CHAPTER II
THEORETICAL REVIEW

A. Students’ Creativity

1. Definition of Creativity

There are some opinions about the definition of creativity found in the literature. Each of them has own different viewpoints. Some of these opinions are presented in this section.

According to Slameto (2010: 145), creativity is related to a finding something about thing that produce a new thing by using the provided things. Besides, according to Munandar (2009: 25), creativity as a general ability to create something new, as an ability to create new ideas which can apply in problem solving, or as an ability to create new relationship between elements which have been provided.

From the explanation above, it can be seen that creativity is a personality aspect which can be developed through creative environment so that one is able to find out new things. Such a thinking process is called creative thinking and its result is called creative product. Thus, it can be concluded that personality aspects, environment, thinking process and creative product are related to one another to establish creativity.

2. Characteristics of a Creative Person

A creative student has its own characteristics. According to Pamilu (2007: 15), a creative student usually has characteristics such as: always
want to know, has extremely broad interests, and likes to do creative activities. Creative students are usually quite independent and more confident. The students who creative if compared with other students in general, the students who creative braver to express their opinion is more creative and not afraid to make mistakes than others. In addition, they are more willing to take risks.

According to Munandar (2009: 71), the characteristics of creativity include:

a. Having a wide and deep willingness;
b. Often asking good questions;
c. Giving many ideas or suggestions to a problem;
d. Filling free in expressing an opinion;
e. Having a deep sense of beauty;
f. Bringing out in one of the arts;
g. Being able to see a problems from different aspects/ viewpoints;
h. Having greater sense of humor;
i. Having imagination;
j. Being original thinking in expressing ideas and problem solving.

As said by Sund (1975) and quoted by Munandar (2009: 147) states that individuals with creative potential can be known through observation with the following characteristics:

a. Having Great desire to know;
b. Being open to new experiences;
c. Having desire to discover and investigate;
d. Having high initiative;
e. Tending to prefer heavy and difficult task;
f. Tending to seek a wide and satisfied answers;
g. Having an active and passionate dedication in carrying out the task
h. Being flexible in thinking;
i. Responding to the questions asked and the answers tend to give more;
j. Having an ability to make analysis and synthesis; and
k. Having the spirit to ask and investigate.

Based on the opinions above it can be concluded that creativity is a person's ability to discover new relationships to find the answer to a problem that comes from themselves and the environment are shown to act: 1) having a deep willingness, 2) having imagination, 3) being able to deliver original opinion, 4) being able to overcome the problem, and 5) having bravery to take a risk. From the five indicators above it can be illustrated by the attitude of students as follows:

<table>
<thead>
<tr>
<th>Indicators</th>
<th>The attitude of students</th>
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| Having a wide and deep willingness | a. The students brave to ask question  
b. The students look for many sources of knowledge  
c. The students give attention to the teacher’s explanation  
d. The students understand to the teacher’s explanation |
| Having imagination           | a. The students are able to get the new relationship which have been provided  
b. The students are able to make assumption |
The students are able to expand their knowledge. The students are able to create their ideas.

Being able to deliver original opinion

- The students give opinion
- The students expand their opinion

Being able to overcome the problem

- The students look for many possibilities to answer the question
- The students involve themselves in problem solving

Having bravery to take a risk

- The students are able to keep their ideas
- The students are able to give/accept suggestions and critics
- The students are not afraid of making failure

B. Writing

1. Definition of Writing

Writing is one of four skills in learning English which has complicated rules. It also needs creativity and knowledge in generating a good writing. According to Langan (2001: 13) writing is a process of transforming the material which is discovered by inspiration, research, accident, trial, and error into a message with a definite meaning. In short, writing is a process of deliberate decisions. Besides, based on Wikipedia (2012), writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system).

Based on two definitions above the writer can make conclusion that writing is an activity to pour idea to script form. This skill can be learned and mastered. People need it so much. Moreover as a student whose life always related with it. Writing skill in this case means the ability to express an idea to correct writing appropriate the rules and can
be understood. So the student should master this skill because it is one of four skills which important in learning English.

2. The Structure of Writing

Lyons (1987: 135) says that there are three stages in writing process. Those are:

a. Pre-Writing

This stage generally involves the writer in choosing a topic or if the topic has been assigned, in thinking about the topic and deciding on a way to respond to it, and selecting the appropriate ideas and information to use in a response.

The pre-writing stage should be very active with discussion of the topic area to make sure everyone has something to write about, students can be encouraged to bring additional reading material (not necessary in English) to increase their familiarity a topic area and to work together exchanging factual information and opinions.

Knowledge of text structures dictated by genre will be important in drawing up a plan. Note that planning is not first thing a writer does, there has to be some thinking done first. Writers vary in the amount of detail they put into their plans. If there is a lot of detail, then some gaps and inconsistencies of thought may be ironed out at this stage. In any event, it is quite likely final text will not match the plan exactly.
b. Writing

It is more effective for students learning as well as easier on the teacher to organize the writing stages as a writing workshop. In a writing workshop, the students work on their composition in the classroom.

