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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the related literature

1. Writing

a. Definition of writing

Writing is letters, symbols, or word forms of language expression. The main purpose if writing is communication. Writing has many precepts, such as grammar, spelling, and punctuation, regardless of what language is that. People use many tools in assisting their writing such as dictionaries and the saurus. Writing can be mastered through practicing continuously and consistently. Writing is a fundamental skill that students must learn, starting from junior high school to university, particularly in English studies. It is essential as it encompasses various challenges making it as important as listening, speaking, and reading skills (Durga & Rao, 2018; Aghajani & Adloo, 2018; Williams & Beam, 2019). Writing involves vocabulary, grammar, and sentence structure. It's not just about expressing ideas, butal so includes punctuation, conjunctions, and prepositions. (Husni et al, 2019; Putri, 2018). Hedge 2000 (in Gaddafi 2017) Writing is the out come of using techniques to control the composition process, which entails progressively building a text.



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So it can be concluded that writing is an activity to communicate or express our ideas, thoughts, and opinions too ther sinamedium that readers can see and understand.

b. Components of writing

Writing is a process to transfer the ideas or opinions in mind to the written form. Express the idea in written form and make sure if the reader can understand what weare talking about. According to Jacobs 1981(in Rannisa 2018), there are some components that should be mastered by writers when they are writing.

- 1) Content, it is very important for the writer who must have the ability to think creatively and develop the thought.
- 2) Organization, the written form should be full of fluentex pression, clearly stated ideas, well organized, logically, sequenced and cohesive
- 3) Vocabulary, in writing, vocabulary needs to be mastered by the writer. It should be sophisticated range, the effectiveness in using word idiom, the suitable of word choice and the appropriatenes so fitsusage.
- 4) Language use, it is very important because writing well is not easy. It take spractice, as well as revision and editing. In academic and business writing, it is important to be as clear and concise as possible, it should be considered because the written form is made for the reader.



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3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi.
4. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
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5) Mechanics, essay writing is mechanically good if the writer demonstrates the mastery of conventions, goods pelling, punctuation, capitalization and paragraph.

components, these components are the values that must be present in every writing lesson. These components can help us read or compose a paragraph correctly and sequentially.

2. Picture series

a. Definition of picture series

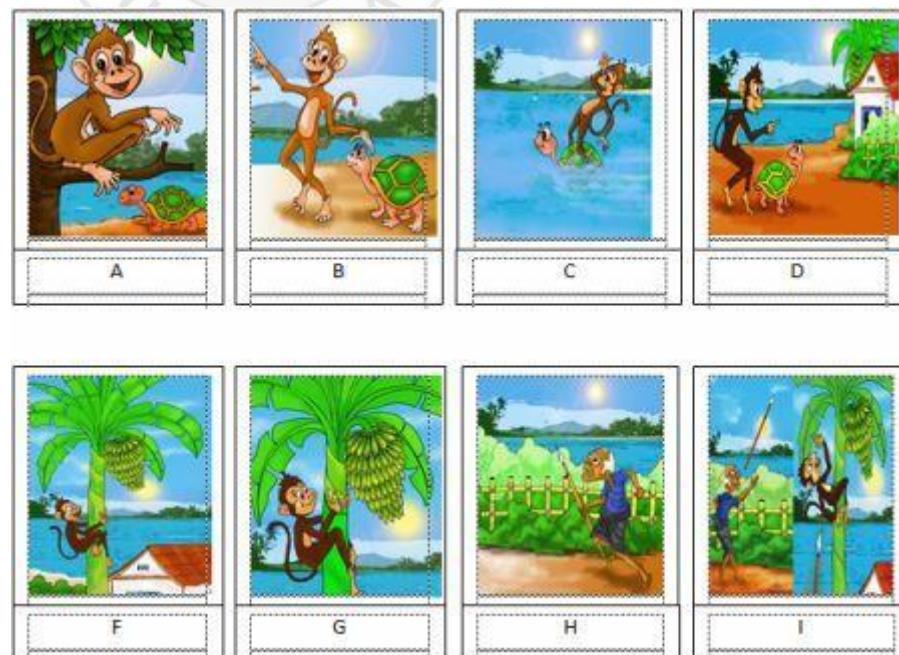
A picture series consists of several connected composite images that create a sequence of events. Its primary purpose is thus to narrate a story or series of events. Numerous guided and unstructured writing tasks can be found in picture series. A comicstrip or other picture series can serve as inspiration for narrative writing, among other things. A picture series is a collection of images that are shown sequentially to serve as writing exercise instructions. A picture used as a teaching tool is a two-dimensional pictorial representation of a person, location, or thing(object). It is separated into picture series and individual picture images. The image of an individual, often known as a portrait, is a close-up of a single person or item (Selpiah, 2016) (Orianda, P&Rosa, 2013). A picture series is defined as "a group of pictures that show the ongoing event so fast with important information" (Ramadhanty, AW, Utomo, DW, & Mayasari, 2021).



