

## **CHAPTER II**

### **REVIEW LITERATURE**

In this chapter, the writer presents some points related to this research. These points cover writing, teaching writing, descriptive text, Youtube and Previous Study.

#### **2.1. Writing**

##### **2.1.1. Definition of writing**

According Richard Ken (2000) writing is functional communication, making learners possible to create imagined worlds of their own design. Moreover, writing also stated by James C. Raymond (1980) that said writing is a way of remembering and a way of thinking as well. It means that writing is not only communication tool, but also to develop knowledge clear, specific and detail. According Nunan (1991), "Writing is both physical and mental work It means that writing is the physical act of committing words or ideas to some medium, and is mental work of inventing ideas, thinking about how to express them into statements and paragraphs well.

From the definition above, the writer can conclude that writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by

writing, the writer can express what happen in her mind, so that the readers will know about it.

### **2.1.2. Types of Writing**

Brown (2001) mentions four categories of written performance:

#### **1. Imitative**

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

#### **2. Intensive (controlled)**

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

#### **3. Responsive**

Here, assessment tasks require learners to perform at a

limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

#### **4. Extensive**

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the

process of multiple drafts to achieve

a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

### **2.1.3. Writing Process**

According to Harmer (2004), the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing:

#### **1. Planning**

Experienced writer plans what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others and a few jotted words may be enough. When planning, the writer has to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Whether, for

example, it is formal and informal in tone. Thirdly, the writer has to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which help he/she has decided to include.

## **2. Drafting**

We can refer to first version of piece of writing as draft. That first, a text is often done in the assumption that will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

## **3. Editing (Reflecting and Revising)**

Once the writer has produced a draft they then, usually reads through what they have written to see where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

## **4. Final Version**

Once the writer has edited their draft, making the

change they consider to be necessary, they produce their final version. This may look considerably different from both of the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

From the statements above, the process to produce a written text are Planning, Drafting, Editing and Final Version. First planning, the students must think what will be they write for example their experience, something that they see so on. Second drafting, drafting is the first step of written work in which the author begins to develop a more cohesive product (the students make a written text). Third editing, after the students make a draft they will read it and revise or omit the unnecessary word. The last is final version, after the students revise, editing the word or punctuation the student ready to send the written text to its intended audience.

#### **2.1.4. Purpose of Writing**

The specific explanation about the purpose of writing is proposed by McMahan et al (1996: 8), stated that written language is used for these following purposes:

- a To express the writer's feeling.
- b To entertain the readers through aesthetical materials.
- c To persuade the readers about the writer's opinions,

concept, and ideas.

There are some writing goals defined by Hampton (1989):

- a. Writers are independent when they are able to write without much assistance.
- b. Writers gain comprehensibility when they can write, so that it can be read and understood by themselves and others.
- c. Writers are fluent when they are able to write smoothly and easily as well understandably.
- d. Writers gain creativity when they can write their own ideas, not copying what has already been written.

### **2.1.5. Characteristic of Writing**

Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of paragraph, it should be related to the unit of organization, the parallelism, and others.

According to harmer (2004), there are two characteristic of an effective paragraph. Those are coherence and cohesion:

#### **1. Coherence**

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph

must be logically arranged and the movement from one sentence, the reader can understand at last two things.

- a The writer's purpose a coherent text can make the reader understand what the writer's purpose. Is it for giving information, expressing, or entertaining to reader.
- b The writer's line of thought the reader should be able to follow the story and should not get confused with the content of the story.

## 2. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. Alice and Ann unity as a requirement of an effective paragraph. They are: "Every good paragraph has unity, which means that in each paragraph only one main idea is discussed if the writer starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea."

From the definition above we can conclude that there are two characteristic first is coherence and second is cohesion. Coherence means the written text easy to read, understand and logically. Cohesion means that all supporting sentences can support the topic sentence.



## **2.2. Teaching Writing**

Writing has some important roles in human life; either in academic purposes or in other aspect of life. Teaching of writing is conveying, guiding, and giving the knowledge or information about how write well and how produce good writing.

### **2.2.1. The Reason of Teaching Writing**

There are many reasons of teaching writing. Harmer (1998:79) states that the reasons for teaching writing to students of English as a foreign language include four reasons.

#### **a. Reinforcement**

Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our 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 sentence using language shortly after they have studied it.

#### **b. Language development**

The actual process of writing helps learners learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the long learning experience.

#### **c. Learning style**

Every student have different characteristic. Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. 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

Writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction, etc.)

### **2.2.2. The Role of A Teacher in The Process of Students' Writing**

According to Harmer (2002:262), teachers have important role in teaching learning process of writing, the ones that are especially important are as follows:

a. Motivator

Teachers must motivate the students, creating the right

conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort on our part for longer process-writing sequences. Teachers may need to suggest lines to the students who cannot think anything, or at least prompt them with teachers' own ideas.

b. Resource

Teachers should be ready to supply information and language where necessary. Teachers need to offer advice and suggestions in a constructive and tactful way.

c. Feedback provider

Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on what students need at this particular stage of their studies, and on tasks they have undertaken.

