

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher presents some theories related to Place Based Education (PBE) and writing which consist of the definition of writing, teaching writing, the descriptive text, Place Based Education, and previous study.

A. Writing

1. The Definition of Writing

Writing is one of language skills, beside listening, speaking and reading that must be mastered by English learners. It means the learners have to express their thoughts in writing to develop their ideas, and make readers interest about their writing. Through writing, they can also transfer information and knowledge to other as what Rezy and Yuli (2013: 30) state that writing can be said as a mean of communication between the writer and the reader.

Writing is the activity of skill to express some ideas or even feelings into the words and it is the process of moving some senses to get the ideas. Raimes (1983: 76) states “Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand”. According to Harmer (2007: 112) “ writing for writing, in the other hand, writing is directed at developing the students skill as writers”. Meanwhile based on Brown (2001:331) writing is a thinking process, writing can be planned and

given many revision before the work release. Writing can not be produced once, it must be followed by some steps that beginning from prewriting, drafting, revising, editing and the last release the work. In addition, Celce and Murcia (2000: 142) adds that “writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place”. In making good writing, we should use the correct grammar; choose appropriate vocabulary, manifested by handwriting, spelling, layout and punctuation.

From several definitions above, it can be concluded that writing is a way to produce language that appears from our thought, idea and feeling and written into the paper. Writing allows students to generate their idea, organize the sentence coherently, revising the text into good composition and editing text for appropriate grammar. Therefore, students should learn to write regularly to get good writing.

B. Teaching writing

1. Principles for Teaching Writing

Teaching generally is the activity to help someone to get new knowledge in certain place. According to Brown (2007: 8) teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone study or something, providing someone with knowledge, and causing someone to know or

understand. Especially in the context of teaching language consists of some component of skills as the focus learning. Those are listening, reading, speaking and writing. However, teaching writing is different from teaching other skills. It is considered to follow some steps that can spend more times than other skills. Harmer (2001) states in writing, it includes spending time with learners on pre-writing phase, editing, redrafting, and publishing

The students must follow those steps as process to make appropriate writing. Regarding to the process, teaching writing must be concerned to some principles to make the teaching process runs very well. Sokolik in Nunan (2003:92) states there are some principles for teaching writing. they are explained as follows:

a. Understand students' reason for writing

It is important to understand the students' goal when they are writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the student works.

b. Provide many opportunities for students to write

To improve writing skills, the students must always practice. The teacher must give many chances for them to develop their writing skills by providing them some types of

writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.

c. Make feedback helpful and meaningful

The students crave feedback on their writing. the teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that the teacher used.

d. The teacher must clarify himself, and for his students, how their writing will be evaluated

Meanwhile, 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.

By both of teaching writing principles above, there are some similarities in the key of teaching writing that must be concerned by the teacher. Those are improving students writing skill and creating meaningful learning to the students. It means the teacher must find out the appropriate and suitable teaching strategy to make effective teaching writing then reach the meaningful learning process. Regarding to suitable teaching strategy in writing, the teacher must know and understand first about approaches in teaching writing.

2. Approaches to Teaching Writing

There are some approaches in teaching writing that to be concerned based on the development. In this sub chapter the researcher presents two different sources about approach in teaching writing. First source provides three approaches and second one consists of six approaches.

First source defines into three approaches in teaching writing. Those are writing as a product, writing as a process, and writing as language use in context. According to Wisut Jarunthawatchai (2010: 8-11) divides into three approaches as follow:

a. Writing as a product,

This approach focuses on writing as a written product, with an emphasis on linguistic features and organizational structures.

b. Writing as a process,

This approach emphasizes the writers' cognitive processes in creating texts and the development of writing skills.

c. Writing as language use in context

This approach pays attention to the social context of the writing, and explains how the social context influences the linguistic and rhetorical choices of the written texts.

In line with Wisut Jarunthawatchai, Md. Kamrul Hasan & Mohd. Moniruzzaman Akhand (2010: 78-81) states three approaches in teaching writing with similar definitions, (a) Product approach, a product approach is "a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage". In this product, the students study about language features, organizing ideas, structure, vocabulary then ended by writing as product, (b) Process approach, hence a process approach tends to focus more on varied classroom activities which promote the development of language use brainstorming, discussion and revising, (c) Genre approach, the focus of this approach would be the language and discourse features of particular texts and the context in which the text is used.

