

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the nature of writing, the purpose of writing, writing process, teaching writing, kinds of text, the definition of descriptive text, characteristic of descriptive text, the structure of descriptive text, kind of descriptive text, writing aspect, the definition of media, the function of media, the benefit of media, types of instructional media and bulletin board.

#### **1. Writing**

##### **1.1 The Nature Writing**

Writing is an activity to write something idea in your mind to express the idea or opinion in writing by using pen, pencil, felt-tip marker, stone, and other. One of the important things that related with writing is the correct order of words. According Nunan (2003) writing is physical and mental act. It is about discovering ideas, thinking, about how to communicate develop them into statements and paragraphs that will be comprehensible to a reader. Writing is a process and also a product. The writer creates, plans, writes various drafts, revises, edits, and publishes.

Then based on Harmer (2001:79) writing is a form of communication to deliver thought or to express feeling through written form. Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a

preamble to discussion activities. In other definition, writing is an activity in which learners form graphic symbols, arrange them to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentences (Hernowo, 2004: 43). It is a complex activity since requiring students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation.

Writing can build students' skill as writer; students can write their experiences, poems, articles, and etc. in their paper. Students know about writing since they are learning in the school. In elementary school the teachers teach how to write sentence, the students get knowledge about writing from their teachers. In junior high school, the teachers teach the students how to make a good paragraph. In this section, the teachers teach about the text in writing skill, and students will know the types of text. Also, in senior high school the students learn about types of text and they can make the text and organize ideas well. Until in university, writing must be taught to the students.

From the statement above, it can be concluded that writing is an ability to express the idea by using the tools like as pen, pencil, and other in the written form.

## **1.2 The Purpose of Writing**

According Expert Tarigan (1994:23) the writer's intention is response or answer of the writer wish of the readers. According its statement, the writing has the purpose like as:

- a. To give information or knowledge (informative discourse)
- b. To persuade the reader (persuasive discourse)
- c. To entertain the reader (literary discourse)
- d. To make expression feelor to make strong emotion of the reader (expressive discourse)

## **1.3 Writing Process**

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. Richard and Renandya (2002: 303) state that the skills involved in writing are highly complex. L2 writers have to pay attention to higher level of skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

According to Rumisek and Zemach (2005: 3), writing process goes through several steps to produce a good written product. There are

some sub-activities to be taken in producing the text. It is more than just putting words together to make sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process. There is a similar view from Nation (2009:114) which states that one way of focusing on different aspects of writing is to look at writing as a process. It means that writing process contains several sub-processes which are imperatively united as an outline for students to begin and finish their writing.

Writing process, further, incorporates some stages structurally. Harmer (2007: 326) states that the stages on writing are planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic stages is seen as a recursive process. It has cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

In addition, Oshima and Hogue (1997: 2) state that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step-action; it is a process that has several steps. According to Blanchard and Root (2003: 41), there are at least three steps involved in a writing process.

1) Step one: Prewriting

Thinking about your topic and organizing your ideas.

2) Step two: Writing

Using your ideas to write a first draft.

3) Step Three: Revising

Improving what you have written.

According to Calkin's (1994) there are four parts of the writing process like as prewriting, writing, editing, and revising.

a. Prewriting

The students think about the topic and organizing the ideas.

b. Writing

The students use the ideas or background knowledge to write the text.

c. Editing

This activity is about the mistake correction that will be edited.

d. Revising

It is very important to make the text better than before. In this process the students can add more information about the topic.

## **1.4 Teaching writing**

### **1) Teacher Roles in Teaching Writing**

Teacher plays an important role in the teaching and learning process of writing. Harmer (2001: 261-262) says that although the teacher

need to deploy some or all of the usual role when students are asked to write, the ones that are specially important are as follows:

a) Motivator

One of the teacher principal roles in writing task will be to motivate the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process-writing sequences.

b) Resource

Especially during more extended writing task, Teachers should be ready to supply information and language where necessary . Teachers need to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Baccuse writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups.

c) Feedback provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should choose what and

how much to focus on based on what students need at this particular stage of their studies, and or the tasks the have undertaken.

