

CHAPTER II

REVIEW OF RELATED LITERATURE

In this Chapter, the researcher presents an overview definition of writing, definition of descriptive text, requirement of good writing, teaching writing in Junior High School, the role of media, using picture in teaching writing descriptive text and also previous studies.

A. Definition of Writing

Writing is one of four language skills. Writing is perhaps the most demanding skill of English. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to human. It is skill which has been develop in civilized society to past on knowledge or messages beyond constrains of here and now. Writing is not only combinations of letter, which relate to the sounds made when people speak, but writing is more than production of these graphic symbols. The graphic symbols must be arranged in such away according to certain convention to from words to form phrase, phrase to form sentence, sentences form paragraphs, to form text or passages. Ronald (1987) states: Writing is discovery process, it involves discovering ideals, discovering how to organize them and discovering what that you want to put ever to your reader.

So a lot of what a writer does a writer doesn't actually appear on the page. Writing is very complex. It is neither an easy as spontaneous activity. Writing needs some mental efforts that must be combined and arranged. Writing needs hard working, when the students do writing. They not only have to keep minds but also considered the past opinion or ideas, which are relevant to their goal at the teaching. (Hedge, 2003: 11) reflect this change of view point and attempt to apply it insight to the EFL and ESL context. The emphasis through out is on the process involved in producing complete, conceptualized, pieces of writing. The focus is especially on why the writing is being done (a serve of purpose) and how it is being written for a (a scene of audience). The activity that which offers are both highly practical based as they are or her long and varied experienced and interesting to do. Writing is one way of making meaning experience for students and for other.

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):

- a. Identification : Identifying phenomenon to be described.
- b. Description : describing the phenomenon in parts, qualities and characteristics.

2. Language features of Descriptive text, such as:

- a. Pronouns, e.g. it, your, you, she, he, etc.
- b. Nouns, e.g. food, stomach, skin, etc.
- c. Specific participants, for examples: teacher, house, my cat and so on.
- d. Detailed noun phrase, for examples: it was a large yard, a sweet young lady and so on.
- e. Use simple present tense, e.g. the polar bear lives inside the Arctic Circle near the North pole.
- f. Any kinds of adjectives, which point out describing, numbering, classifying, for examples: two strong legs, sharp white fangs and soon.
- g. Relating verbs to give information about subject, for example: my mom is really cool, she has very thick fur and so on.
- h. Thinking verbs or feeling verbs to express personal view of the writer, for instances: I think it is clever animal.
- i. Action verbs, for example: our new puppy bites our new shoes.
- j. Adverbials, to provide additional information, for examples: fast, at the tree house.
- k. Attributive has and have, e.g. polar bears have very wide feed.

C. Requirement of a Good Writing

There are some characteristics of a good writing. A text or paragraph may therefore be understood as a visible division of the subject matter. The division is initially a convenience to the reader; it prepares him to turn attention to something new. In writing a good text or paragraph should have four qualities, e.g. completeness, unity, order, and coherence.

1. Completeness

A complete text or paragraph contains details as facts such as names, specific individuals, data, figures, costs, locations, signals or statistical details. Completeness means the controlling idea is thoroughly developed by the use of particular information.

2. Unity

Order in text or paragraph is like organization; easy, but is smaller in space so it may be simpler to consider order as direction. Thus order is chronological steps to express the ideas in written form. Houghton Mifflin says that "chronological order is a way of organizing according to the time in which they happen. I began with what is oldest, what happened first and the end with what is newest or what happened last."

3. Coherence

The last characteristic of the text or paragraph is coherence. Coherence means sticking together; coherence is basically a matter of having the parts of a piece of writing in the right order with the clear process.

Whenever we think about object systematically we are compiled to realism, that certain things, come coherence is the clear and orderly presentation of ideas. Obviously, the ideas closely related with language matter. Usually to measure the student's ability in writing skill teachers give a writing test. A good writer must have requirement to result in comprehensible and acceptable piece of writing. David (1969: 69) defines the general component in writing process are as follow:

- a. Content : the substances of the writing idea expressed.
- b. Form : the organization of the context.
- c. Grammar : the employment of grammatical form and syntactic patterns.
- d. Style : the choice of structure and lexical item to give a particular tone flavor to writing.
- e. Mechanic : the use of the graphic convention of the language.

D. Teaching Writing

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially Teaching English as a Foreign Language (TEFL). In this case, the teacher have to know how to teach writing. Harmer states that there are several reason why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a

skill (Harmer, 1998: 79). Moreover, the several reasons will be presented as follows:

a) Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the on going learning experience.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement. From the explanation which is delivered by Harmer (1998:79). It can be seen that

those reasons give instructions to the teacher as their job to teach writing. However, Harmer still states that there are several strategies for teacher to consider (1) The way to get the students to plan. (2) The way to encourage the students to draft, reflect and revise. (3) The way to respond to the students' writing. Kodoatie (2013:14) states in her thesis that "Not only teachers can respond students writing but also their colleagues can also respond to their friend's work in their own way. This is called peer response. This activity may provide a welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing." It means that teaching writing is important to be delivered in EFL class.

E. Teaching Writing in Junior High School

The target of teaching English in junior high schools is students are able to solve the problems in terms of spoken and written language. Based on the Standard of Competency and Basic Competency of Curriculum the capability to communicate is the capability to produce oral and written text in four skills. (School-Based Curriculum, 2006).

