

CHAPTER II

THEORY REVIEW, FRAME OF THINKING AND HYPOTHESIS

2.1 Theory Review

2.1.1 Concept of Writing Ability

Writing is a complex skill in expressing the idea, thought, and feeling of the writer in the written form. The writer send the message to the readers through their writing so the readers will be able to understand what the writers mean. Through those processes, there will be a communication between them. According to Leo (2007:1), writing is a process of expressing ideas. In writing there are three basic principles that should be mastered namely, content, register, and topic. Referring to content, it should be made clear, specific, and relevant. However, register should be formal, to the point, and concise. Topic, on the other hand, should be free from offences, and should avoid sensitive issues in most cases.

According to Weigle (2009:19), writing is activity of meaning – making that purpose full. In addition, according Tarigan (2008:3), states that writing is a language skill which indirectly used in communication. Because it is used communication, writing also has purpose in delivering meaning or purpose of writer.

Meanwhile, according to Harmer (2007:113), there are four stages in writing, there are planning, drafting, editing, (reflecting and revising) and final version. The first is planning. Planning refers to how to determine the topic that will be written. In planning, the writer makes a note to star writing a text.

Then, the writer considers the purpose of writing. Next, drafting is the stage where writer chooses the writing version as draft. Drafting usually contains assumption that will change the writing. Then, editing (reflecting and revising) is used to look for the sentences that are not appropriate or confusing to be replaced with new sentences. In editing, the writer also corrects the grammatical aspect in the sentences. The last is version or final draft. In this process the writer makes changing in her/his writing to become more perfect. In addition, according to Hornby (2010:1722), writing is to put information, a message of good wishes. According to Power and Hubbard in Saud (2014:1034), writing as a communication media of someone to himself and other people in a different time and place.

According to Hornby (1995:2), ability is the mental or physical capacity, power, or skill required to do. It means that ability can be said a competence, capacity, capability, and mind power. Ability is also defined as cleverness or intelligence. So, ability is a natural capacity or talent who have by someone to get successfully.

Based on explanation above, it can be concluded that writing ability is competence to show information, idea, or message through indirect communication writtenly. It means that ability is assumed as skill represents the term intelligence, competence, capacity, capability, mind power and others.

From the explanation previously, it can be concluded writing ability in procedure text is the competence of the students to use language pattern in writing express their ideas and thoughts finish a sequence of a series. Procedure text has the function to describe how something is completely done through of series.

2.1.2 Component of Writing

To make good writing the writer must know about several component of writing, in order to arrange the ideas into good paragraph. According to Brown (2004:244-246) there are five general component in writing. First is organization. By using organization theory it will be evaluated arrange of students' idea coherence with content. Second is content. In the content must be in unity. Third is grammar. It has important role in writing because can influence the quality of writing. The fourth is punctuation, spelling, and mechanic. It has consists of punctuation, spelling, and capitalization. The last is style and quality of expression. It is precise vocabulary usage; use of parallel structures; register good. The explanation from the five general components in writing are:

a. Organization

Organization is evaluation from the use of total introduction, body, and conclusion. Organization refers to the logical organization of the content (coherence). Coherence means that it is the trait that makes the text easily understandable to reader.

b. Content

Content is evaluation from the use of total sentence that supports the main idea. Content refers to the substance of writing, the experience of the main idea (unity). Unity means that it refers to the ideas expressed in the text which reflects the information the writer wants to transfer to the reader. The content should explore all information related to the topic which unities one into another. It

should not be out of context so by reading the content, the reader can imagine the topic the writer discussed in the text.

c. Grammar

Grammar is evaluation from sentences that were used grammar correctly. Grammar refers to the use of correct grammatical form and syntactic pattern. It is identified form the construction of well-formed sentenced.

d. Punctuation, Spelling, and Mechanic

Punctuation, spelling, and mechanic is an important things in writing. Many students are not aware in using punctuation and capitalization in their writing. Punctuation gives a sign or tone in writing. It is necessary to make the meaning of the sentences clearly.

e. Style and Quality of Expression

This component is precise vocabulary usage; use of parallel structures; register good. Style and quality of expression is evaluation from vocabularies that used correctly. The precise vocabulary usage related to the topic and can make the students easier to select the appropriate words for their text.

Based on explanation above, it can be concluded that component of writing must have five general component in writing. Moreover, component of writing have the function to writer can make to create a good writing in a sentence or text.

