in English according to their job.
2.3 Conceptual Framework

The difficulty of writing skill is absolutely reasonable. For implementing it, many aspects that can achieve the student skill. The idea is the main point of the aspect that is very influence the fluency of written text. The students still need some steps to realize the idea into a good material they want to write. On the other hand, grammar, punctuation, vocabulary, and content are aspect that students has to obey it.

In this case, the researcher offered a good way how to improve students writing skill efficiently. The method is using picture series as the media. Through this way, the students would be stimulated their idea to explore the opinions. building technique is the major in SMK N 2 Pengasih that researcher would be researched.

The researcher would conduct the research based on the theories. The theoretical framework is synthesized and displayed in the following Figure 2.3.

![Conceptual framework](image)

Figure 2.3 : Conceptual framework