## 2. Kinds of text

The 2006 English Curriculum (Depdiknas, 2006) targets the SMP students to be able to understand various types of texts, i.e. descriptive, procedure, recount, narrative, and repot. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing.

**Table 2.1 :The following table will review the kinds of text**

<b>GENRE</b>	<b>SOCIAL FUNCTION</b>	<b>GENERIC STRUCTURE</b>	<b>LANGUAGE FEATURE</b>
<b>Descriptive</b>	To descriptive something, someone, or a place.	<ul style="list-style-type: none"> <li>• Identification: identifies a particular thing to be describe.</li> <li>• Description: describes the pasts and characteristic</li> </ul>	Using noun, adjective, noun phrases, and verbs (V1)
<b>Procedure</b>	To tell someone how to do or to make something.	<ul style="list-style-type: none"> <li>• Tittle or goal: states the goal to be achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Using commands or imperative sentences</li> </ul>

		<ul style="list-style-type: none"> <li>• List of materials: lists the materials needed</li> <li>• Steps or methods or procedures: describes steps in a logical order to achieve the goal</li> </ul>	<ul style="list-style-type: none"> <li>• Using action verbs</li> <li>• Using precise vocabulary</li> <li>• Using temporal conjunction</li> <li>• Using adverb</li> </ul>
<b>Recount</b>	Retells an experience in which the writer was personally involved to inform, entertain, the readers or listeners,	<ul style="list-style-type: none"> <li>• Title (optional)</li> <li>• Orientation: provides the background information</li> <li>• Series of events: presents events chronologically</li> <li>• Reorientation: present the concluding comments</li> </ul>	<ul style="list-style-type: none"> <li>• Using past tenses</li> <li>• Using connectors</li> <li>• Using verbs and action verbs</li> <li>• Using pronoun</li> </ul>
<b>Narrative</b>	To entertain the	<ul style="list-style-type: none"> <li>• Orientation: tells</li> </ul>	<ul style="list-style-type: none"> <li>• Using specific</li> </ul>



	readers or listeners by the stories.	about the setting in time and place, and characters <ul style="list-style-type: none"> <li>• Complication: tells about problems to be solved by the characters</li> <li>• Resolution: describes the solution to the complications</li> <li>• Reorientation: optional, gives the end of the story</li> </ul>	participants or characters <ul style="list-style-type: none"> <li>• Using past tense and past continuous</li> <li>• Using a lot of action verbs</li> <li>• Using some relational verbs</li> <li>• Using connectives or conjunctions</li> </ul>
<b>Report</b>	To describe and classify information, usually talk about living things and non-	<ul style="list-style-type: none"> <li>• Title: states the subject to be discussed</li> <li>• Identification or classification of subject:</li> </ul>	<ul style="list-style-type: none"> <li>• Using nouns and noun phrases</li> <li>• Using relational verbs for describing and</li> </ul>

	living things.	introduces the subject of the report <ul style="list-style-type: none"> <li>Series of            Descriptions:            contain series of            facts about            various aspect of            the subject</li> </ul>	classifying <ul style="list-style-type: none"> <li>Using action            verbs to describe            behaviors or            habits</li> <li>No personal            pronouns</li> </ul>
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### 3. Descriptive Text

#### 3.1 The Definition of Descriptive Text

According of Mukarto, descriptive text is a kind of text to describe something, someone, or place. According to Corbett (1983), descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of things or object. The reader will feel what the writer feels. Then according to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. As stated by Abilene (2004:5), it should make the reader see, hear, smell, taste, and feel what the author is describing.

The purpose of descriptive text is used to create a vivid impression of person, place, object or event. For example is to describe a special place and explain why it is special, then to describe a special person that is the most important in your life.