2.1.3 Process of Writing

In process writing must be adjusted to process and product. Process is a creative act of construction that seems to begin from nothing a blank page and

ends with coherent that expresses feeling, emotions, attitudes, and value.

According to Harmer (2004:4-5) writing process consists of four stages.

a. Planning

Before starting to write, the writer plan what they are going to write. When planning, writer have to think ideas or topic. Moreover, the writer must choice of language whether it is formal or informal and the writer must to consider the content structures of the writing.

b. Drafting

In the preparation on the drafting the writer improve the composition ideas through a series on the draft. This stage, the writer focus on how to put ideas in writing sentence.

c. Editing

Once writer have produce a draft they then, usually, read through what they have written to see. The editing process is usually done when the writer receives suggestions to readers who have read the text to better produce good writing.

d. Final Version

In final version, where the writer publishing their writings or by sharing with the right readers.

Meanwhile, according to Brown (2007:404), the process of writing approaches tends to be framed in three stages of writing.

The first are pre writing. This stages encourages the generation of ideas which can happen in numerous ways: reading extensively a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listening

clustering, discussing a topic, free writing. The second are drafting. The sentence is view as an important and complex set of strategies, the mastery of which take time, patience, and train instruction. The last are revising. In this stage, students have get feedback about their composition from several classmates. In addition, students can use what they learn about their writing to improve it, to make it clearer and to more convincing.

Writing process is used to make the students are easier when they want to write something. According Richard and Willy (2002:315), writing process is an activity may be broadly seen as comparison four main stages: planning, drafting, revising, and editing.

1. Planning (Pre-Writing)

Pre-writing is an activity in the classroom which is done by the students to start their writing to stimulate their thought or ideas. The following activities provide the learning experiences for the students at these stages:

- Group Brainstorming

In this stage, the students need spontaneity. Students may cover familiar ground first and move off to more abstract.

- Clustering

Clustering is a simple yet powerful strategy. The words are circle and then linked by lines to show discernible cluster.

- Rapid Free Writing

This stage is done when group brainstorming is not possible to be done or because the personal nature of a certain topic requires a different strategy.

- WH-Questions

Students will generate who, why, what, where, and how questions about a topic. This can go on indefinitely.

2. Drafting

Once the learners have planned out their ideas, the next step is to start drafting. Students start their writing without composing it before hand in their mind. According to Richard and Willy (2002:315), in this step the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

At this stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Once a start is made, the writing task is simplified as the writers let go and disappear into the act of writing.

3. Responding

Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise. Responding intervenes between drafting and revising. According to Hyland in Gonzales (2010:10), feedback is an important component of teaching writing because it assists students in obtaining of their composition, their readers, and their writing process contributing to awareness of written language.

4. Revising

Revising is not merely checking for language errors. It is done to improve the general content and the organization of thought so the writer's intent is made clearer to the reader. Punctuation, diction, grammar, and accuracy of supportive

material. According to Nation (2009:120), an important part of the writing process is looking back over what has been written. This is done to check what ideas have already been included in the writing, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors. Poor writers do not review, or review only to look for errors.

5. Editing

In this stage, the students will edit their own peer's work for grammar, spelling, punctuation, diction, grammar, and accuracy of supportive material. Formal editing is deferred till this phase in order that its application not disrupt the free ideas during the drafting and revising. According to Nation (2009:120), editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness.

6. Evaluating

In evaluating, the scoring may be analytical or holistic. Students may be encouraged to evaluate their own thought and each others text once they have been properly taught how to do it.

7. Post-Writing

This stage constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. Students must be made to feel that they are writing for a very real purpose. Post-writing has its advantages for the students, as Tompkins claims sharing student's writing with audience (e.g. friends, family, or teacher) can promote students the real communication with their readers during writing process. Tompkins in Kamal (2015:136) described

that students' having real audiences enable them meaningfully responds to their writing and increases or develops their confidence as authors..

Based on the explanation above, it can be concluded that the process of writing can be divided in some ways: planning, students start to make brainstorming, clustering and make first, in planning, students start to make brainstorming, clustering and make question for their writing. Next in drafting, the students have in mind a central idea that they want to communicate. In addition, editing is have meaning because students can know where and how to correct every error in their piece of writing. The last, revising is to improve global content and the organization of ideas to make it clearer for the readers.

