

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents (1) The nature of writing, (2) Descriptive Text, (3) Tourism Brochures, (4) Previous Study.

A. The Nature of Writing

1. What is writing

Writing is one of the most difficult English language skills that the second language learners need to build and achieve (Cahyono, 2011: 23). In addition, according to Collerson (1988 : 105), writing can be one of the most effective means of learning. The act of writing is not just a matter of transcribing ideas waiting fully developed in the writer's mind. It is a powerful process for discovering and shaping meaning. Those can be concluded that writing always makes the language learners worry about what they have to write in writing activity. It is because they must master the language component well and have enough experience to be expressed in written form.

When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing (Harmer, 2007: 112). In this case of the former, writing is a practice tool to help the students practice and work with language they have been studying. Therefore, more the students write; they get more experience and practice about language they learn. As a result their language ability improves well.

On the other hand, writing for writing is directed at developing the students' skill as writers. It means that the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. In writing for learning, the language itself is the main focus of attention, whereas the construction, layout, style and effectiveness of the whole text are the focus of writing for writing.

In this research, the researcher hopes that the students have more practice English through learning writing so that their English skills and components can improve well. Moreover, it is expected that the students are also able to write the correct text by considering content, organization and language use of the whole text. Therefore, the students do writing for learning and writing for writing at the same time.

a. Genre

One of our decisions about what to get students to write will depend on what genres we think they need to write. A genre is type of writing which members of s discourse community would instantly recognize for what it was. Such genre analysis will help students to see how typically texts within a genre are constructed. On the other hand, guided writing helps students to produce appropriate even with limited English.

b. Building the Writing Habit

Many students either think or say that they cannot or do not want to write. This may be the lack of confidence, think it is boring, or believe that they have nothing to say. We need to engage them by giving activities that

are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also as habitual activities.

Knowing such issues above the researcher wants to have an activity to teach writing for students at junior level that is giving them tourism brochures that can build writing habit for them. Considering that writing is a complex process, building writing habit toward students can make them to be commonly doing such complex process and time by time writing will be an easy process. In this case, the researcher provides tourism brochures those are expected will give good effect for the students to be more active in writing and make them fun.

2. Teaching Writing in EFL Class

The reasons for teaching writing to the students of English as second Language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right (Harmer. 1998: 79).

- a. Reinforcement : Some students acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both their understanding of how it all

fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

- b. **Language Development** : Actually process of writing (rather like the process of speaking) helps them to learn as learners go along. The mental activity learners have to go through in order to construct proper written texts is all part of the ongoing learning experience.
- c. **Learning Style** : Some students are fantastically quick at picking up language just by looking and listening. For the rest of them, it may take a little longer. For many learners the time to think through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quite reflective activity instead of the rush and bother of interpersonal face- to- face communication.
- d. **Writing as a skill** : By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. The students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly, how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction, etc) just as they need to know how to pronounce spoken English appropriately.

Based on the reasons above, it can be concluded that writing is very important, especially on English as Second Language because it will be useful for their life. They can produce creations from their ideas or they can record something etc. If writing is not taught for them appropriately, they will be confused how to record or write something, for example if they want to get a job or write a report.

The importance of writing cannot be overestimated. It lies at the basis of other crucial skill, such as reading: Teacher trains to teach students to be able to write; they have to read, and therefore have something interesting they want to write about (Psaila: www.timesofmalta.com/articles/view/20080912/education/teaching-writing-ability-49k). It means that to solve problem in writing activity, the students must be interested in what they want to write because it influences in writing product. If the students are not interested in what they write, of course the writing product is not maximal.

One of the most important things a writing class should aim at is bringing the learners to the point where they are willing to revise and feel comfortable about revising what they have written (Murcia, *et.al.*2002: 160). It means that the teacher must be able to manage condition in writing class be fun and comfort when the student write, it will help them to be easier in writing, for example getting the ideas. The teachers should give opportunity as much as, so the learners can explore their ideas effectively.

Teacher can teach writing by giving the easy themes which is there are in the learners' surroundings, especially for the children where English is still strange for them, so the teacher can teach writing start from their environment, for example about their family, their hobby, experiences, etc., The learners will enjoy this activity and often want to keep writing.

Based on the explanation above, it can be taken a conclusion that in teaching writing especially for young learners, the teachers should use the easy themes for them. It has purposes that by using easy themes, for example about their experiences, the students can write and get ideas easier; also they will be fun to write especially in English.