### **3.2 Characteristic of Descriptive Text**

There are some characteristics of descriptive text. They are :

- a. focus on describe someone, place, animal, plant, or things
- b. using simple present tense
- c. using noun phrase
- d. it is informative character
- e. the reader is asked to enjoy what the writer feels.

### **2.3 The Structure of Descriptive Text**

The structure of a text is called generic structure. There is two parts of descriptive text that is identification and description.

- a. Identification

Identifying about the person, place, or things to be described. It means that the students identify the things that will be described.

b. **Description**

Describing parts, qualities, or characteristics. In this part, the students have to describe based on the object will be described in detail and clearly.

## **2.4 Kind of descriptive text**

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

**a. Description of people**

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

**1. Identification**

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes).

## 2. Impression .

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

## 3. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

**b. Description of places**

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

**c. Description of Thing**

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

#### **4. Writing aspect**

The stock of vocabulary, grammar, and comprehend how to make a correct sentence must be considered to make a good writing. The students writing score will be evaluated by the scoring system. The aspects of scoring are content, organization, grammar, vocabulary, and mechanic (Nurgiantoro, 2001: 48). To make it clear the researcher will explain each aspect.

##### **a. Content**

The content refers to the topic and its explanation, discussion, evaluation, and conclusion. It must be clear, specific and relevant.

##### **b. Organization**

It means how the students organize their idea. Whether each paragraph is organized well or not. The organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.

##### **c. Grammar**

The students use the correct grammar to make a sentence in a form of simple present tense.

##### **d. Vocabulary**

If the students could choose the correct words as it is function and master informing words.

##### **e. Mechanic**

Paragraph is a combination of some sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should be mastered in writing good paragraph.

Furthermore, the writer gave score to the students' writing by using scoring guide of writing according to Cohen (1994:328-329) in the following formula below:

Aspect	Scores	Indicators
<b>Content</b>	<b>5 (Excellent)</b>	Main ideas started clearly and accurately, change of opinion very clear
	<b>4 (Good)</b>	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
	<b>3 (Average)</b>	Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak
	<b>2 (Poor)</b>	Main ideas not clear or accurate, change of opinion weak
	<b>1 (Very poor)</b>	Main ideas not all clear or accurate, change of opinion very weak
	<b>5 (Excellent)</b>	Well organized and perfectly coherent
	<b>4 (Good)</b>	Fairly well organized and generally coherent



<b>Organiozation</b>	<b>3 (Average)</b>	Loosely organized but main ideas clear, logical but incomplete sequencing
	<b>2 (Poor)</b>	Ideas disconnected, lacks logical sequencing
	<b>1 (Very poor)</b>	No organization, incoherent
<b>Vocabulary</b>	<b>5 (Excellent)</b>	Very effective choice of words and use of idioms and word forms
	<b>4 (Good)</b>	Effective choice of words and use of idioms and word forms
	<b>3 (Average)</b>	Adequate choice of words but some misuse of vocabulary, idioms and word forms
	<b>2 (Poor)</b>	Limited range, confused use of words, idioms, and word forms
	<b>1 (Very poor)</b>	Very limited range, very poor knowledge of words, idioms, and word forms
<b>Grammar</b>	<b>5 (Excellent)</b>	No errors, full control of complex structure
	<b>4 (Good)</b>	Almost no errors, good control of structure

	<b>3 (Average)</b>	Some errors, fair control of structure
	<b>2 (Poor)</b>	Many errors, poor control of structure
	<b>1 (Very poor)</b>	Dominated by errors, no control of structure
<b>Mechanics</b>	<b>5 (Excellent)</b>	Mastery of spelling and punctuation
	<b>4 (Good)</b>	Few errors in spelling and punctuation
	<b>3 (Average)</b>	Fair number of spelling and punctuation errors
	<b>2 (Poor)</b>	Frequent errors in spelling and punctuation
	<b>1 (Very poor)</b>	No control over spelling and punctuation

## 5. Teaching Media

This part will discuss about the definition of media, the function of media, the benefits of media, and the kinds of teaching media.