Second source defines into six approaches in teaching writing. Harmer (2001: 257-261) adds creative writing, writing as a cooperative

activity writing in groups, using the computers, and the roles of the teacher in learning writing as follow:

a. Product and Process

1) Product approach

Focusing on product, we are only interested in the aims of a task and in end of product. Picas (1982) in Badger and White (2000) adds that the product-oriented approach has more focus on the linguistic knowledge, such as appropriate use of vocabulary, grammar, and language devices.

2) Process approach

Focusing on developing product approach to process approach. The development has been started a half a century ago and it is ended by process approach. According to Brown (2000:335) A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story and what that product should "look" like. For better development, the teachers began to develop what is now termed the process approach to writing instruction. Process approach do most of the following (adapted from Shih 1986) as follows:

- a) Focus on the process of writing that leads to the final written product

- b) Help the students writers to understand their own composing process
- c) Help them to build repertoires for prewriting, drafting, and rewriting
- d) Give the students time to write and rewrite
- e) Place central importance on the process of revision
- f) Let students discover what they want to say as the writer
- g) Give the students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention
- h) Encourage feedback from both the instructor and peers
- i) Include individual conferences between teacher and student during the process of composition

Process approach actually the approach that concerning on students activity before resulting a writing as the product. It is called by the steps of writing. In this case, the researcher provides three experts about process approach in teaching writing. Writing process must be passed at least three steps to make a product of writing. 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

However in other case step of writing also involves editing and publishing. Harmer (2001) adds another steps or stages in writing process. While if we concentrate on process, we pay attention to the various stage that any pieces of writing goes through. It includes spending time with learners on pre-writing phase, editing, redrafting, and publishing.

To complete at all, Seow (2002) states that the process approach to teaching writing comprises four basic stages, planning, drafting, revising, editing.

- a) Planning (Pre-writing) Planning or pre-writing is any activity in the classroom that encourages students to write. Along the same line, Raimes (1985) defines prewriting as all the activities (such as reading the topic, rehearsing, planning, trying out beginnings, making notes) that students engaged in before they wrote what was the first sentence of their first draft. It stimulates thought for getting started.
- b) Drafting At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the

neatness of the draft. One dimension of good writing is the writer's ability to visualise an audience.

- c) **Revising** Revising means rewriting a paper, building on what has already been done, in order to make it stronger (Langan, 2005: 33). Revising process is an important step in which it allows the writers to look back at their papers three or four times after they finished first drafting. There are three stages to the revising process: a. Revising content b. Revising sentences c. Editing.
- d) **Editing** After the writers have revised their papers for content and style, they are ready to edit (check for and correct errors in grammar, punctuation, and spelling (Langan, 2005: 34). Here, it is easy to see and find some error mistake on student paper which as good writing still need to be edited.

Writing process based on the opinions above, it can be concluded that writing has some steps before having a product. The most important thing is considered at least *pre-middle-post writing process*. It can be concerned to planning (pre writing), drafting, revising (redrafting), editing. By passing those steps, the writer has been successfully creating the writing and publish it as necessary.

b. Writing and Genre

In a genre approach, the students are going to study some texts that they are going to writing before they embark on their own

writing. The development of Genre approach has been started in the 21st century. Hawthorne and Jesson (2010:15) states that Genre knowledge involves developing students knowledge and understanding of the key types and forms that they need to be able to reproduce to succeed in the 21st century. It means Genre is currently developed after product and process approaches.

c) Creative Writing

It suggests imaginative writing tasks such as writing poetry, stories, and plays.

e) Writing as a Cooperative Activity Writing in groups

Whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for students, including research, discussion, peer evaluation, and group pride in a group accomplishment.

f) Using the Computer

The important use of computer is as the means of creating ‘mousepals’, the e-mail equivalent of pen-pals.

g) The Roles of the teacher in learning writing

Teachers have some roles like as motivator, resource, and feedback providers.

