

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer focuses on theories and information that deals with the research of the effectiveness of listening to song toward the students achievement in writing descriptive text on the second grade students of SMPN 01 Besuki. It includes of theories and information about writing descriptive text and theories of listening to song.

A. Writing

1. Definition of writing

Reading and writing research tends to be merged in several studies in order to determine how to reading and writing connection influences a students' linguistic development. Writing product also tend to be analyzed throughout reading research in order to determine if writing abilities impact reading abilities (Espin et al., 2000). Generally, certain writing traits or categories are assessed and compared to reading traits or categories in order to determine if there are correlations.

According to Jeremy Harmer (2007:112) “ Writing for writing, on the other hand, is directed at developing the students' skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be.

There are good 'real life' reasons for getting students to write such things as emails, letters and reports.

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.

In other words writing is "the use of symbols of letters of the alphabets and their combination in order to relate to the sounds we make when we speak" (Byne, 1979:8). Writing is a means of communication through the use of graphic symbols to sensitize a reading audience about a contextual experience. The experience to be represented in writing is also reflected in sounds that a speaker makes. The realization of the above requires the use of a number of sentences orderly arranged and linking one another depending on what is intended in a particular writing.

Writing is a task with its own organizational pattern and format. The organizational pattern and format of writing are dictated by the purpose of the type of writing. For instance, the way letter writing is

structured is different from essay, reports, or minutes of writing. Though each type of writing is meant to put down thoughts, ideas and information, such is done procedurally.

According to Grenville (2001:10) states as follows:

There seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instruction, all quite different. But they are all writing. They all have the basic aim of getting ideas from one brain into another.

Any piece of writing will be trying to do at least one of the following things:

- (a) **Entertain** it does not necessarily make the readers laugh, but it at least engages their feelings in some way.
- (b) **Inform** it tells the reader about something.
- (c) **Persuade** it tries to convince the reader of something.

In the real world these purposes overlap. But a good place to start writing is to ask: What is the basic thing I want this piece of writing to do?

2. Imaginative writing assignments

In writing we need to imaginative writing to build our imagination in develop the text or essay.

According to Grenville (2001:13) states as follows:

Assignments for imaginative writing commonly give you something that acts as trigger for your imagination. For example:

- (a) Look at this photograph and write a piece responding to it.
- (b) Write a piece that begins with a young child waking, sitting up in bed saying, 'It's my birthday! And promptly bursting into tears.
- (c) Write a piece based on the theme 'State of the Art'.

Others give you part of the story readymade the title, the opening or the end.

- (a) Use this as the title of a piece of writing: 'The Very Worst'.
- (b) Use this as the first sentence of a piece of writing: 'The car coughed, sputtered, choked and died'.
- (c) Use this as the final sentence of a piece of writing: 'High up in the sky, a jet drew a long, soft line of vapor through the unclouded blue'.

Whatever form the assignment takes, it is asking you to write a piece that will 'entertain' your readers that is, engage their feelings.

3. Key Principles in teaching writing

In teaching writing, the teachers must understand the key principles in teaching writing. If the teachers not understand well about the key principles in teaching writing, that can influence in learning process.

According to Hawthorn and Jesson (2010:14) states as follows:

There are some key principles that effective to teaching of writing are:

- (a) That writing is an essential skill that students need if they are to participate meaningfully and successfully in the modern world.
- (b) That what teachers do makes a difference to how well students learn to write.
- (c) That all students are able to improve their writing.
- (d) That student learns best in a supportive and nurturing environment.
- (e) That students' own interest, backgrounds and goals are important to acknowledge and include in writing programmers.
- (f) That effective writing is linked to effective reading.

4. Four types of knowledge writers

There are several types of knowledge writers need to write well.

Hawthorne and Jesson (2010:15) states as follows:

- (a) **Genre knowledge** this involves developing student knowledge and understanding of the key text types and forms that they need to be able to reproduce to succeed in the 21st century.
- (b) **Strategic knowledge** this involves developing student knowledge of and skill in using strategies that help them to effectively manage the many different demands of the writing process.
- (c) **Linguistics knowledge** this involves developing student knowledge of and skill in using increasingly sophisticated and complex vocabulary, language resources, literary devices, sentence constructions and grammatical control.
- (d) **Content knowledge** this involves developing students knowledge of the subjects and topics that they are required to write about.

5. The writing process

Process writing is discussed because participants were still required to move through the writing process while composing their writing response, even though they were not guided through the different stages during the designated writing time. The writing process approach is also discussed, because the most teachers incorporate the process approach in their general writing instruction.

According to Harmer (2004:12) states as follows: “Although this shopping list may not seem to provide an example of sophisticated writing

, it nevertheless tells us something about the writing process that the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc.)”. But in all of these cases it is suggested that the process has four main elements:

a) Planning

Experienced writers plan 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. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of 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 (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece that is, how best

sequence the facts, ideas, or arguments which they have decided to include.

b) Drafting

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

c) Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d) Final version

Once writer have edited their draft, making the changes they consider to be necessary, they produce their final version. In this, the writer is now ready to send the written text to its intended audience.