### **2.2.3. Teaching Writing in Senior High School**

There are three steps to teaching writing in Senior High School. They are Pre-Activity, Main Activity and Final Activity.

## 1. Pre Activity

In this section, there are four activities: orientation, apperception, giving motivation, giving a reference.

### a Orientation :

- 1) Do the opening with a greeting and pray to start the learning activity.
- 2) Check student participation as a disciplinary assessment.
- 3) Prepare students physically and psychologically in initiating learning activities.

### b Apperception

- 1) Linking material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities.
- 2) Ask questions that are related to the material to be submitted.

### c Giving Motivation

- 1) Provide an overview of the benefits of studying material to be learned in daily life.
- 2) If the material, theme / project is done well and truly and well mastered, students are expected to be able to explain the material.
- 3) Deliver the learning objectives at the meeting that

takes place.

- 4) Asking questions
- d Giving a reference
  - 1) Notifying the learning material that will be discussed at the meeting at that time.
  - 2) Notifying about core competencies, basic competencies, indicators and KKM at the meeting that took place.
  - 3) Division of study groups.

## **2. Main Activity**

In this section, there are six activities. They are Stimulation, Problem Statement, Data Collection, Data Processing, Verification and Generalization.

### **a Stimulation**

Students are given motivation or stimulation to focus their attention on the topic.

### **b Problem Statement**

The teacher gives students the opportunity to identify the descriptive text that is presented

### **c Data Collection**

The students gather the relevant information to answer the questions that have been identified

### **d Data Processing**

The students process the observational data.

e Verification

The students discuss the results of their observations and verify the results of their observation with data or theories in the source book.

f Generalization

The students discuss to conclude the material that has been submitted.

### **3. Post-Activity**

- 1) Giving a project / product / portfolio / performance material or assignments that must be learned at the next meeting outside of the school.
- 2) Checking student work that has been completed for the material that has been learnt.
- 3) Students who have finished the project / product / portfolio / performance assignment correctly are given initials and ratings, for the assessment of project / product / portfolio / performance assignments on the material that have been learnt.
- 4) Giving awards to groups who have good performance and cooperation.

### **2.3. Descriptive Text**

### **2.3.1. Definition of Descriptive Text**

According Buscemi (1990) stated that description is kind of writing used for presenting a verbal portrait of a person, or thing. This writing is used when the writers want to give details information and to make vivid writing. According to Oshima and Hogue (1997), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds.

Based on the authors" definition above we conclude that descriptive text is a written text that describe about something, someone or place. In this text, we describe about the characteristic of what we will be described.

### **2.3.2. Social Function of Descriptive Text**

Linda Gerot and Peter Wignell (1995) state that the social function of descriptive text is to describe a particular person, place or thing

### **2.3.3. Generic Structure of Descriptive Text**

Pardiyono (2007) states that a descriptive text has a structure, a shape or a pattern. They are:

#### **1. Identification**

- Identification is the first step to begin write a descriptive text.
- Identification consists of introduction of something that will be described.

## 2. Description

- This step is the second step or last step of making a descriptive text.
- Description consists of detail description about object that is meant on identification.

### **2.3.4. Language Features of Descriptive Text**

According to Pardiyo (2007:34), the language features used in descriptive text are:

1. Use of declarative sentences
2. Use of conjunction
3. Using conjunction is to create a coherent text
4. Use of simple present tense

Tense used in descriptive text is present tense, because it tells about a facts, general accepted-facts, or reality. The formula of present tense is:

5. Use of adjective, verb, noun, adverb

### **2.3.5. The Example of Descriptive Text**

#### **Borobudur Temple**

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.  
(Identification)

Borobudur is well-known all over the world. Its construction



is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. (Description)

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

#### **2.3.6. Descriptive Text Learnt in Senior High School**

According to School Based Curriculum 2013, the goal of teaching learning English at Senior High School at the tenth grade

students is the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. Based on the curriculum there are some kinds of texts that have to be learnt by the tenth grade of Senior High School, one of the texts is descriptive text.

Based on the syllabus, the social function of the descriptive text in this case are make proud, promote, identification, criticize and introduced. The structure of the text consist of first, mention names of people, tourist attractions, and famous historic buildings and the names of the parts chosen to be described. Second, mention of the nature of people, tourist attractions, and famous historic buildings and parts thereof. Third, mentions the action that related to people, tourist attractions, and famous historic buildings.