After knowing some differences opinion about approaches in teaching writing and the definition or characteristic, in this case the researcher concerns to collaborative approaches which means the approaches used is combined. First is product approach, second is process approach, third is writing and genre approach.

By applying product approach, this research is ended by submitting a writing as the product. Related to the product approach, it also needs the process approach to support writing activities before submitting the product. Concerning to what belongs to be written, the writing also concerns to the genre approach because it gives some choices of text types. Recount text, descriptive text, narrative text and so on. One of the text chosen is descriptive text because it is the text that to be concerned to seventh grade students as the subject population in this research.

3. The Roles of the Teacher in teaching Writing

Teacher actually has some important roles in teaching and learning. Teacher can be a facilitator, motivator, instructor, consultant, mentor and so on. Specifically there are three important roles of teacher. Brown (2000:340) states that teacher as facilitator, the teacher offers the guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for students opinion, must not impose his or her own thoughts on students writing. In addition, According to Harmer (2007:330) in writing

teaching and learning process, the teacher has three important role as stated below:

a. Motivator

Teacher should make writing task to motivate student, creating the right condition for generating idea and persuade the students that writing is useful activity. Teacher give suggestion to the student who can't think of anything or at least prompt with their idea and giving solution to the students' problems.

b. Resources

During more extend writing task, teacher should be ready to supply necessary information and language. Teacher should tell the student that they are available and be prepared to look students' work as it progresses. The teacher should offer advice and suggestions need in constructive and wise way

c. Feedback provider

Teacher should gives feedback on writing task demands special care. Teacher should be respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should check the focus of students' written task based on students need at the particular stage study

The roles of the teacher in teaching writing is being a facilitator to guide the students in process of writing. However, it must be involved by some motivations to the students so that the learning become meaningful and fun. In addition, the teacher must be understood with students progress that is why it needs the feedback and respond positively on students tasks. Those are what teacher should do in teaching writing.

4. Teaching Writing in Junior High School

When talking about the teaching of writing in junior high schools, there are some relevant matters that need to be highlighted. The age range of junior high school students and regulation of national education. In Indonesian context, teaching Junior High School must be considered with the regulation of ministry of national education in the form of content standard and the age range of junior high school students.

Firstly, teaching actually must be considered with the age of the students because it can be the considering to decide what strategy that appropriate to teach the students. For example, students of Junior High School which they are in age of transition from children to be teenagers. Brown (2001:92) states that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds. The perception toward phisical and emotional are ultrasensitif. As the result, they can be involved in various communicative contexts. Especially in teaching and learning on VII grades

students must be designed to help them improve their writing strategies to make their writing skills are increased.

Secondly, Curriculum 2013 is the development of curriculum 2006. The different between them is the curriculum 2013 adds some characters education that is not stated in the curriculum 2006.

In junior high schools, English subject consists of three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and it is realized in four skills, i.e. speaking, listening, reading and writing. Second, it consists of comprehension and production ability of various short functional and monolog texts with essays of text types (genre) such as procedure, descriptive, recount, narrative, and report. The last, it has the supporting competences i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

Moreover, according to the regulation of ministry of national education, the core competence and basic competence for junior high school students grade VII in the first semester are the students have to perform several writing competencies as shown in the Table 2.1.

Table 2.1 : Core Competence and Basic Competence of Writing Skill for Grade VII Junior High School in the First Semester

Kompetensi Inti	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1. Menghayati dan mengamalkan ajaran agama yang dianutnya		
2. Menghayati, mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam interaksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia		
3. Memahami menerapkan, menganalisa pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalahnya.	3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan kosa kata terkait <i>artcle a</i> dan <i>the</i> , <i>plural</i> dan <i>singular</i>)	<p>3.4.1 <i>Menentukan Fungsi Sosial Teks interaksi transaksional terkait;</i></p> <ul style="list-style-type: none"> • Deskripsi bangunan sekolah <p>3.4.2 <i>Menentukan Struktur Teks interaksi transaksional</i></p> <ul style="list-style-type: none"> • Deskripsi bangunan sekolah <p>3.4.3 <i>Mengidentifikasi Unsur kebahasaan Teks interaksi transaksional</i></p> <ul style="list-style-type: none"> • Deskripsi bangunan sekolah