There are several purposes of learning English at Junior high school. These are the purposes of learning English at Junior High School according to Depdiknas (2006):

- a. Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.

- b. Having senses about the importance of English to increase the nation competitive ability in the goal society.
- c. Developing the students' understanding about the relationship between language are culture.

In addition, there are scopes of learning English at Junior High School such as:

- a. Discourse competence, it is the ability to understand or create oral or written texts based on the basic language skills.
- b. The ability to create and understand various short functional texts, monolog, and essays in the form of procedure, descriptive, recount, and report.
- c. Supporting competence which is linguistic competence, socio cultural competence and discourse forming competence.

F. The Role of Media

Media is important in teaching and learning process. It is used as facilitator or connector in delivering the material from the teachers to the students. The good situation and condition can be created by using media. It makes the students motivation in the learning process increase. In this section, the researcher presents the kind of media and picture series as a media in teaching writing .There are types of media which are used in teaching and learning process to improve the students' ability. According

to Ministry of National Education(2009:6) there are seven media which are used by teachers in the classroom. Below are the kinds of media:

a. Pictures

Teacher can use pictures to stimulate students in creating texts. The pictures can be in the form of photographs of people, places and things which are in magazines, news paper, and calendar or printed the available pictures.

b. Relia or real objects

The real objects are used in the teaching and learning process of writing to make the learning become clear, meaningful and memorable.

c. Charts, posters and cartoons

Charts show the information in the form of a diagram or a map. Poster is a large printed picture or notice. Poster is used to give some information or advertise something. Cartoon is a funny artistic drawing.

d. Blackboard or whiteboard

A blackboard and white board are used to present or draw the material to the students. Teachers can deliver a material to the students by writing it on the board.

e. Audio Media

The tape recorder and speakers as the audio media provides the authentic material for listening practices.

f. Over Head Projector (OHP)

It is used to present the materials more easily than using a blackboard or whiteboard. Furthermore, teachers should pay more attention to the learners and make sure that the learners give more attention to the presentation on the OHP.

g. LCD projector

It is used to connect the visualization of the materials from the computer to the display.

Media is very useful to help teachers in delivering the material. Besides that, it can be useful for the students because they can respond to the lesson from the teacher and help them in writing. Pictures as visual media have a potential as teaching aid develops students writing skills in terms of recount text. It can stimulate the students in developing idea when they create a story. Harmer argues that teachers have always used pictures or graphics to facilitate learning (Harmer, 2007: 178). Then, kinds of pictures are applicable to in a multiplicity of ways.

Besides that, there are some criteria in using pictures as media. Wright (1992:3) states that the criteria in using pictures are:

- a. They should be easy to prepare,
- b. They should be easy to recognize in the classroom,
- c. They should be interesting,
- d. The activity have to be meaningful and authentic, and

e. The activity should give rise to a sufficient amount of language.

Pictures work well to stimulate the written production. They show the situation for grammar and vocabulary. Harmer (2007) describes that there are many ways of using pictures for writing. The explanations will be presented as follows:

a. Describing pictures

One way of getting students to write about pictures is ask them to write a description of something. Describing something by using a picture is effective, because the students do not have any idea.

b. Suspects and objects

A variation on picture description gives students a variety of pictures and asks them to write about only one of them. After write the descriptions, the pictures are put up on the board. The students then give their description to another student who has to identify which picture is being described.

c. Write the postcard

In this activity, teacher can give the students postcard scenes and ask them to write the postcard which they would expect to write. Any holiday picture can be used for this activity.

d. Portraits

This media can be used for a number stimulating writing tasks. Students can write a letter a portrait, asking the character

questions about his or her life and explaining why they are writing to them.

e. Story tasks

Pictures are really useful ways to prompt students into writing stories. There are a number of different tasks which students can be asked to undertake. These tasks are (1) for dramatic pictures, (2) students can be given a series of pictures of random objects and told to choose four of them, and write a story, (3) students can be given a series of pictures in sequence which tells a story, (4) students can be given a picture and headline or caption and asked to write a story which makes sense of the picture and the words. Furthermore, many researchers have evident that by using a learning kits in the form of pictures in teaching English to support students to develop their mastery in writing. A situational picture is good learning kits to enhance their learning of English.

G. Using picture in teaching writing descriptive text

The use of pictures in teaching writing is actually meant to help students to catch and express their ideas easily. Take an example when the students are asked to write about an artist or public figure. They will get confused if some of them have never been there before. They can not describe what it is like. Without any pictures, they will get difficulty in writing sentence or paragraph because the student may need very long

time to express their idea that is appropriate to the topic. That is why pictures help students in getting the ideas easily only by looking at the pictures.

H. Previous Studies

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. But there she did not give requirement word in instructions of test that should be written by the students. 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. Even though there she only used a picture in her treatment.

Those previous studies above use as references for the writer in conducting this study and also as the comparison between those relevant studies with the study conduct this time. The study is the effectiveness of teaching using picture on students skill in writing descriptive text at the eight grade of SMPN 3 Kedungwaru in the Academic Year of 2016/2017. The differences between this study and previous studies are the objective

of this study. The objective of this study is to find the effectiveness of teaching using picture on students skill in writing descriptive text.