CHAPTER II
THEORETICAL BASIS

A. **Description of Theory**
1. **Writing**
   a. Nature of writing

   Learning a language means we are learning to communicate with each other, interact, speak and understand them, read what they write and write for them. Writing is one way to create communication. Writing is a crucial means of communicating with others and thus vital to success and survival in modern society.[1]

   Writing is one of the four skills in learning English apart from listening, reading and speaking. Writing is an important skill to master, especially for junior high school students. However, writing is not an easy activity to master either as a first or second language. So that finding ideas and themes for students become a challenge in itself, and the culture makes them have distinctive characteristics.[2] In another opinion, Writing is a way of sharing personal meanings, and writing courses emphasize the power of an individual to construct their views on a topic.[3] In essence, writing can be used as a medium or channel for writers' ideas in writing.

   b. Process of writing

   There are many ideas about the writing process. In the writing process, when

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[1] Danielle S. McNamara & Laura K. Allen,"*Writing*" (Institute of Education Sciences, 2019), p 1

[2] Dorothy E. Zemach and Carlos Islam, *Writing in Paragraph,* (England: MacMillan, 2006), p IV

[3] Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p 9.

students are writing for writing, we want to involve them in writing. In the 'real world', this typically consists in planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version.[4] Writing processes rely on virtually all aspects of cognition (e.g., working memory, motivation, affect, self-regulation, prior knowledge, problem-solving) and are naturally embedded in social contexts. Social factors include writers' objectives, audience, genre, and type of writing.[5] The writing process consists of the following steps or stages.[6]

1) Prewriting: looking for a theme. What do you want to write down?

   The first thing to do before writing is to collect ideas that we know about this or anything we can write. This idea can be what we know, past experiences, or anything that makes us curious. Arrange these ideas in such a way.

2) Prewriting /Planning: arrange the ideas that have been obtained in such a way that they can start writing.

   To simplify the writing process, in this section, we create a writing arrangement. The idea of writing this arrangement of writing is based on the pictures we get, making it easier for us during the writing process.

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[4] Jeremy Harmer, *"How To Teach English"*, (Pearson Education Limited : new edition 2017), p 113

[5] Danielle S. McNamara & Laura K. Allen,"*Writing" (*Institute of Education Sciences, 2019), p 1

[6] Pamela Cathcart,dkk*," Reading and Writing Handbook for High School Students Supporting Language Arts Content Standards",* (Long Beach Unified School District Long Beach, California, 1999), p 20-21

3) Writing: Organize ideas into writing arrangements

In this segment, we should focus on what we need to write, remain on the writing preparation, and not stress linguistic use and writing instruments.

4) Sharing: Ask the reader to try reading the draft.

This is often a necessary arrangement to inquire companions, instructors, or anyone else to study, rectify, and give input and appraisals on our writing. So be ready to see where the deficiencies of our paper are.

5) Revising: Re-corrects the order that has been made, adds, removes, replaces, and reworks the posts for the better.

In order for us to be good at writing, we have to change it and then examine them back and we have to understand that the writing we have to be careful in terms of both concept, substance and style of writing.

6) Editing for Correctness: Fixing Grammar, Punctuation, Spelling, etc.

Any errors in language structure, spelling and punctuation that are found by readers in our writing can distract the reader from the meaning of our writing. so we have to really make sure there are no mistakes in our writing.

7) Evaluating: Is your writing appropriate? Have all the original questions been answered? Has the writing achieved its original purpose of writing?

We must ensure that our writing meets the requirements, answers questions and achieves the goals of the writing.

Based on the explanation above, it is concluded that all the explanations of the experts have the same idea in the writing process. In the writing process, there are several steps that the writer must do as described above. writers will go through these steps until they finish their writing.

c. Purpose of writing

There are many opinions of experts about the purpose of writing, for example according to Penny Ur, " conveying messages and expressing ideas to readers even though these are the principles of the purpose of writing. so, ideas are the most important part of this writing activity"[7]. At that point, agreeing with Raimes, the reason for writing is, "writing can help students in learning. How could it be? First, writing can train and strengthen the knowledge and skills of vocabulary, idioms, and structures that have been taught in the classroom. Second, in writing activities students have the opportunity to try new things with language, practice what they have learned without making mistakes. Third, when they write they become directly involved with the new language"[8].

It can be concluded that the purpose of writing is to express ideas, convey messages, provide entertainment and observation and provide opportunities for students to apply their language into writing.