There are three of them. One or more images displaying certain activities or occurrences in a time-based manner (Wening, RH, Cahyono, BY, & Iragiliati, 2017); (Khatimah, K., Daud, B., & Burhansyah, 2017).

So it can be concluded that picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Picture series provides for a variety of guided and free writing exercises. Picture series, such as a comicstrip, provides the subject matter for writing narrative and so on. Picture series is a set of pictures which are presented in sequence to be used as a guide in writing exercise.

Example of pictures series:





3. Narrative text

a. Definition of narrative

Narrative text is the telling of a story the succession of event is given in chronological order social function; to amuse, entertain, and to deal with actual or various experience in different ways (Yanpitherszon, 2017). The generic structure of narrative text are as follows: (1) Orientation; sets the scene and. introduces the participants, (2) Evaluation; a stepping back evaluate the plight, (3) Compilation; a crisis arises, (4) Resolution; the crises is revolves, for better or for worse, and (5) Re-orientation; optional (Purba, 2018). Thomas S. Kane (in Masruroh, 2015) explains that a narrative text is "a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology."

b. Structure of Narrative Text:

1. Orientation: Sets the scene at the beginning of the story and introduces the characters (who, when, what, and where).
2. Complication: (problem arises followed by other problems): Describes the problems in the story and how the main character solves them. This part includes situations, activities, or events that lead to complications and eventually reach the climax, which can be seen when a crisis



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occurs. Resolution: The crisis starts to resolve, usually towards a better outcome, but it may also end in a worse condition.

3. Reorientation (optional): Usually marks the end of the story, typically a happy or sad ending

c. Language Features of Narrative Text:

1. Simple Past Tense
2. Noun Phrases
3. Time Connectives and Conjunctions such as: however, although, later, then
4. Adverbs and Adverbial Phrases that indicate time and place, such as: once upon a time, long time ago.
5. Action Verbs to show actions, such as: stood, explained, smashed.
6. Saying and Thinking Verbs to express what the characters feel, think, or say, such as: told, realized, decided

d. Examples of Narrative Texts:

Folklore: such as Malin Kundang, Sangkuriang, The Crying Stone, Rawa Pening Fables: such as The Clever Mouse Deer and the Crocodile, The Tortoise and the Hare. Fairy Tales: such as Snow White, Cinderella, Golden Cucumber (Timun Emas) Myths: such as stories about gods and goddesses. Legends: such as The Legend of Surabaya, The Legend of Lake Toba. Horror Stories, Romantic Stories like Romeo and Juliet. Adventure Stories: such as pirate tales. Historical Narratives: such as stories of the independence struggle. Short Stories: such as stories



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about friendship. Novels: such as *Laskar Pelangi*, *This Earth of Mankind* (*Bumi Manusia*).

B. Review of Releated Findings

Several previous studies have been carried out by former researchers who talked about the use of picture series in writing skills in English lessons. First, according to Erniwati et al (2022) entitled "*Pictures Series in teaching Writing Skill*". A literature review, This library research investigates how picture series implementation effectively improves students' writing skills on different text types. Data were collected from journals published in the last ten years, from 2012-2022, and analyzed using content analysis. The results indicated that picture series effectively improve students' writing skills in descriptive, narrative, recount, procedure, explanation, and spoof texts. Even the picture series is helpful when applied to teach writing skills to deaf and hard-of-hearing students. A visual representation of events arranged in chronological order naturally provides the students with clues that can help them arrange and develop ideas in writing. Besides, the picture series stimulate the students' process of thinking and imagination to write the assigned text. Picture series also promote students' engagement and participation. In other words, picture series enables students to improve their writing skills and change their behavior toward learning.