<p>4. Mengolah, menalar, dan mengaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.</p>	<p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.4.1 Siswa dapat menulis dengan baik dan tepat teks tulis pendek dan sederhana mengenai pemaparan/ deskripsi Lab IPA (<i>Science laboratory</i>)</p> <p>4.4.2 Siswa dapat menulis dengan baik dan tepat teks tulis pendek dan sederhana mengenai pemaparan/ deskripsi Lab Komputer (<i>Computer laboratory</i>)</p>
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In this research, the researcher focuses on one competence to be studied. It is Core competence 4, Basic Competence 4.1 and by indicator 4.4.1 *Siswa dapat menulis dengan baik dan tepat teks tulis pendek dan sederhana mengenai pemaparan/ deskripsi Lab IPA (Science laboratory)* and 4.4.2 *Siswa dapat menulis dengan baik dan tepat teks tulis pendek dan sederhana mengenai pemaparan/ deskripsi Lab Komputer (Computer laboratory)*. The students are emphasized to make simply and short text about description of buildings above.

Table 2.2 : Core Competence, Basic Competence and Indicators of research

Kompetensi Inti	Kompetensi Dasar	Indikator Pencapaian Kompetensi
4 Mengolah, menalar, dan mengaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Siswa dapat menulis dengan baik dan tepat teks tulis pendek dan sederhana mengenai pemaparan/deskripsi Lab IPA (<i>Science laboratory</i>) 4.4.2 Siswa dapat menulis dengan baik dan tepat teks tulis pendek dan sederhana mengenai pemaparan/deskripsi Lab Komputer (<i>Computer laboratory</i>)

In decision, based on the age of the students and the curriculum, core competence and basic competence, the researcher is wondering to take VII grades students as the sample of the research. The reason is because the age of that learners is in transition from the children to the teenager which their communicative context is various. In short word, the mindset of learning language is developing. Then, based on the curriculum in term of material, the researcher concerns to descriptive text because it is the first text to be concerned in seven VII grade students.

C. Descriptive Text

1. The Definition of Descriptive Text

Text is divided by some types and every level of students get different type of texts. According to genre approach and curriculum 2013, the students of junior high school able to understand various types of texts, descriptive, procedure, recount, narrative, and report. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing. In line with curriculum 2013, the first text that got by seven grade students is Descriptive text. That is why, the researcher prefers to descriptive text in writing as the focus studied.

There are many different definitions of Descriptive text by some writing experts. According to Larson (1984) as cited in Luthfi S. Rahayu (2017: 29) Descriptive text is a text which says what person or a thing is like. The purpose is to describe the particular person, place or thing. A descriptive text is usually used to create and to develop the characteristics of something vividly. Meanwhile, Oshima and Hogue (1997: 50) states that Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”, the reader can imagine the object, place or person in his or her mind. In line with Oshima and Hogue, Priyanto (2009) Luthfi S. Rahayu (2017: 30) adds on Descriptive text, the

description should be unique that the description of one thing should be different from a description another thing.

Descriptive text also the activity of transferring feeling or experience into the writing. According to Keraf (2000) the writer transfer the images, the feeling that writer experienced to the reader. The writer tries to convey the image, feeling and experiences to the readers in order the readers can imagine. In line with Keraf, Kane (2000:352) adds that descriptive text is description about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place or thing in detail or specific to make the reader be able to visualize the description.

By understanding the opinions about definition and the purpose of descriptive text, It can be concluded that descriptive text is a text which says what person or thing is like. The purpose is to describe a particular person, place or thing in detail or specific and vividly. The way to describe, it can be gotten by moving senses such as looks, feels, smells, taste or even sounds. In addition, the writer can use the feeling to transfer the images from experience. Furthermore, description should be so unique that description of one thing should be different from a description of another thing.

2. The Characteristic of Descriptive Text

Descriptive text is also usually used to develop an aspect of someone's writing, for example, to create or to describe a thing. Priyanto (2009) as cited in Luthfi S. Rahayu (2017: 30) said that A description should be so unique that description of one thing should be different from a description of another thing. In other word, a descriptive text is not used to generalize.