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[7] Penny Ur, *A Course in Language Teaching: Practice and Theory,* (New York: Cambridge University Press, 2009), p 163.

[8] Ann Raimes, *Techniques in Teaching Writing,* (New York: Oxford University Press, 2001), p 3

2. Recount Text

a. The Definition of Recount Text

Recount text is one of common text types that is used in writing. It is the unfolding of a sequence of events over time and reconstructing past experience.[9] Numerous definitions of related content agree with specialists, but their words lead to the same meaning. Among them, according to Hylan, states that the recount text is "texts that retell past experiences by retelling them in the order they are original".[10] The work of recount text is to retell past occasions for the reason of engaging or educating, a few cases of recount text incorporate journals, diaries, articles, daily papers, chronicled stories, timelines, logs, and letters.

It can be concluded that recount text may be simple content that tells past events that have been experienced within the everyday life of the creator, which is narrated and arranged with the aim of attracting the reader.

b. The Purposes of Recount Text

According to Hyland, the purpose of recount text is "To reconstruct past experiences by retelling events in original sequence".[11] It can be interpreted that the purpose of writing recount text is to retell activities, experiences, and events that occurred in the past.

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[9] Tias Sil Romansyah," *The Effect Of Picture Series On Students' Writing Ability Of Recount Text* " (Jakarta : UIN Syarif Hidayatullah 2017), p 9

[10] Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p 20.

[11] Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p 20.

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c. The Types of Recount Text

In common there are three sorts of recount text. The sorts of recount text agreeing to Anderson are:[12]

1) Personal recount: Personal recount text is a type of recount text in which it tells the author's past personal experiences such as experiences of visiting tours, playing experiences, or anything that cannot be forgotten.

2) Factual recount : This is a text that serves to present reports of events that actually happened or real facts, such as scientific experiment reports, police reports, news reports, or historical accounts.

3) Imaginative recount: Imaginative recount text is a text that tells a story based on the author's imagination in the past tense, or it can also be called fantasy.

d. The Language Highlights of Recount Text

The features of the recount text language are as follows:[13]

1) Introducing personal participant, *e.g., I, my group, etc.*

2) Use of chronological connection, *e.g., then, first, etc.*

3) Use of linking verb, *e.g., was, were, saw, heard, etc.*

4) Use of action verb, *e.g., look, go, change, etc.*

5) Use of simple past tense.

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[12] Mark Anderson and Kathy Anderson, *Text Types in English,* (South Yarra: Macmillan Education Australia Pty Ltd, 2003), p 48.

[13] Tias Sil Romansyah," *The Effect Of Picture Series On Students' Writing Ability Of Recount Text "*(Jakarta : UIN Syarif Hidayatullah, 2017),p 11

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e. The Bland Structure of Recount Text

Has explained in detail the structure of the recount text by Anderson as follows: [14]

1) *Orientation*: this section describes the setting of the story based on the area and time of the incident.

2) *Events*: this section clearly describes the sequence of events from event A to event B.

3) *Re-orientation*: contains reiteration and closure of the storyline.

f. Example of Recount Text

Orientation:

I had a terrible day yesterday

Events:

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when i was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I run out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday!

Re-orientation:

I hope i never have a day as the one I had yesterday.

3. **Media**

A medium (media) is a channel of communication. derived from the latin word meaning "between", the term refers to anything that carries information between a source and a receiver. examples include video, television, diagrams, printed material, computers, and instructors. They are considered instructional

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[14] Mark Anderson and Kathy Anderson, *Text Types in English,* (South Yarra: Macmillan Education Australia Pty Ltd, 2003), p 50

media when they carry messages with an instructional purpose. The purpose of media is to facilitate communication.[15] There are a lot of media that can be found all around us like picture cards, newspapers, magazines and housewares. Some media tools such as audio-visual and computer video. The use of media aims to help teachers in the teaching process whatever its form, bring into the classroom a picture of the outside world, and make language teaching more fun and less boring so that it can help teachers attract students' attention so they can follow lessons. then the serial picture card in this research is used as a learning medium that can contain information.