2.1.4 Assessing Writing

According Linn and Gronlund in Uno (2012:1), assessment is one of general term that include the procedure that is used to get information about students' learn and assessment format in learnt directly. Furthermore, in assessing the students' writing performance, Jacobs *et al.*'s in Weigle (2002:116) suggest five components to evaluate the students' writing quality there are: content, organization, vocabulary, language use (grammar) and mechanic. Content refers to the sentences used to express idea. Organization is the content or ideas organization, vocabulary is the selection of words that suitable with the content, grammar is the employment of grammatical form and syntactical, and mechanic is the use or graphic convention of language. The five component has different point in its scoring it can be seen in Jacobs scoring profile as follow:

The scoring in assessing writing of procedure text based on Jacobs *et al.*'s in Weigle (2002:116) can be seen in the table below:

**TABLE 2
THE RANGE SCORE OF CONTENT**

Range Score	Descriptions
30-27 (Excellent to very good)	Knowledgeable, substantive, through development of theirs, relevant to assigned topic
26-22 (Good to average)	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
21-17 (Fair to poor)	Limited knowledge of subject, little substance, inadequate development of topic
16-13 (Very poor)	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate

**TABLE 3
THE RANGE SCORE OF ORGANIZATION**

Range Score	Descriptions
20-18 (Excellent to very good)	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
17-14 (Good to average)	Somewhat choppy, loosely organized but main ideas stand out, limited supported, logical but incomplete sequencing
13-10 (Fair to poor)	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
9-7 (Very poor)	Does not communicate, no organization, or not enough to evaluate

TABLE 4
THE RANGE SCORE OF VOCABULARY

Range Score	Descriptions
20-18 (Excellent to very good)	Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register
17-14 (Good to average)	Adequate range, occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>
13-10 (Fair to poor)	Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured
9-7 (Very poor)	Essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate.

TABLE 5
THE RANGE SCORE OF LANGUAGE USE

Range Score	Descriptions
25-22 (Excellent to very good)	Effective complex constructions, minor problems in complex construction, several errors of agreement, tense number, word order/function, articles, pronoun, preposition
21-18 (Good average)	Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word/order function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
17-11 (Fair to poor)	Major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/ function, article, pronouns, prepositions, and/or fragment, run-ons, deletions <i>meaning confused or obscured</i>
10-5 (Very poor)	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

TABLE 6
THE RANGE SCORE OF MECHANICS

Range Score	Descriptions
5 (Excellent to very good)	Demonstrates mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
4 (Good to average)	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
3 (Fair to poor)	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
2 (Very poor)	No mastery of conventions * dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Based on the table above, the researcher can be concluded that there components to evaluate the students writing quality there are: content, organization, vocabulary, language, and mechanic.

TABLE 7
SCORING WRITING OF PROCEDURE TEXT

Material	Aspects	Indicators	Interval Score
Writing Procedure Text	1. Content	The students are able to build up their ideas with suitable topic.	13-30
	2. Organization	The students are able to express their idea clearly.	7-20
	3. Vocabulary	The students are able to choose suitable vocabulary and expression.	7-20
	4. Language Use	The students are able to compose a sentence effectively.	5-25
	5. Mechanic	The students are able to master the rules in writing.	2-5
		TOTAL SCORE	100

Based on the table above, each aspect has a different score. So, if the students get a good score from all aspect is 100.

2.1.5 Concept of Procedure Text

Procedure text is the set of steps which should be completed in the right sequence to get the goal. The purpose of this text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. This text is usually written in the present tense. Generic structure of this text is goal, materials and steps.

According Mark and Cathy in Subekti (2014:18-19), “procedure text is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done.”

According to Doddy (2008:66), the structure of procedure text generally consist of three parts, the first part is goal or aim. In the goal or aim can now from that title of procedure text. The second part is material or equipment. In this part the reader can know material which is needed to make something. The last part is oriented to achieving the goal. In this stage the reader can know how something is accomplished through a sequenced of action or step.

Language features of procedure text as follow:

- a. Using simple present tense, especially imperative form

Procedure text has the social function is a text that explain how to make or use something. So, the instruction here is used by imperative sentence in present tense. For examples: cut, stir, add, chop, boil, and so on.