A descriptive text consists of generic structure in range, such as:

a. Identification (introduction of subject). In this part, the writer should explain about the subject. Writer can explain the subject in generally.

b. Description In this part, writer explains the characteristic of subject very clearly.

While the language features of a descriptive text are follows:

1. Has the certain subject or thing. Example: My car, my dog, etc.
2. Using simple present tense. Example: I have a pet. My pet is very cute
3. Using action verbs. Example: My cat likes fish and meal, my rabbit can jumps in the grasses
4. Using many kinds of adjectives which describing and numbering the subject, thing or object. example: my rabbit has

two ears and do not has horn, my cat has black fur and the color is white, black and brown.

5. Using “thinking” verbs and “feeling” verbs. Example: My rabbit is very cute and funny, my cat always runs to me, etc.

Meanwhile according to Oshima and Hogue (1997) states the structure and language features of Descriptive text as follows; the structures are identification: an introduction to the subject of the description; description of features: describe the characteristic features of the subject and it has eight language features: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer’s personal view about the subject or to give an insight into the subject’s thoughts and feelings; (6) use of action verbs to describe the subject’s behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

By understanding the opinions about generic structure and language features of descriptive text. First, the researcher uses same generic structure that consists of (1) Identification, the writer identifies generally about the things (2) Description, the writer describes parts, qualities, characteristics, etc of the things. Second, the researcher uses six language features as follow:

1. Focus on specific participants
2. Use of simple present tense
3. Action and thinking or feeling Verbs
4. Use of descriptive adjectives
5. Use of detailed Noun Phrase to give information about the subject
6. Use of adverbials to give additional information about behaviour

3. The Criteria of Good Description

The key to make good descriptive writing must be consisted some details to help the reader imagine what actually the thing, place, animal or particular person looks like. The details can be considered by the term of characteristic of the object, such as colour, shape, number of the object or even its weight. In addition, using the space order to describe the object is needed too. The students can start to describe from the bottom to the top, outside to the inside or left to the right. For example, the description of Library. The students may start to observe and describe the characteristic of Library outside, then going to inside to describe some things that refers to the Library looks like. The students also describe the specific details such as the colour of the wall of the Library that can make the reader understand what actually described. According to the Blanchard (2003) Luthfi S. Rahayu (2017: 31) the more specific they can do, make the reader can see what they are described.

Based on the the view for some experts, it can be concluded that descriptive text is the text to describe something and to make the reader can be able to visualize what the described object. The description can be found by moving some senses to get some experiences about the things. The characteristics of descriptive text consider with language feature, grammatical are needed to fullfil sense of Descriptive text. Making good Descriptive writing must be understood about the space order to make the reader is easier to imagine the object by reading the writing itself.

D. Place Based Education

Place Based Education is one of teaching strategy that focusing on where learning become. It is considering to the place as the main activity. Therefor, the researcher provide some explanation about sense of place, Place Based Education, the steps in applying Place Based Education, the advantages of Place Based Education and closed by Previous study about Place Based Education.

1. The sense of place

Place Based Education strategy is derived from the word *place*. Place is the most important part in Place Based Education strategy because it gives meaningful learning to get knowledge and experience. According to Cresswell (2004:7) place can be defined as “a meaningful location”. In understanding place in general, people can use place as “a way of seeing, knowing, and understanding the world”. In line with Cresswell, Steve

Semken (1997: 1) states that sense of place refers to a set of meanings of and attachments to places that are held by individuals or by groups.

Meanwhile, Place in case of writing activity helps the students to understand the lesson. Mellisa Pompos (2015: 1) states that place is an important influence and topic in the writing classroom because it helps students to better understand notions of context, personal identity, and designing writing for particular situations and stakeholders.

In conclusion, sense of place is an object of learning that involved in students learning activity. Place also give meaningful and better understanding of material to the students even it influences in writing classroom.