Ayu et al (2020) in research entitled "*the use of picture series to improve Writing Skill of EFL Learners*". A questionnaire. The study aimed at figuring out the improvement of the writing skill of the tenth-grade



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students of SMKN 1 Mas Ubud through Picture Series. Picture Series is a technique of teaching writing in this present study. The undertaking of the research was mainly based on the preliminary study. The subjects were the tenth-grade students of SMKN 1 Mas Ubud in the academic year 2019/2020. There were 30 subjects which consisted of 17 males and 13 females. The design was a classroom action research design. The research was carried out through implementing Picture Series in two cycles and obtained data were analyzed quantitatively from the pre-test, post-test 1, post-test 2; then qualitatively from the questionnaire. The result showed that there was a significant improvement of the subjects' skill in writing narrative text, pre-cycle (58,10) up to cycle I then, it improved in cycle II (80,40). In addition, the questionnaire proved that the subjects' responses toward the implementation of the Picture Series were positive during the teaching-learning process. In short, the study showed that the writing skill of the tenth-grade students of SMKN 1 Mas Ubud in the academic year 2019/2020 could be improved through Picture Series.

Third, according to Adinda et al (2021) In research entitled "*the impact of the Picture series on writing ability In Indonesian Middle School EFL students*" This study tried to shed light on investigating the impact of picture series on Indonesian Junior High School EFL learners' abilities in English descriptive writing. To fulfill the objective, quantitative method with quasi experimental design was employed. 50 Indonesian Junior High School EFL learners were selected out of 100 students in a private Junior



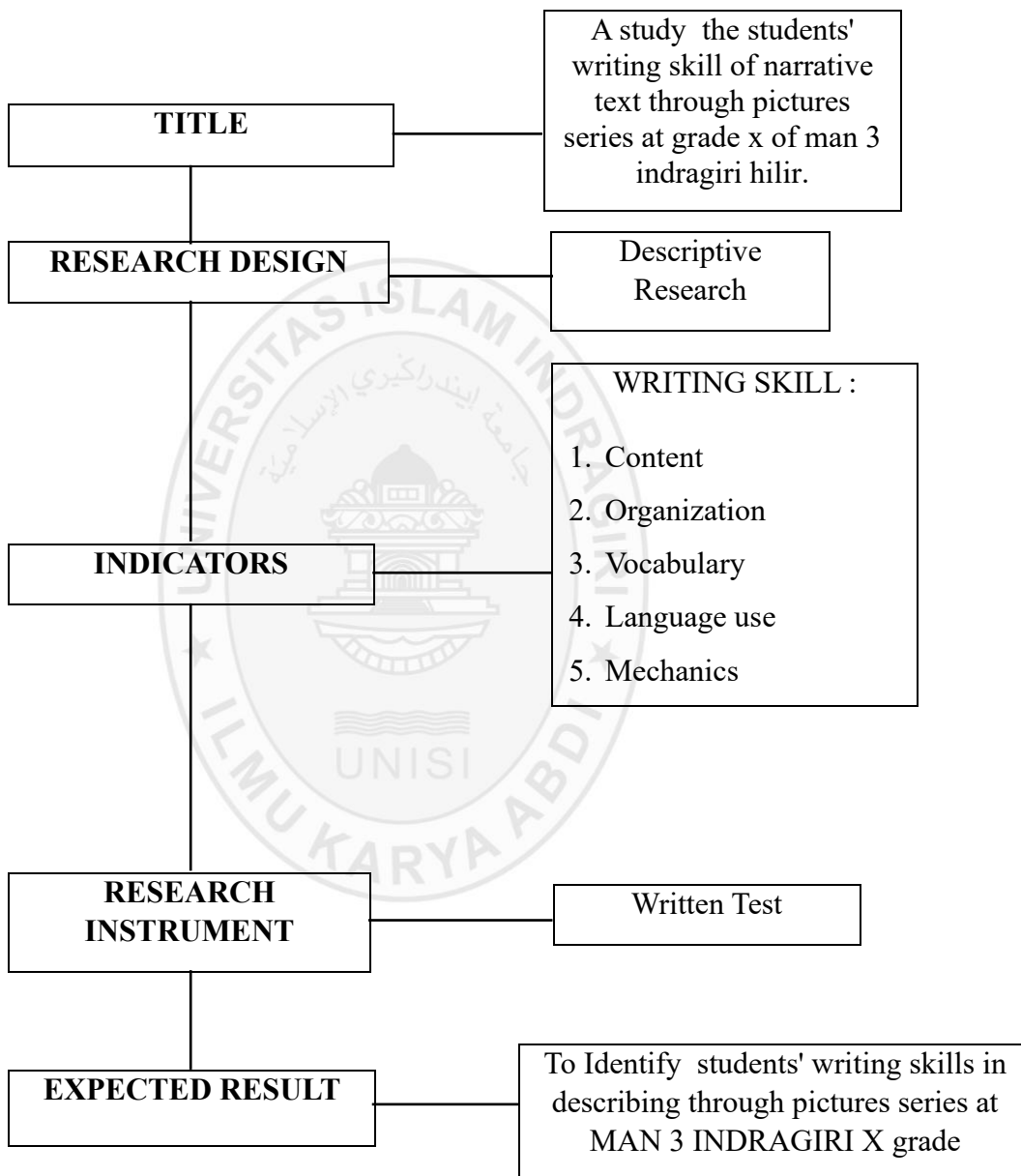
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High School in Banten province. The sample of this research was chosen based on the non-equivalent group design technique. Moreover, the chosen participants were divided into two equal groups: experimental group and control group. In collecting the data, the researchers conducted pre-test and post-test. The data, then, were analyzed by using t-test. The result of t-test revealed that revealed that the experimental group performed better than the control group. Finally, the implications of the findings and recommendations for future research were also discussed.