In this case the researcher also gave simple topic that was something around the students. Then, since the genre was descriptive so the researcher asked students to describe the tourism brochures. By giving tourism brochures accompanied by feedback and also interesting tourism brochures, it can build writing habit for the students, since it is given for several times that is more than twice and can improve students writing ability.

3. Difficulties in Writing

Many teachers assume that their learners can already write in their own language or are in the process of learning to write. However, since the process is a long one, the teachers also assume that most of their learners will still be copying with the mechanics of writing as well as

thinking about what to write (Scott and Ytreberg, 2010: 68). It means that not all of the learners can write easily, they have different ability to understand and mastering the materials. Every learner has different difficulties in writing, so the teacher has to find to solve and help their problem in writing. Especially for young learners in which English is as foreign language, the teachers must have to good ways or technique to teach English, for the first in writing. In writing, grammar, punctuation, diction, spelling, organization the ideas, etc. are very important, so the teachers need to teach writing calmly and interestingly ways in order that the learners can enjoy it.

Writing has certain characteristics which seem to make it difficult for students to get to grips with (Scott and Ytrberg, 2010: 69). Students in a recent ESL class especially, about the time when students write in English, many for them feel worried and not confidence (Richard and Renandya, 2002: 307). It can be seen that actually writing is not difficult but how to use the target language in writing becomes a problem for the users. When students write in their native language they feel comfortable, free, and self-assure. In teaching writing where its position as a foreign and second language, when the learners begin to write in English, they will face some problem to write, some of them are:

- a. In writing, they cannot make the same use of body language, intonation, tone, eye contact and all the other features which help them to convey meaning when they talk.

- b. Very little, of what they write is concerned with the here and now, which is where many young children exist for a lot of the time.
- c. Many children take a long time to master the skill of writing. They cannot concern in one idea or organizing their sentence structure, even their vocabulary is very limited, if the teachers can occasionally type out a students' work it really does help those who are struggling with the mechanics of writing.
- d. The last, the fact that writing in a foreign language is all too often associated with correcting errors. Handwriting, grammar, spelling and punctuation are often given priority over content. If the teachers try to make children's writing meaningful from the start, with the emphasis on content, then errors can be gently corrected and re-written in cooperation with the teachers (Scott and Ytreberg, 2002: 70).

It means that in writing, just not writing but it needs organization the ideas, linguistics, structure of sentences, etc. It is useful for the reader to easier understand what the writers' means, so in writing, teachers as a guide the students to teach them how to write correctly and take easy. Writing activities help to consolidate learning in the other skill areas (Scott and Ytreberg, 2010: 69). Balanced activities train the language and help aid memory when they do writing activities. To practice in speaking freely helps when doing free writing activities. Reading helps students to see the rules of writing, and help build up their language choices. So, it can be concluded that when learners do writing activities, the other skills like

reading, speaking, and listening can influence their writing. It will influence their language choice, their ideas, language structures, etc.

4. Process in Writing

The process of writing is important in authentic assessment. The teacher not only focuses on the writing product but also the process. How the processes that are done by both teacher and students could produce good product of writing. There are four stages of the writing process itself, those are: planning (pre-writing), drafting (writing), revising (re-drafting), and editing. And three other stages externally imposed on the students by the teachers, namely responding, evaluating and post-writing (Richards and Renandya, 2002:316). The planned learning experiences for the students while in the process of writing may be described as follows:

a. Planning (pre-writing)

Pre-writing is any activity in the classroom that encourages students to write (Richards and Renandya, 2002:316). It stimulates thoughts for getting started. In the prewriting step, you get ideas to write about. Taking notes is one way to gather ideas. Another way to get ideas is called free-writing. Here is how to do free-writing. Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as you do when you write a letter (Hogue, 2008: 28). In this study, the students try to order their ideas and arrange them

according to their priorities. The students put the ideas into subsist based on the main idea and eliminate all the irrelevant ones.

b. Drafting (writing)

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richard and Renandya, 2002: 317). In this case, the students begin to write down their ideas based on composition the main ideas in pre-writing stage. Students can consult their ideas to the teachers and ask their help to arrange the sentence structures.