### 1. Definition of Media

Media is one of components in teaching. Media is a mediator of communication. It is supported by Arsyad (2006:4) who points out that media is a tool that passes on or delivers learning orders. It means that media is all kinds of channel that one used for sending information or message. Media itself according to

Azhar (2011:4) is a tool that to convey or deliver the message of learning. He also said that media is a component of learning resource or physical vehicle that contain instructional material on students' environment that can stimulate student to learn. *Association for Education and Communication Technology* (AECT) defines all forms of media that is used for the information distribution process. It means that the media is a tool is that is used for distributing information from communicator to others.

Hamalik (1989:12) defines media is a tool, method, and technique which are used into streamline of communication and interaction between teacher and students in education and teaching process at school. According by Usman and Asnawir (2002:11), media is something that delivers the message and can stimulate thoughts, feelings, and willingness audience (students) so as to encourage the learning process in itself. Teaching media is a learning instrument which is used by teacher in the teaching and learning process in the classroom. It is expected that the teacher can deliver the instructional material easily. Use creative media can make the students more interest in learning and can increase their performance which is appropriate to the goals of learning. By using media the students are not bored with the situation in the classroom or outside the classroom. They can feel enjoyable in learning.

## **2. The Functions of Media**

Based on Usman and Asnawir (2002:24), the media has some functions in teaching and learning process, those are :

- a. To help students is easy in study and help the teacher in teaching process
- b. To give a real experience
- c. To make the teaching and learning more interesting
- d. To arouse the theory with reality
- e. To mak all of students' sensory active
- f. To make the students more interest in learning

## **3. The Benefits of Media**

Sudjana (2005:2) defines the media can highten the students learning process. The benefits of media in teaching and learning process are :

- a. The teaching can be more interesting to students, so it can motivate them to study
- b. The materials of teaching can be more explicit, so its easier to be understood by students
- c. The method of teaching can be more variation, so the students are not bored and the teacher does not waste his/her energy
- d. The students can do more activity because they do not just listen explanation from the teacher.

#### **4. The Kinds of Media**

1. The kinds of teaching media will influence the teaching learning process because the media is important to use in teaching and learning process. The teacher should select media which is suitable with the teaching objectives. Generally, there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process. It is supported by Suyanto (2010:102) who points out that the kinds of teaching media can be divided into three categories, those are :

- a. Visual Media

Visual media is also called as printing media. Visual is connected with seeing. Visual media is a kind of media that can be seen or touched by the students. The examples of visual media are:

- a. Pictures
- b. Photos
- c. Real things
- d. Map
- e. Miniature charts and graphs.

The visual media that is most used by the teacher are pictures, flash card and real things. The visual media also has advantages and disadvantages. The advantages of visual media is can present the ideas, message or events become real. Then,

the disadvantages of visual media is only focus on visual message itself; visual materials are only considered as a media for teacher in process teaching. Based on Arsyad (2006:30), there are some characteristics of visual media, those are :

- a. Text is real in visual manner, in other hand visual is exceeded based on the room.
  - b. Text and visual show one way communication and receptive
  - c. Text and visual are shown in statically
  - d. In developing, this media depends on the language principle and visual perception
  - e. Text or visual can be orientation for the students
  - f. The information can be arranged
- b. Audio Media

Audio media is also called as listening media. Audio is hearing or sound. Audio media is media which delivers messages or information through hearing. It is usually used to listen and understand the passage. It helps the students easy in hearing something. The examples of audio media are :

- a. Radio
- b. Tape recorder
- c. Cassette recorder
- d. Compact disk (CD)