- b. Using adverbials

Adverbials to express detail the time, place, manner accurate. For examples: 2 minutes, 3 minutes, 1 hours, and so on.

c. Using temporal conjunction/connective of sequence

Temporal conjunction/connective of sequence is the words to used give the instructions better. For examples: first, second, then, after that, next, last, finally, and so on.

From the explanation previously, it can be concluded that procedure text is a text that explain how to make or use something. Procedure text has the function to describe how something is completely done through a sequence of series.

The example of Procedure Text

Goal : How to Make a Coffee

List of Ingredients:

- ✓ Water
- ✓ Sugar
- ✓ Coffee
- ✓ Glass
- ✓ Spoon
- ✓ Kettle

Steps:

- ✓ First, boil the water
- ✓ Second, take two spoons of coffee and two spoons of sugar, put into a glass
- ✓ Next, pour the hot water into a glass
- ✓ Then, stir it gently.
- ✓ Finally, your coffee is ready to drink.

2.1.6 Types of Picture

There are many kinds of picture that can be used as learning media. These pictures are clarified into different types based on the themes that the pictures convey.

According Murcia and Hilles in Subekti (2014:23), kinds of pictures as follows:

- a. A picture may focus on one specific object, such as a house, or on an event such as a boy jumping a fence, alternatively, a picture may evoke an entire story. Between this two extremes, there are a picture of a few people or few objects.
- b. Pictures can be presented in pairs: the same object or person on two different occasions (e.g., Mr. Jones before and after his diet) or two different object or people (e.g., a comb and a brush, brother and a sister, and so on)
- c. Pictures can be grouped into semantically related sets that contain from ten to twenty items, representing animals, vehicles, flowers, fruits, etc.
- d. Finally a picture can become part of a sequence of pictures that tells a story. Using pictures of this type allows the teacher to focus on temporal form and sequence in the target language.

Picture series is one of the solutions to cope the problems in teaching writing. A picture is an illustration that can be use as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us.

According to Harmer in Pratiwi (2016:13), there are various number of writing task that students can be ask to undertake and one of them is students can be give a series of pictures which tell story and they have to write story based on the pictures. He then adds that giving the students sequence picture as the writing task will incite them to creative writers.

From the explanation above, the researcher it can be concluded, that the picture series has many meanings as the meanings depicted in the picture.

2.1.7 Teaching Procedure Text Writing Using Picture Series

According to Latif in Ervina (2011:18), in teaching writing using picture series, the teacher can follow the following procedure:

1. Teacher needs to do the reflection on students problem in doing their writing tasks and discussing the problem.
2. The teacher given the subject matter before the activity. Presentation of the material as an introduction to a very important, from here the teacher gives momentum beginning of learning. Success in learning process can be started from here. Because teacher can motivate students interest that has not been prepared. With good motivation and techniques in the delivery of the material will attract students to learn more about the material being studied.
3. The teacher provides picture series that will be used. In the process of preparing the material, the teacher invites the students actively involved in the learning process by observing each pictures show the teacher. With the

pictures students will be easier to understand the material that will be taught.

4. Teacher asking the students related to the picture series, i.e. what do they know about procedure text? What the goal of procedure text based on the picture series and make a procedure text based on the picture series?
5. Teacher checks the students work by self correction or peer correction. It should be done to find out the mistakes in their writing.
6. The teacher draws conclusions as reinforcement of learning materials.

Based on explanation above, the researchers it can be concluded that teachers should know how to teach procedure text using picture series before practice in the classroom. So, teacher must go through several stages ranging from reflection to correcting the results of student work.

2.1.8 The advantages and Disadvantages of Picture Series

According to Gerlach in Subekti (2014:24), picture series have several advantages and disadvantages:

- a) The advantages of picture series
 1. Pictures are inexpensive and widely available.
 2. Pictures provide common experiences for entire group.
 3. The visual detail makes it possible to study subjects which would otherwise be impossible.
 4. Pictures can help to prevent and correct misconception.
 5. Pictures offer a stimulus to further study, reading, and research.
 6. Pictures help focus attention and to develop critical judgment.

7. Pictures are easily manipulated.
- b) The disadvantages of picture series
1. Sizes and distances are often distorted.
 2. Lack of some color in some pictures limits proper interpretations.
 3. Students do not always know how to read pictures.

From the explanation above, the researcher can conclude that there are many advantages of picture series. Picture series can be one of media teaching learning English for students.