Responding to students' writing by the teachers has a central role to play in the successful implementation of process writing. Response can be oral or in written, after the students have produced the first draft and just before they begin to revise (Richard and Renandya, 2002: 317). In this case, the researcher responses students' writing product using written and oral feedback. Yet, in this case the researcher only gives feedback on the final product not on the first draft.

c. Revising (re-drafting)

When the students revise, they review their draft on the basis of the feedback given in the responding stage. Students reexamine what was written to see how effectively they have communicated their meanings to the reader. In this stage, the students are rewriting their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve global

content and the organization of ideas so that students' intent is made clearer. In this stage the students improve their writing product based on the revision from the teacher.

d. Editing

Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to a reader (Richard and Renandya, 2002: 319). However, student not always expected to know where and how to correct every errors, but editing to the best of their ability should be done as a matter of course, prior to submitting their work for evaluation each time. At this last stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own for grammar, spelling, punctuation, diction, sentence structures and accuracy of supportive textual material such as quotations, examples, and the like. In this study, the students correct again their own writing after the teacher gives some critics for them (connection between sentences, grammar, diction, etc.) before it is given to the teacher for final evaluation.

In teaching writing, both teacher and students cannot merely concern on the product, but also the steps in processing writing. It can be said that the students must know and follow the steps in writing if they want to

produce good writing product. In this research, the researcher provides students with self-assessment sheet containing the process of writing that should be checked by the students, so the students can realize and remember with the process of writing and do that orderly. The students have to understand how to write properly based on the rules and steps in writing ability.

5. Writing Evaluation

Evaluation is an integral part of the teaching process and an important aspect of planning as content is selected, objectives are written and remediation and enrichment are considered (Kindsvatter, et.al, 1996: 336). During a unit of study, evaluation provides continuing feedback to the teacher and students and is an important information source for making adjustments.

Evaluating writing is one of the hardest things to do in a reliable and valid way. Nevertheless, we can do what we can make fair and just evaluations about writing.

Writing Evaluation Criteria according to Ouzeta (2010) are;

1. Careful construction and organization
 - The writer makes a point and is unified
 - The writer 'divides up the proof', structuring the paragraphs around main parts or points of development.
 - The opening and closing (paragraphs) are effective.
2. Evidence of complete understanding of the writing task and topic

As well as meeting the requirements of the writing task, the writer is rhetorically proficient with managing the writing triangle of writer, audience, and purpose.

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical device, but also conceptual and judgments element. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or mains areas, those are;

- 1) Language use: the ability to write correct and appropriate sentences
- 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language –e.g. punctuation, spelling.
- 3) Treatment of content : the ability to think creatively and develop thought, excluding all irrelevant information
- 4) Stylistic skill : the ability to manipulate sentences and paragraph, and use language effectively
- 5) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to organize and order relevant information (Heaton, 1988; 135).

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is text which says what a person, a place or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. And this text has two generic structures (Linawati, 2008:39):

- Identification : identifying phenomenon to be described
- Description : describing the phenomenon in parts, qualities and characteristics

2. Language features of Descriptive text, such as:

- Pronouns, e.g. it, your, you, she, he, etc.
- Nouns, e.g. food, stomach, skin, etc
- Specific participants, for examples: teacher, house, my cat and so on
- Detailed noun phrase, for examples: it was a large yard, a sweet young lady and so on
- Use simple present tense, e.g. the polar bear **lives** inside the Arctic Circle near the North pole.
- Any kinds of adjectives, which point out describing, numbering, classifying, for examples: two strong legs, sharp white fangs and so on
- Relating verbs to give information about subject, for example: my Mom is really cool, she has very thick fur and so on
- Thinking verbs or feeling verbs to express personal view of the writer, for instances: I think it is clever animal

- Action verbs, for example: our new puppy bites our new shoes
- Adverbials, to provide additional information, for examples: fast, at the tree house
- Figurative language, like simile, metaphor, for example: john is white as chalk
- Attributive has and have, e.g. polar bears have very wide feed.

3. What Makes Good Descriptive Text

1. Use vivid language
2. Use special order
3. Use idiom
4. It keeps the reader/ listener guessing about the story
5. It activates reader/listener memories and emotions, creating visual images and evoking physical reactions
6. It allows the identification of details, such as a character's first impressions of another character person or place
7. It provides an additional character who stands outside the action

4. Example of Descriptive texts

Description about Niagara Falls

Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast moving, pouring over the edge of the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below.

Seeing Niagara falls are an unforgettable experience (Linawati, 2008:39).

5. Teaching Descriptive Text Using Tourism Brochures

One of four skills that difficult to do is writing. Because in writing students must take out ideas in their mind. Actually, the key to learning to write is feeling confidence in students' abilities. But, many students do not enjoy writing because they feel that they can not do it correctly and need much time to do it.