The differences between this research and the three previous studies were as follows. The first study used picture series as a medium to improve students' writing skills in various types of texts, whereas my research focused solely on one text type, namely narrative text. The second study employed a classroom action research design and applied a quantitative approach using a pre-test, post-test 1, post-test 2, and a questionnaire. In contrast, my research only used test-based assessments. The third study was conducted on junior high school students using a quasi-experimental design, with the sample selected through a non-equivalent group technique. Meanwhile, my study was conducted on tenth-grade senior high school students, using a descriptive quantitative design, and the sample was selected through a random sampling technique. In this research, the researcher focuses a study on the students' writing skill of narrative text through pictures series at grade x of man 3 indragiri hilir.



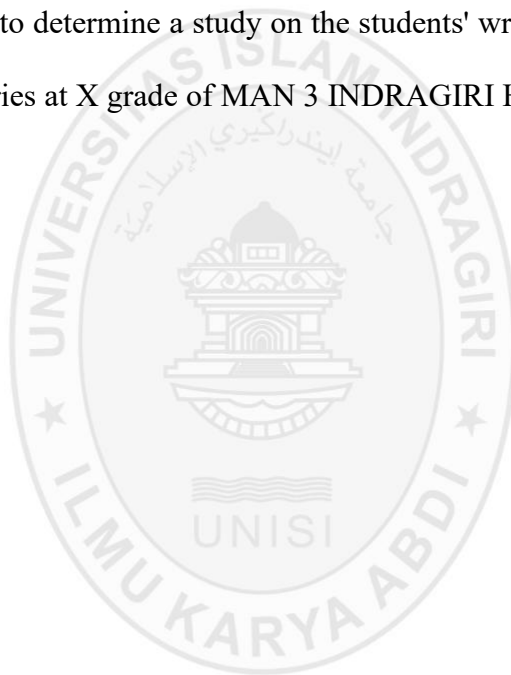
C. Conceptual framework





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Based on the conceptual framework above, this research has problem, namely Students' lack of ability to organize their thoughts and ideas before writing and difficulty in choosing the right words and organizing effective sentence structures. In this research, researcher was used descriptive research to analyze the data. The instrument used is a test to collect data. The aim of this research is to determine a study on the students' writing skills of narrative through pictures series at X grade of MAN 3 INDRAGIRI HILIR.





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