They consult each other, or co-write (two or three students put together a single, cooperative, essay), while the teacher moves from student to student or group to group, reading over their shoulder what they are doing and proving feedback or answering questions. Question might be about grammatical phrasing or lexical items, but they are just as likely to be about the strength or validity of a point, about order in which to information, whether to begin a new paragraph.

c. Re-Writing

It is useful to distinguish two kinds of rewriting, editing, and proofreading. The editing process is really an extension of the writing stage, involving the students in taking a critical look at their writing in order to be sure that the written product, the outcome of their writing process. Editing permits students to make it to what they wanted to say. Proofreading simply means re-reading the text and correcting minor error such as miss-spelling, verb tense consistency and stylistic feature.

The writing skill is complex and difficult to teach not only grammatical patterns but also the rule of writing, such as high degree
of organization, in the development of ideas and information and choosing the vocabularies and sentence structure to create a style which is appropriate to subject matter.

3. The Form of Writing

When we talk about kinds of writing, here are several kinds of writing that have been known. Stanley (1998) in Setiawan (2006: 8) said that writing has four forms of exercise, they are:

a. Guided writing/parallel sentences

In guided writing, the students write a series of connected sentences. They are given more freedom in writing. Students may try completing the exercises where parts of sentences are given and the structure pattern for the completion is established.

b. Guided writing

It is exercise by arranging or writing sentences, what the students do is only copy and completes the sentences as the model given.

c. Free writing

In this writing, students are given more freedom to express his ideas. They may write out their ideas in certain types of writing such as narration, descriptive exposition, the topic are still limited and establish student can express his ideas in the writing forms such as writing a letter, paper, and research.
d. Writing composition

It is a task which involves the students in manipulating words in grammatical correct sentences and linking those sentences in form of writing which successfully communicates the writer’s thought and ideas on a certain topic.

From those statements, in making a composition, a writer must has a lot of vocabularies, knowledge of subject that have been written and also good grammar mastery. In fact, most of the students lack vocabulary so they still have difficulties to write a composition.

4. Genre of Text

A text genre is a type of written or spoken discourse. Besides, text is classified into genres on the basis of the intent of the communicator (Larson, 1984: 365–366).

According to Anderson (2003: 1-3), there are two main categories of text – literary and factual. Within these are various text types. Each text type has a common way of using language.

a. Literary texts

Literary texts include Aboriginal Dreaming stories, movies scripts, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this categories are: 1) narrative, 2) poetic, and 3) dramatic.
b. Factual texts

Factual texts include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports, and instructions. They present information or ideas and aim to show, tell, or persuade the audience. The main texts in this category are 1) recount, 2) response, 3) explanation, 4) discussion, 5) information report, 6) exposition, and 7) procedure text.

C. Procedure Text

According to Anderson (2003: 50), procedure text is a piece of text that gives us instructions for doing something. The purpose of a procedure text is to explain how something can be done. Besides, procedure text is also more about a process than thing but explain how people perform different in a sequence of steps. Procedures are found in the written text to do with science, art and craft, cookery, media studies and health as well as other subject (Sadler, 2004: 50).

From the two definitions above, the writer can make conclusion that procedure text is a text that explains how people make or do something step by step. It is a text to describe how something is done through a sequence of actions or steps.

In procedure text, there are generic structure and language feature.

1. Generic Structure of Procedure Text

   Based on Anderson (2003: 52), there are three generic structures:
   a. An introductory statement that gives the aim or goal;
b. A list of the materials that will be needed for completing the procedure; and

c. A sequence of steps in the order they need to be done.

2 Language Features of Procedure Text

Besides, procedure text also has language feature. Language feature is particular aspect of the register relevant to the genre and to extending student’s writing in that genre. (A genre based Approach to Teaching Writing in year’s 3-6: 9).

Language features of procedure text are:

a. Focus on generalized human agents.

b. Use of simple present tense.

c. Use of mainly temporal conjunctive relations.

d. Use of mainly material (action) clauses.

According to Anderson (2003: 52), grammatical features of a procedure those are:

a. The use of technical language;

b. Sentence that begin with verbs and are stated as commands;

c. The use of time words or numbers that tell the order for doing the procedure; and

d. The use of adverbs to tell how the action should be done.

Therefore, the writer make conclusion about the language features of procedure text are:
a. The sentence that begin with action verbs, example: put, stir, press, take, etc.
b. Use imperative sentence are stated as commands.
c. Always use simple present tense.
d. Something is completely done through a sequence of steps, such as number can show first, second, third, and so on or words such as now, next, and after this can be used.