Several types of media in teaching for students to improve their skills. From the ministry of national education there are seven types of learning media which will be explained as follows:

a. Picture

Used to grab students' attention and to increase their minutes for writing. These images can be in the form of pictures of places, people, and objects from newspapers, magazines, or other printed media that can be found anywhere.

b. Real object

Objects that can be seen and felt their existence can be used as a medium in learning.

c. Posters, charts and cartoons

Posters are images containing large printed information to provide data and publish something, chart shows data in the

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[15]Robert Heinich., Molenda, M., and Russell, J. D.. *Instructional Media and the New Technologies of Instruction (7th Ed.)*. (New York: Wiley. 1993) p 9-10

form of a chart or map, cartoons are a form of cute imaginary drawings.

d. Chalkboard or whiteboard

Used by the teacher to present the material to students by making it on the board.

e. Audio media

Is a voice medium for conveying material on listening activities in the form of speakers and recording devices.

f. Over Head Projector (OHP)

This media is easier in conveying material to students than using a written board. besides that the teacher also has to ensure that students pay attention to the material on the OHP.

g. LCD projector

By linking the material presentation on the PC to the storefront. makes it easy for teachers to deliver material.

4. **Picture Series in Writing Learning Process**

a. Definiton of picture series

Picture series are pictorial objects as a valuable medium to help the educating handle, particularly in learning English. Picture series media is very helpful for students within the preparation of understanding the meaning of a word, sentence or passage. Within the used of picture series media, students can envision any question or circumstance that exists. Picture series media comprises lines and shapes that are drawn, painted or printed on a surface, it can moreover appear individuals, objects, places or occasions.

Picture series media can enormously help students in understanding the meaning of a word since picture series media can speak to the meaning of the aiming word. Through picture series media, students can see

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individuals, places, occasions, and objects from their claim encounters. Because, Pictures is not just a medium of learning, but are a representation of objects, people and places. pictures become an important component of an experience, so we must help students in their implementation.[16]

Based on the clarification over, it can be concluded that picture series is one of the learning media that can be used and help teachers in conveying fabric to students. This media is used to fortify student cooperation within the learning process, usually essential to form the learning preparation more curiously and the fabric simpler for understudies to acknowledge. Through picture series, students can keep in mind specifically the question of their composing for longer than fair from their memory.

b. Kind of the picture series

Below are 21 sorts of picture based on their shape, they are:

1) Check chart for pictures
2) Pictures of a single objects
3) Pictures of one person
4) Pictures of famous people
5) Pictures of several people
6) Pictures of people in action
7) Pictures of places
8) Picture from history
9) Picture with a lot of information
10) Pictures of the news
11) Pictures of fantasies
12) Pictures of maps and symbols
13) Pairs of pictures
14) Pictures and texts
15) Sequence of picture (Picture series)

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[16] Andrew Wright, *Pictures for Language Learning,* (Cambridge: Cambridge University Press, 1989), p 2.

16) Related pictures
17) Single stimulating pictures
18) Ambiguous pictures
19) Bizarre pictures
20) Explanatory pictures
21) Student and teacher drawing[17]

As mentioned above, it is concluded that there are numerous sorts of picture media. they can be used by teachers and students within the learning prepare and encourage authority of the English dialect.

c. Fungsion of picture

After clarifying the definition of the picture and its sorts, at that point, we have to know and learn the work of the picture. The taking after will specify and clarify a few of the capacities of pictures in educating and learning exercises. Concurring to Andrew Wright, here are a few picture capacities:[18]

1) Structures and Vocabulary

Pictures can be very useful and helpful in presenting grammar and vocabulary. They can also help explain the meaning of a word and sentence, also can help teachers to avoid long translations so that it can confuse students.

2) Function and Situation

Pictures can be used as a basis for writing, for example writing stories or making questions. Pictures can also be used as a medium in increasing the

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[17] Andrew Wright, *Pictures for Language Learning,* (Cambridge: Cambridge University
Press, 1989), p 193–203.

[18] Andrew Wright, *Pictures for Language Learning,* (Cambridge: Cambridge University
Press, 1989), p 4-5

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motivation of students to write and also provide useful training materials.

3) Skills

Pictures can be used to train students in improving language skills both in real and in written form so that they can communicate their ideas.

From the depiction over, it can be concluded that the pictures can be used by teachers and students notwithstanding the syllabus accentuation they utilize. pictures moreover have a few capacities related to structure and lexicon, capacities and circumstances, and aptitudes.

d. Using picture series in writing activities

Pictures as media play important roles in the writing skill learning:[19]

1) Pictures can motivate and attract students' attention so that they want to be involved in the learning process. The meaning that pictures can be used to attract students' interest in the material presented by the teacher in the classroom. Motivating students can also give positive results in class participation and get their attention so that they are willing to convey their ideas from everything they get by looking at the pictures.