Actually all students are capable to becoming excellent writer. The process of writing method values the talents and grows of individual writer and makes them want to continuous writing because they feel good about their writing. But beside that should be any some media to support in the teaching writing activities, one of them is by using tourism brochure.

Tourism Brochure is also known as a short booklet or pamphlet. It is thin, boundless booklet and usually gives information about something such as forthcoming events, places, holiday sites, products *etc.* in this case, tourism brochures as type of writing are tools to keep in touch with the writing skill, this lead the students to set out their ideas and to know their comprehension in describing the place which they see in the brochure. When writing students can express their ideas, feels or their thought and give the students chance to describe about a place which they see in the brochure.

In this time, the teacher teaches writing descriptive text by using tourism brochure as follow (Psaila: www.timesofmalta.com/articles/view/20080912/education/teaching-writing-ability-49k).

1. The teacher gives the students a brochure of the place. Then, ask students to write description about the place which they see in the brochure. Before write it, the teacher explains about simple present tense because it has relation with descriptive text. The researcher chooses descriptive text as the material because the students still have many difficulties in describing something or place.
2. Students start to write descriptive text. When the students finished the task, they collect their task to the teacher to get the revise and correction about content, organization, vocabulary, grammar and mechanic.

Finally, using tourism brochure in teaching writing descriptive text will help the teacher to know the difficulties in students writing and show the students' progress in writing.

C. Tourism Brochure

1. Definition of Tourism Brochure

Brochure is also known as a short booklet or pamphlet. It is thin, boundless booklet and usually gives information about something such as forthcoming events, places, holiday sites, products etc (Linawati, 2008:39).

2. Text organization of brochure

- (1) Title, (2) date, (3) time, (4) place, and (5) additional information
(ticket box, price)

3. Language features of brochure

- Present tense
- passive voice

4. Advantages of using brochure

- it can help the teacher in explaining the material to the students clearly
- Increasing students motivation in studying
- to strengthen students comprehension toward the lesson expected
- it can bring the students closed to the very point of visual context with reality
- it can save the time

5. Example of brochure



<http://englishbrochure.net//>

D. Previous Study

There are some previous studies written by the students of English Department from State Islamic College of Tulungagung, entitled “The Effectiveness of Teaching Writing in Short Descriptive Paragraph by Using Born to Shop (pictures) at the Seventh Grade of MTs Negeri Bandung” by Chasanatul, Amik Rotul (2013). She used pre-Experimental design using quantitative approach with one group pre-test and post-test design. She administered three steps, they are pretest, treatment and posttest. To get the data, the researcher used two tests, there are pretest and posttest. After getting result of score between pretest and posttest, the data was counted by using SPSS to find t-test. It is used to find out whether there is any significant different before and after being taught by using picture as medium.

The result of the study showed that after the researcher given the treatments, the average of students’ writing is higher than before. It can be seen from the mean score of written test in pretest and posttest. Moreover, the majority of students gave positive response toward the implementation of Born to Shop Game. The students felt that learning writing taught using born to shop game was challenging and fun. It can be conclude that teaching writing using born to shop game is really effective in writing short descriptive paragraph at seventh grade.

There are other previous studies written by the students of English Department from State Islamic College of Tulungagung, entitled “The Effectiveness of Using A Public Figure Photo In Writing Descriptive Text of

Second Grades Students at MTsN PULOSARI in the Academic Year 2012/2013” by Auliya’ur Rosyidah. Auliya’s research used pre-Experimental Design with quantitative approach and administered three steps, they are pretest, treatment and posttest. The sample was VIII A class consisting of 30 students. The research instrument was test and to analysis the data was using t-test. The result of the study showed that the mean of students’ score in writing after taught using Public Figure Photo is increase. In other words, using Public Figure Photo in teaching writing descriptive text is effective and it can be used as an alternative way to teach writing to the students at junior high school, especially for the second grade.

Based on the some previous studies above, there are some researchers that used pictures as media in teaching descriptive text. In this study, the researcher will use different media in teaching writing that is using Tourism Brochure. Tourism brochure seems as a picture but it gives additional information about something such as forthcoming events, places, holiday sites, products *etc.* By using tourism brochure in teaching writing especially for descriptive text of the seventh grader students, teaching writing expected be more fun. It also can attack and increase students’ motivation in teaching and learning process.