3 Kinds of Procedure Text

Based on Anderson (2003: 51), there are some examples of procedure texts which we always see anywhere and anytime. We usually did these things but we never realize if the things we did such a kind of procedure text. They are:

a. Directions (get somewhere, get something, use something, etc.);
b. Recipes (foods, drinks, cake, etc.); and
c. Instruction manuals (use electronic, make a toy, play games, make something, etc.).

D. Picture Series

1. Definition of Picture Series

Picture is a visual representation of image pried drawn photographed on a flat surface (Wikipedia: 2012). Besides, series is a number of things, events, etc of a similar kind occurring one after another (Hornby: 1995). Thus, picture series is a number of pictures contain the sequence of event and interrelated each other (Noer (2001) in Aprilia (2009: 6)).
2. The Function of Picture Series as Media

Picture series are sets of picture, for example picture story.

According to Rivai and Sudjana (1991:4), picture series as media have the following functions:

a. To stimulate interest

In teaching learning process, picture series are often used to attract the students’ attention or sometimes to stimulate discussion.

b. To aid learning

Picture series are used in various ways to encourage learning. Besides, picture series can illustrate fact that is difficult to understand by students.

c. To explain something that is difficult to describe in words

Picture series can be used to explain practical activities, when the words are inadequate.

d. To give variety

Where study is taking place over extended time, the learners need variety to hold their interest. It means that, the students will be not interested and enjoy in following the lesson if the teacher does not give variety in teaching.

3. The Criteria of Picture Series as Media in Teaching Writing

According to Rivai and Sudjana (1991:4-5) the criteria of picture series as media are:

a. The learning objective

Picture series should be selected on the instructional objectives that have been determined.
b. The material

The picture series should be appropriate with the material, they should support the material in order to make the students easily understand and comprehend the material.

c. The easiness on getting and making

The picture series should be easy get and make something.

d. The picture series should be appropriate with teacher’s ability to use them

It is important for the teacher to have the ability to use a picture. The teacher must be able to use the picture to explain something to the students clearly.

e. The time available

It means that the picture series must be able to use in teaching language process in order to make teaching language effective and efficient.

f. The students age, ability, and interest

It means that the picture series must be appropriate with the level of students, so the students not find difficulty to understand the picture series.

4. Finding Picture Series

Finding picture series as a media in teaching learning process can be found through several resources:
a. Digital photos

Now that digital technology has become widespread and accessible to all, digital photos taken either student or teacher are particularly useful for picture story. Students could also use technology in manipulating them, changing color, styles or sequences and deleting what they do not want need.

b. Internet

Internet is fantastic source of the picture and found related to any topic through major search engines.

c. Magazine and newspaper

Those provide constant supply of topical picture a wide range of style, black and white, photographs, and stylized imaged to name a few. There are also ready-make picture story in the form of cartoon strips and comics which could use, perhaps after deleting any text which appears.

d. Drawing

We can draw our own picture story. If you feel need more support, however, there are picture and picture series in the English language course books that we are currently using which can adapt.

5. Advantages and Disadvantages of Picture Series

There are some advantages and disadvantages using picture as media in teaching-learning English (Zenger, 1991: 79) these are:

a. The advantages of picture series are:
1) It promotes cooperative learning.

2) It increases opportunities to develop spontaneous interactive language skill.

3) It is able to overcome limitation of space and time, not even the sequence of event can be taken in the classroom.

4) It enables the students to comprehend the meaning through picture series.

b. The disadvantages of picture series are:

1) It is difficult for the teacher to draw and it needs long preparation.

2) It needs much cost.

6. The Procedure of Teaching Procedure Text Using the Picture Series

There are some steps in teaching writing of procedure text using picture series:

a. Preparation

1) Teacher prepares the picture series which will be used in teaching and learning process.

2) Teacher stimulates the students by giving them some questions, example how ever did they make something, such as variety of drink or food. This question can guide them into the main topic of making procedure text.

b. Presentation

1) Teacher opens the lesson with give a question for students about how to make something, example how to make a cup of coffee.
2) Teacher asks the students how to make a cup of coffee from the first step until finally while the teacher writes what the students said on the whiteboard.

3) Teacher explains the material about procedure text through identify the characteristics of the text or paragraph on the whiteboard.

4) Teacher shows a picture series about the steps to make coffee to support the explanation about the material besides writing on whiteboard in order to more clearly for students.

c. Practice

1) Teacher divides the students into four groups.

2) Teacher delivers a picture series for each group.

3) Teacher asks each group to make procedure text based on the picture series.

4) Teacher guides the students’ activity.

5) Ask the students to present their work in front of class (one group deliver one student).

6) Teacher and other groups evaluate the text made by the students.

E. Basic Assumption

From the description above, the writer assumed that teaching learning English especially in writing procedure text, the teacher needs a technique which makes teaching writing more interesting for students. One of
techniques for teaching writing is using picture series. As the media, picture series can attract the students’ attention and guide them to expand their ideas or thoughts into written form. Thus, the writer considers that picture series help the students to improve their creativity in writing skill especially in procedure text.