

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Teaching in Writing

The concept of teaching in writing discusses about the definition of writing, the purpose of writing, type of writing, and teaching writing.

2.1.1 The Definition of Writing

Hastuti and Widyantoro (2015:71) mentioned that in language lessons, the most difficult skills of other skills is to write, not only dealing with generating ideas but rather in writing one should also organize ideas by building words into meaningful sentences. Writing is an activity to pour idea or imagination which can produce book, fiction, and blog. Writing also can bring information indirectly. It is one of difficult skill to understood because we must have extensive knowledge and also can arrange words into good sentence. As stated by Tangpermpoon (2008 : 1), skills are which considered most difficult is writing, because it has a great deal of lexical and syntactic knowledge as well as principles of organization in second language to produce a good writing. In addition, Baleghizadeh and Gordani (2012:160) said that the important aspect of writing is the application of accurate grammar because it can enhance the progress of English language of students in producing the written work. Writing also can train them to memorize vocabulary

and grammar because writing needs good grammar, in order that readers can understand with the purpose we write.

Based on the explanation above, writing becomes one of the skills that is complicated, because we have to master the arrangement of the words, using the right vocabulary, and generating ideas into meaningful sentences. As Mekki (2012:3) said that writing is one of the four skills which need special attention especially in foreign language because it is considered as the most difficult skill to be acquired or taught.

2.1.2 Teaching Writing

Olcott, et.al (2014 : 15) said that partners of Robinson's college identifies that writing is needed in schools because writing competence is central to post secondary success. Writing is important skill for students. One of the activities that can help improve students' skills in writing is teaching that do in a school which is a very important activity in providing skills good writing. Herminingsih (2013:19) said that writing ability which needed by educated people is skill good writing, often the result of our writing is considered to be a reflection of our education level. By teaching writing at school, the teacher should make students interested to learn writing. In addition, Kirby, et.al (2013:1) said that teachers' best efforts to improve the ability to write in a way that will bring students can write well not only through schools but also through their lives and careers.

2.2 Narrative Text

The narrative text discuss about the definition of narrative text and the purpose of narrative text.

2.2.1 The Definition of Narrative Text

“Narrative Text's Oral and Write Simple Legend” is one of the subject material in the syllabus of the tenth grade of curriculum 2013. It means that the of narrative text is used in the teaching material of the 10th grade students.

As stated by Mansur (2011 : 26) said that types of formal writing, such as history, biography, autobiography and journalism, as well as less formal, such as personal letters and entries in diaries and journals are the dominant pattern in the narrative.

Hamidi (2013:69) said that the text that tells a story or event in chronological order and has the purpose to entertain the reader is referred of narrative text. Narrative text is the text that tells series of events or tells of events from time to time, such as fairytale, fable, and etc. It uses simple past tense. The general structure is orientation, evaluation, complication, resolution, and reorientation. It focuses as on specific and usually individualized participants, it uses material processes, behavioral, and verbal processes. It uses also relational processes and mental processes. Joyce & Feez (2000) cited in Mulyaningsih (2013:17-18) narratives have some linguistic features as listed below:

- a. Specific often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristic.
- b. Mainly use action verb (material processes), that describe what happens.
- c. Many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.
- d. Normally use past tense
- e. Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.
- f. Descriptive language is used to enhance and develop the story by creating image in the reader's mind.
- g. Can be written in the first person (I, we) or third person (he, she, they).

Based on the statements above, the researcher conclude that narrtaive text is a collection of entertaining stories and interesting. Each story presents events that have a conflict and in the end there is a happy ending or a sad ending. Narrative text in English focused on the characters or actors, using the past tense, sometimes the author uses dialogue to engage the reader imagine that the story more apparent or real, and also the author uses the conjunction so that the story can visible coherent or sequence.