The characteristics of this media is that they show one way communication, it can stimulate feeling attention to hold teaching and learning process. Meanwhile, Arsyad (2006:31) mentions the characteristics of audio-visual, those are :

- a. Audio-visual is usually linear
- b. Audio-visual usually presents a dynamic visual
- c. Audio-visual equipment is used in a way predetermined by the designer
- d. Audio-visual generally oriented teachers with a level of interactive engagement of students low

c. Audio-Visual Media

Audio-visual media combines audio and visual media, combines between hearing and seeing or sight in delivering message. The audio-visual media needs mechanic and electronic machines to show the audio and visual messages. It should be better because it has two characteristics of audio and visual media. The examples of audio-visual media are :

- a. Video
- b. Movie
- c. Television
- d. LCD projector

The audio visual media has some advantages, it can help and change the teacher rules become easier. Audio visual media also gives opportunity to the learners to practice by themselves and encourages them to know more.

## **5. Types of Instructional Media**

- Real objects and models
- Printed text (books, handouts, worksheets)
- Printed visuals (pictures, photos, drawings, charts, graphs)
- Display boards (chalk, bulletin, multipurpose)
- Interactive whiteboards
- Overhead transparencies
- Slides and filmstrips
- Audio (tape, disc, voice)
- Video and film (tape, disc)
- Television (live)
- Computer software
- The Web

## **6. Bulletin board**

Bulletin board is a surface of variable size and shape made of a material that holds pins, thumbtacks, and other sharp fasteners without damage the boards. According Robert (2002) bulletin board displays tend to serve three board purposes such as decorative, motivational, or instructional. The decorative bulletin board is probably the most common, certainly in schools. The motivational bulletin board is about the important role in the life in classroom to get a good job. The third purpose of bulletin



board is instructional, complementing the educational or training objectives of the formal curriculum.

From this explanation, bulletin board is a media to teaching writing because it will make the students more active and they can get more ideas for writing activity.

**a. How to use bulletin board**

1. The first, the teacher showed bulletin board in front of the class that contain some pictures, simple present formula, some question to make a descriptive text and a descriptive text.
2. the teacher asked the students to write some adjectives based on the pictures on a piece of paper.
3. Afterthat the teacher explained the formula of simple present tense and the teacher asked the students to make a sentence by using simple present tense individually.
4. the teacher divided the students into five group that consist of seven students in each group and the teacher chose a leader in each group.
5. The teacher showed the picture about the favorite teacher and the descriptive text about it. The reseacher explained about text stucture that is identification and description.

6. The teacher asked the students to discuss about the answer of some questions that written in the bulletin board media about the favorite teacher with their group.
7. There were nine questions to help in making descriptive text. Then, the group should arrange their answer in a descriptive text. In the end, the leader of each group presented their result in front of the class.

## **6. Previous study**

- a. The previous study is *“Using The School Bulletin Board To Improve Writing Practice Of Grade 9 At Smpn 9 Yogyakarta In The Academic Year 2014/2015”* by ANINDHITA ARIEF IRMASARI from State University Of Yogyakarta.

The differences between her research and this research are in specification of the text. Her research use classroom action research (CAR) method to find out how the bulletin board can be employed to improve students' ability in writing (recount text), and this research method is pre-experimental design to know any significant difference in students' ability score in writing descriptive text before and after being taught using bulletin board media. Beside that, her research was conducted with ninth grade students of Smpn 9 Yogyakarta In The Academic Year 2014/2015, and this research will do research with seventh grade at MTsN 4 Tulungagung in academic year 2017/2018.

- b. There is the previous researcher that related descriptive text. The title is *the effectiveness of using pictures in writing descriptive text to the eight grade students of Islamic Junior high school* by Sofia Winda Nur Fitriani from UNNES.

The differences between her research and this research is by using picture and bulletin board media in writing descriptive text. The population is not same. This research uses seventh grade students at MTsN 4 Tulungagung and her research uses eighth grade students in academic year 2017/2018.