6. Types of writing style

There are four types of writing styles that are generally used. To know all these four different types of writing styles and their usages are important for any writer. A writer's style is a reflection of his personality, his unique style, his voice and his way

to approach his audience and readers. Generally, there are four different types or styles of writing, following:

a) Expository writing

Expository writing is a subject oriented writing style, in which the main focus of the author is to tell us about a given topic or subject, and leave out his personal opinions. That is usually explains something in a process, its often equipped with facts and figures, and also usually in a logical order and sequence.

b) Descriptive writing

Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great details. It is often poetic in nature; it can describe places, people, events, situations or locations in a highly detailed manner. The author visualizes what they sees, hears, tastes, smells and feels. In this writing, we can make the sentences more detailed, and makes the descriptions clearly.

c) Persuasive writing

Persuasive writing is a type of writing which contains justifications and reasons to make someone believe on the point the writer is talking about. Persuasive writing is for persuading and convincing on your point of view.

d) Narrative writing

Narrative writing is a type of writing in which the author places himself as the character and narrates you to the story. It has definite and logical beginnings, intervals and endings, and it has situation like disputes, conflicts, actions, motivational events, problems and their solutions.

From these all, the writer will choose the descriptive writing in conducting the research using listening to song as media. Students will get the song from the teacher and then students describe the main point of the song.

7. Characteristic of descriptive text

There are any three characteristics of writing descriptive text. These characteristics generally used to make a paragraph descriptive more clearly. According to Hunbbel states as follows:

- a) Generic structure,** includes: (a) Identification, defines identifies phenomenon to be described. (b) Description, defines to describes parts, qualities, charactercharacteristics.
- b) Social function,** it can be define to describe a particular person, place or thing.
- c) Significant lexico grammatical features,** includes: focus on spesific participants, use of attributive and identifying processes, use of being / having verbs, use of adjectives, frequent use of

epithets and classifies in nominal groups, use of simple present tense.

B. Songs and the English Language Teaching

For many people whose first language is not English or they did not learn English as a second language in school like in some European countries for instance Belgium and Moldova (Ottillie, 2010; Xmarabout, 2010), their first exposure to English may probably be through popular songs. Listening to song as a media to measure the students' ability in writing descriptive text. Song can help the students organize the ideas in making descriptive text. Listening to song can help the study of the students and focus on the material in the classroom. Beare (2010) in his article on using music for the ESL (English as a Second Language) classroom. He reports that using music in the beginning of a lesson is a great way to introduce new vocabularies to students and get them thinking in the right direction to write, meaning that they will know what the lesson will be about.

According to Lo and Li (1998) "They suggest that songs provide a break from the normal class routine and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced. The belief that songs provide enjoyment and develop language skills in writing is also noted by several authors as stated before". Song will help to build students motivation in writing, if the students listen the music or song their ideas will appear to write

something on the paper. Listening to song as a media to measure the students achievement in writing is a good solution. The students will write what about they listen and find the ideas to write. Song in here can make the condition in the class more interesting in learning process, the students feel happy by also they can recite that song.

Song can be interesting and useful materials for the learners. By using songs, the teacher can motivate them to do something that can do in real life. Besides, songs can be a good way to expose them in mastering authentic language. In addition, their interest in writing class can be stimulated using this way. Song is one of the most captivating and culturally rich resources that can be easily used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives and adverbs. Lo and Li (1998) declare that learning English through songs also provide a non-threatening atmosphere for students who are usually tense when speaking English in a formal classroom. Songs also give new insights into the target culture. They are the means through which cultural themes are presented effectively.

C. Previous Study

According to Badowi on his thesis "The Effectiveness of Children English Song as Media for Teaching English Vocabulary to the Third Year

Students of SDN Serut 1 Byolangu Tulungagung” states as follows “the students were interested in memorizing and tried to repeat the songs that sing by the teacher, they felt very happy and enjoyed studying English. The condition of the class when using the songs as media is rather noisy because of the students’ voice when they were singing the songs were loud. They were very excited to answer the questions when the writer gave them the questions, students’ idea better than before get a song in teaching English”.

There are other previous study written by students of School of Educational Studies from University of Science Malaysia, entitled “The Effectiveness of Using Songs in YouTube to Improve Vocabulary Competence among Upper Secondary School Studies” by Jafre (2011) The researcher use a quasi – experiment adopting the quantitative and qualitative methods in collecting data. Therefore, there were an experimental group and a control group. The treatment carried out on the experimental group provided the quantitative data. The empirical evidence collected was used to explain the result of the effectiveness from the usage of English songs in YouTube to improve the vocabulary competence among secondary students. Result revealed that the experimental group experienced a significant improvement in their vocabulary competence compared to the control group.

The other several previous studies written by student of the Florida State University College of Education, entitled “Manipulatives in Writing:

The Analysis of Prompted Descriptive Writing in the Fifth Grade” by Emily (2010). The purpose of the research was to examine the writing responses generated by students if they were provided with manipulatives which could potentially stimulate ideas for descriptive writing responses. The participants of the study were fifth grade students at a charter school in the Southeastern United States. The guiding assumptions of the study were manipulative assists students in stimulating ideas in several content areas, students who receive support in the writing process may be more successful in producing descriptive texts. Data were collected over a two week period, the Quantitative data regarding overall word count, descriptive word, and holistic scoring were also collected and analyzed. Overall, several factors including gender, ability level, and writing developmental level contributed to the variations of students writing responses. The study has implications for both classroom teachers and researchers.

Based on the explanation above, listening to Song is media surely showed the real effectiveness in teaching writing ability because it can help the students generate their ideas towards their writing ability at the Second Grade of SMPN 1 Besuki Tulungagung.