2.2.2 The Purpose of Narrative Text

The purpose of writing is to communicate between the writer and the reader in writing. In writing, the writers have to pay attention to grammar, vocabulary, and narration, so that the reader can understand the meaning and purpose of writing. There are four objective about the ways writers organize their writing. The first destination is called narrative. Through narrative, the writer tries to tell a story that makes the readers as if experience it. The second type is called with description, usually the author tries to use pictures or objects to introduce the storyline. The third type is called expository, the author usually tries to reveal the truth of the new fact of an object. The fourth type is called the argumentation, usually the author reveals the truth of the new fact with an object, because the writer wants to convince readers to believe the truth of story he wrote. (Siahaan, 2008:110)

After the writers was able to understand on how to good writing, the writers can provide information in the form of books, articles, blogs, etc.

2.3 The Concept of Team Games Tournament (TGT)

The concept of team game tournament (TGT) will discuss about the definition of team game tournament and the steps of team game tournament.

2.3.1 The Definition of Team Games Tournament

Team games tournament is one of learning method used in teaching and learning at school. Moreover, Gonzalez, et.al (2014:1) said that team game tournament (TGT) enhances interest of learn in the establishment of a tournament where the class is divided into academically balanced teams that play against each other. In team game tournament, the students are divided into groups small groups that members of 4-5 people per group with different abilities which each group collect points to add to the score of their group. Cooperative learning team games tournament (TGT) can also train teamwork and cooperation between students.

2.3.2 The Steps of Team Games Tournament

Team games tournament (TGT), which is a type of cooperative learning that matches a team game, in which students play with another team to get extra points for each of their teams. Slavin (2006:338) cited in Syahrir (2011:158) explain that teams-games-tournament, or TGT, uses games that can be adapted to any subject, games are usually better than individual games; they provide an opportunity for teammates to help one another and avoid one problem of individual games, which is that more able students might consistently win.

Whereas Burford (2013:13) said that by organizing students of varying learning abilities in small groups or team playing educational games in the classroom tournament is a way work of team game tournament.

Based on the statements above, the researcher conclude that apply methods of learning team games tournament (TGT), there are some stages to be implemented in the classroom, namely preparations application team games tournament (TGT) cooperative learning groups. Before starting the lesson, first the researcher prepare learners, and ensure they are ready to start the lesson. Next, the students are divided into small groups, where each group of 4-5 people.

2.4 Picture series

The picture series will discuss about the definition of picture series, the advantages of using picture series, and the use of picture series in writing narrative text.

2.4.1. The Definition of Picture Series

Orianda and Rosa (2013:446) mentioned that a set of picture that have a connected to each other because a set of picture series consist of more than five picture that explain events in a story is picture series. Picture is a work of art that was originally a line of pencil, into a work of art that is meaningful. As the picture of the mountains, people, objects, etc. Wright (1992:86) cited in Hermanto (2013:150) pictures are very important in helping students to retell

experiences or understand something since they can represent place, object, people, etc.

Picture series is one of the media that can be used in teaching, which picture series is able to improve the student's imagination. Nuryadi (2014:2) said that picture can facilitate understanding through the elaboration of the structure and organization and strengthen the memory.

Picture series have advantages, they can clarify a problem in any field, the image can also be used as a medium of learning. Mansur (2011 : 24) said that by using pictures we can tell and know the concept of the material in the teaching and learning process without a give a long explanation about its topic. Whereas, Raimes (1983) cited in Gutierrez, et.al (2015:46) pictures provide a shared experience for students in the classroom, a common base that leads to a variety of language activities.

In addition, Whelan (2010) cited in Orianda and Rosa (2013:49) picture series can help students in generating and expanding the idea of writing. In writing, picture series can become attractive to students because they enhance the imagination and motivate them to expand more creative ideas. As Herminingsih (2013:20) mentioned that in relation to use instructional media in learning writing, the use of picture can be choice as one of many alternative ways to help students' writing.

Based on the statements above, the researcher concludes that picture series is type of media innovative used in teaching and learning. The use of picture series in language teaching has positive effect to improve the communicative skills of students.