2) Pictures can play a role in the use of language, where the language is used. they can bring the world into class (a garden scene or a specific object). Pictures also have a role to provide writing ideas to students and show that the world can be seen clearly through pictures. This clear depiction can bring

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[19] Andrew Wright, *Pictures for Language Learning,* (Cambridge: Cambridge University Press, 1989),p 17

the context of the intended language to students, because they can see the situation and purpose of using the language.

3) The pictures can explain or describe objects clearly. (this is a bike) or interpreted (maybe a local bike). or a more obvious response (I like to ride my bike around). The ideas obtained depend on the sensitivity and imagination of students in seeing and observing pictures. When observing and describing pictures students can also be guided by their teacher.

4) Pictures can cue responses to questions or cue substitutions through controlled practice. In connection to composing abilities, understudies require words to create sentences, and sentences to make sections, and passages to create content. and for drawing, control works out through guided assignments can moreover be a great alternative for the teacher.

5) pictures can provide stimulation and information to reference in conversation, information, and storytelling. Students get thoughts within the shape of words that can be gotten by looking at pictures. After students get a thought, the instructor can promptly direct understudies to use the words they get into composed form.

Picture as a medium straightforwardly help students in writing by giving them the opportunity to deliver their writings. The opportunity is given through a picture in writing as the taking after explanation:[20]

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[20] Andrew Wright, *Pictures for Language Learning,* (Cambridge: Cambridge University Press, 1989), p 96-113

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1) Opportunities to express their opinion. This opportunity is given so that students can explain and express their ideas from the picture into writing. for example, the object in the image is the fuel vehicle, the transportation route traversed, and other opinions related to the vehicle.

2) Opportunities to express their experience and feelings. The pictures can also be used to provoke students' memories about their past experiences and their current feelings. This idea is obtained by saying what they experienced, their current feelings are good or bad, as well as the impact that experience has on their current life after what happened in the past.

3) Opportunities to express their speculation and opinions. After seeing the object in the pictue, students can argue and explain information related to the object in the picture. If the object is food, then the information can be related to the ingredients, method of manufacture, taste and all things related to that object. the teacher is not allowed to have a definite opinion about the object because it can limit students in their opinion about the object.

4) Opportunities to express and debate opinions. Each student certainly has a different opinion on the object in the picture. The teacher can ask them to debate so that they can come up with ideas for writing. each student can add their ideas by debating.

5) Opportunities to dramatize. Pictures can clarify an occasion, foresee what happens after the occasion, cause occasions and can be dramatized. Each understudy can

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be given the opportunity to anticipate based on their capacity to dramatize the occurrence and accumulate their ideas.

From the clarification over, it can be concluded that pictures are one of the media to deliver students the opportunity to clarify and express more than what they have composed sometime recently. Pictures can moreover offer assistance to them to review past encounters, think fundamentally, and bring them into their lives—Increment creative energy with pictures.

e. Procedure for applying picture series media in the classroom.

The pictures can be stored and then used to contextualize a story, the writer can arrange the sequence of the story by applying picture series, According to Wright, that the picture series media have the potential to be useful in writing activities.[21]

the order and procedure for applying picture series media are as follows:

1) In pre-writing stage, the teacher will ask students some questions related to the pictures given

    example:

    What is the name of this character?

    Do you like it?

    What do you think about him (character in the picture)?

2) Students are asked to identify the picture and asked to answer with complete sentences.
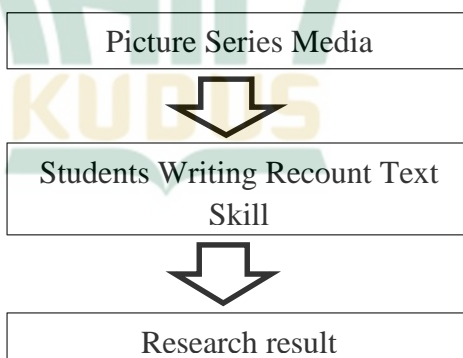
    She is an Shofia (true)

    Avatar (wrong)

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[21] Andrew Wright, *Pictures for Language Learning,* (Cambridge: Cambridge University Press, 1989),p 196

3) The teacher asks students to group and correct their answers to each other.
4) Each group presents their assignment in front of the class

In addition to the above explanation, the authors conclude that this procedure is performed according to Wright's intestines. can be done in groups or individually, after a picture series is given and students can write a story without any other help or guidance.