2.1.9 Review of Related Researches

In relation to the ability in writing several researches have been conducted previously. Yantari (2010) in his research entitled “Increasing Students’ Ability in Writing Procedure Text by Using Picture Sequence at The Ninth Year Students of SMP N 1 Atap Candimas Kotabumi North Lampung 2010/2011”. It is found that picture sequence could increase students’ ability in writing procedure text. In Yantari’s research, she uses classroom action research method and she applies two cycles in her research. In the first cycle, it is get the highest score is 77,75, the lowest score is 12,5. Meanwhile, in the second cycle, it is get that the highest score is 85, the lowest score is 40. From the result of Yantari’s research, it is found that students’ ability in writing procedure text by using picture sequence increased up 20%.

Similar research also conducted by Suaeni (2015). In her research entitled ‘Improving Students’ Skill in Writing Procedure Text through Picture Sequences (A Classroom Action Research at the Ninth Grade of MTs Negeri Tangerang 2 Pamulang in Academic Year 2014/2015). The result of her research shows that

some progress of students' score from pre-test to the post-test 2. In the pre-test, there are only 5 or 15,62 % students who passed the KKM and the mean score of pre-test is 60,72. Then, in the post test 1, there are 18 or 56,25 % students who passed the KKM and the mean score of post test 1 is 75.34. Next in the post-test 2, there are 26 or 81,25 % students who passed the KKM in which their mean score of the post-test 2 is 81,53. So, from the result of Suaeni research picture sequences could improve for the students in writing skill of procedure text.

In short, according to previous related researches, the researcher assumes that the using picture series can develop writing ability in procedure text and can be one of media for increasing motivation in learning English.

2.2 Frame of Thinking

Writing is one of four English skills that should be mastered by the students to share their ideas and feelings to the others in order to build a meaningful communication when they have low confident in delivering information in spoken form. The problem is that they are still confused in expressing their ideas in writing.

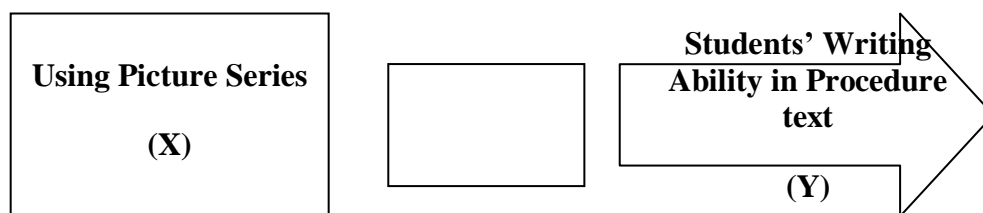
In delivering the ideas in written form, students should mastered some component of writing, namely; content, organization, vocabulary, language use, and mechanic. In fact, the students find out some difficulties in expressing their idea in written form, especially in writing the procedure text. One of the most influencing factors is the media used cannot encourage the students to be easier in learning writing skill in English.

Picture series is assumed to be able to solve the problem above. This media is very easy and interesting to be applied. Picture series is group of picture

which can not be separated to each other or some related pictures which will give the meaning, message, and information for its view. Furthermore one of advantages by using Picture series in teaching material is the students are able to see the picture clearly, distinct, and they can understand the whole picture because the picture related to the next picture.

In addition, this research was conducted to find out the influence of using picture series toward writing ability in procedure text of the eleventh grade students at SMA PRIMA Kotabumi academic year 2018/2019.

This research consists of one dependent variable and one independent variable. Dependent variable is a variable that is affected or which become result, because of the independent variable. Dependent variable is the variable that observed and measured for determines the effect of independent variable. In this research, students' writing ability in procedure text was the dependent variable (Y). Independent variable is a variable that effects or is the cause of the change or the emergence of the dependent variable. Independent variable is the mayor variable that is selected, manipulated, and measured to investigation. In this research, using picture series was independent variable (X).



PICTURE 1. THE INFLUNCE OF USING PICTURE SERIES TOWARD STUDENTS' ABILITY IN WRITING PROCEDURE TEXT

2.3 Hypothesis

Based on theories explained, the researcher formulates the hypothesis as follow as follows:

H_a : There is significant influence of using picture series toward writing ability in procedure text of the eleventh grade students at SMA PRIMA Kotabumi academic year 2018/2019.

H_0 : There is no the influence of using picture series toward writing ability in procedure text of the eleventh grade students at SMA PRIMA Kotabumi academic year 2018/2019.