There are five language features they are:

- 1) Nouns related to people, tourist attractions, and famous historic buildings.
- 2) Adjectives related to people, tourist attractions, and famous historic buildings.
- 3) Clear and neat spelling in hand writing or printing
- 4) Speech, word stress, intonation when presented verbally.
- 5) Word reference.

#### **2.4. Youtube**

### **2.4.1. Definition of Youtube**

According Burke (2009:121) Youtube is popular online video sharing web site for both scholarly and non-scholarly communication. It means that Youtube video can be established as a resource of teaching. While, Palko (2009:67) said, Youtube is frequently overlooked as a resource for the lecture theatre or tutorial room; however, it is potential to engage students, to provide them with a visual connection to abstract literary theory, and to contribute to their understanding of context.

According Stempleski and Tomalin (1990:47) Youtube video is considered as a language teaching aid that is a crucial addition to teaching resources. To sum up, some factors that Youtube videos can help the students improve their speaking skills are through communication, non-verbal aspects of communication, motivation, and cross cultural comparison.

Based on the definition above, we can conclude that Youtube is an application that supplies many videos, especially in Education video. So, the teacher has many sources to teach their students about the

material that will be transfer. The class will be enjoyed because the teacher will transfer the material by using video and the students do not bored.

#### **2.4.2. The Use of Youtube for Teaching Writing Descriptive Text**

Teaching using media can encourage students to take more responsibility for and control over their learning, engage in joint planning of the syllabus and take longer-term perspectives on their learning (Masterman , 1999). Since everybody knows that media give many advantages, teachers in their class should consider what media they are gonna give to the students in the teaching-learning process.

The kinds of authentic materials can be divided into visual, audio, and printed materials. Maroko (2010) mentions that authentic materials are divided into some types namely audio, visual, and printed materials. Gebhard (1996) mentions that the kinds of authentic materials are authentic listening viewing materials, authentic visual materials, authentic printed materials realia (real world objects).

YouTube can be considered as the audiovisual material which can be employed to teach other subjects through English with low-level learners. Anggraeni (2012) and Pratiwi (2011) reported their study that the video helps the students enable to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically correct sentences and use mechanic (punctuation and spelling) in writing. Thus, YouTube is effective in helping the students to write in English.

Then, Almurashi (2016) claims that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses. In other words, YouTube presented a substantial influence on students' understanding of English. He also said that YouTube could be a good material to incorporate English lessons and it can help with understanding the lesson as well.

The teacher also chooses the appropriate

video on the syllabus that is applied; the teacher can also use the time in the game for learning. The teacher must also be the correct learning model for his students, so students can be comfortable and participate in the class.

In addition, when the students see the video about the object that they want to describe, automatically the students can develop their imagined and also their idea. So, they can write a descriptive text easily because before they write they have to reflect the object that they will be wrote.

## **2.5. Previous Studies**

Carolina Junianti Sitorus (2017) this research was aimed to determine whether youtube video significantly effected the tenth graders" writing procedural text achievement at SMA Corpatarin or not. This research was experimental research. The population of this research was 38 students and through random sampling method, control class (19 students) and experimental class (19 students) were taken. To attain the objective, data were colleted by the pre and post-test to both classes. The quantitavie data analysis was conducted with the SPSS version 17. To test the hypotheses,

the researcher used normality test and homogeneity test. The results of the data analysis showed that the sample data of this research was normally distributed and homogeneous population variance and based on hypotheses test showed Sig.2- tailed (0.000) < Sig.level (0.05). It can be concluded that youtube video significantly affected the tenth graders' writing procedural text achievement at SMA Corpatarin.

Diki Riswandi (2016) this study aims at (1) describing to what extent the use of YouTube-based videos can improve the students' speaking skill and (2) describing the teaching and learning process when YouTube-based videos are implemented in the class. The subject of the study is the seventh-grade students of one of Junior High Schools in Surakarta. The study was conducted by using classroom action research design. Furthermore, the data were collected through speaking assessment and interview. The finding showed that there was an improvement in the students' speaking skill. Some aspects which are improved included students' fluency, vocabulary, pronunciation, grammar, and content. To conclude the article, the result of the research and some activities in teaching and learning activities that can help improve students' speaking skill are reviewed.

In this research was aimed whether to know the effectiveness of Youtube video in teaching writing descriptive text. The objective of this study is the students of the tenth grade in SMAN 1 TULUNGAGUNG. In detail, this study entitled “The Effectiveness of Youtube Video in Teaching Writing Descriptive Text at SMAN 1 TULUNGAGUNG”. The population of this study is tenth grade students of SMAN 1 TULUNGAGUNG. The researcher used two group (experimental group and control group), post-test and pre-test. The researcher took 10 MIPA 2 and 10 MIPA 3 as the sample, 10 MIPA 2 consist of 32 students and 10 MIPA consist of 32. The researcher used observation and test as an instrument.