B. Framework

The framework of thinking is a synthesis of the relationship variables which is compiled from the various theories that have been described. According to Sugiono, the frame of mind is the relationship between the variables compiled from the various theories that have been mentioned. [22] The framework in this research is the effectiveness of picture series media on students' ability to write recount text. Therefore, it is hoped that this serial image media will be effective in assisting students in improving their ability to write recount text. Can be described as follows.

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┌──────────────────────────────┐
│     Picture Series Media     │
└──────────────────────────────┘
              ⬇
┌──────────────────────────────┐
│  Students Writing Recount Text │
│             Skill             │
└──────────────────────────────┘
              ⬇
┌──────────────────────────────┐
│       Research result        │
└──────────────────────────────┘
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[22] Sugiono, *Metode Penelitian Pendidikan,* (Bandung: Alfabeta,2017), p 91-95

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From the research scheme, the variables to be studied in this study are;

1. Independent variable (X)

   The independent variable (X) is a variable that affects or causes. In this research, the independent variable is picture series media.

2. The dependent variable (Y)

   The dependent variable (Y) is a variable whose existence depends on the independent variable. In this research, the dependent variable is the ability to write recount text.

C. Previous Research

Previous research related to the title variable of this study are as follows;

N o	Author/ year	Title	Relevan	Gap research
1	Vania Teska Novita (2014)	The Effective ness Of Teaching Writing Through Picture Series To Grade VII Students Of SMP 3 Sleman	relevant to the research conducted by the author, which is to have in common about testing the effectiveness of picture series media in overcoming student difficulties in writing.	The research conducted by Vania Teska Novita examined in general the effectiveness of picture series media on writing skills, while this study was more specific to the ability to write recount text.
2	Tias Sil Romans yah (2017)	"The Effect Of Picture Series On Students' Writing Ability Of Recount Text	relevant to the research conducted by the author, which is to have in common about testing the effectiveness of picture media in overcoming	The research conducted by Tias Sil Romansyah used a quasi-experimental research model, while this study used a pre-experimental design. The pre-

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		Eighth Grade of SMP Nusantara Plus Ciputat	student difficulties in writing recount text.	experimental design used was one group pretest-postest design
3	Yunita Sari Widarti et al. (2014)	The Use of Real Picture Series in Teaching Recount Text Writing	relevant to the research conducted by the author, which is to have in common about testing the effectiveness of picture media in overcoming student difficulties in writing recount text.	The research conducted Yunita Sari Widarti Et Al discusses the effectiveness of picture series media in writing recount text at grade 10 high school level while in this study discusses the effectiveness of picture series media in writing recount text at the grade 8 MTs level.

D. Hypothesis

The hypothesis is a temporary answer to the formulation of the research problem that has been stated in the form of a question sentence. It is stated temporarily because the answers given are only based on relevant theories, not based on empirical facts obtained through data collection.[23] Meanwhile, Sudjana states that a hypothesis is an assumption or conjecture about something that is made to explain it which is often led to checking.[24]

H_a : picture series media is effective on students' ability to write recount text.

H_o : picture series media is not effective on students' ability to write recount text

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[23] Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung, Alfabeta 2011), p 50

[24] Sudjana, *Metode Statistik* (Bandung, Tarsito, 2005) , p 79

The hypothesis testing formulas are;

H_o : $\mu_1 = \mu_0$

H_a : $\mu_1 \neq \mu_0$

Where :

Ho	=	picture series media is not effective for improving the ability to write recount text for grade 8 students
Ha	=	picture series media is effective for improving the ability to write recount text for grade 8 students
μ_1	=	ability to write recount text of students before giving picture series media
μ_0	=	ability to write recount text of students after giving picture series media

For hypothesis testing, then the z value (z_{hitung}) is compared with the z-value from the z distribution table (z_{tabel}). The method of determining the z-table value is based on a certain level of significance (for example $\alpha = 0.05$) and dk = n-2.

Hypothesis testing criteria for one-party right test, namely:

Hypothesis testing criteria for one-party right test, namely:

Reject H0, if $z_{hitung} > z_{tabel}$ and

Accept H0, if $z_{hitung} < z_{tabe}$

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