2. Place Based Education

Place Based Education (PBE) actually the strategy of teaching and learning based on where should be learned and naturally involve local community and environment. It has been used for some lessons in the school. Katherine Ann Linnemanstons and Catherine M Jordan (2017: 2) states Place Based Education is the process of using local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects. Place Based Education is able to use in any kinds of curriculum. In line with Katherine Ann Linnemanstons and Catherine M Jordan, David Sobel (2005: 7 that cited in Rachel Hall (2015: 10)) adds as the founder of place based education, defines it is “the process

of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum”.

Place Based Education is effective approach in participating between students and environment to get knowledge. According to Smith, (2002) and Theobald, (1997) Place-based education (PBE) is one of the most effective approaches to promoting recognition in students of the interconnectedness of themselves, their environment, and the topics they learn in class. In addition, McInerney, Smyth, & Down (2011) add as an interdisciplinary and experiential learning pedagogical approach, PBE is effective in enhancing student engagement with learning.

Place Based Education implies in the outdoor, as its purpose to find deeply learning and sense of environment connectedness between students and the object learning. According to Woodhouse and Knapp (2000) in PBE, place as a guiding construct associate a Place Based Approach with outdoor. In line with Woodhouse and Knapp, Miles (2013) states teaching aspects of environmental education in the outdoors is simply one way to establish deep learning and connection to place for children.

According to those definitions of PBE and sense of place, it can be concluded that Place-based education (PBE) is one of strategy in teaching and learning student which taking beyond classroom to be where learning becomes. By coming out from the classroom, the students observe the object

by their senses directly. In the other words, PBE can be conducted based on the object or the place to get deeply learning about thing that going to be observed or learned.

Regarding to conducting PBE by observing directly to the place or the object, it has correlation with the genre approach in term of descriptive text as the focus text in this reseacrh. There is the similarity between the way and the result. In the way of the process, the students in PBE conduct observation directly to the object and describe the characteristic of the object. Then, the result is writing about the observed object. those are more details in the next discussion about applying Place Based Education below.

3. The Procedure in teaching using Place Based Education

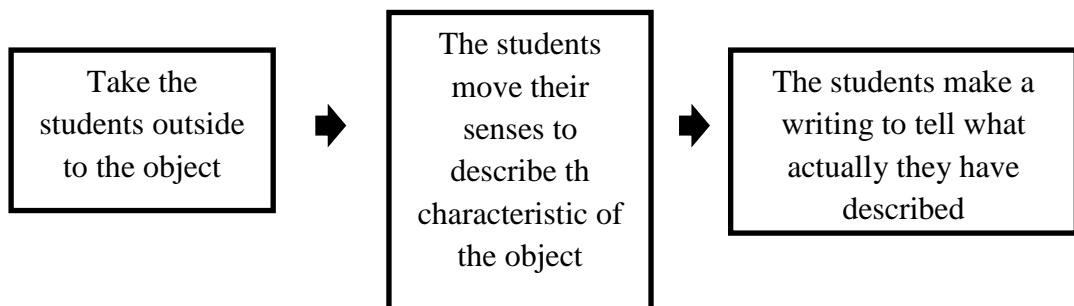
In this discussion provides the nature steps of Place Based Education in term of language arts by previous researcher and how PBE is modified in teaching descriptive writing. According to Greogary A. Smith and David Sobel (2010: 68-69), PBE ever used in language as follow;

Language arts, Place Based Education has studied in language which done by an elementary school teacher in Tillamook Oregon. The subject is writing experience arround students experience outside classroom. There are 2 main requirements; (1) the teachers can not assume that all children have done the same kind of things, (2) the students have never gone to the beach. In her teaching, the previous researcher uses beach as the observed object to be. In her process of PBE follows the procedures as below;

1. She takes the students outside into the school's natural area or field trip
2. Everyone has an equal chance to describe what they have seen and felt and smelled.
3. Make the writing as a vehicle for telling others about something that child has encountered.
4. Writing also as a form of communication that is much closer to the kind of talk that kids engage in otherwise.

After knowing the nature stages of using PBE, referring to Greogary A. Smith and David Sobel (2010) as a founder of this strategy, the researcher modifies PBE stages by considering to teaching Descriptive text. In second steps of PBE above is seem with the activity of descriptive text which the students moving their senses i.e see, feel, smell to describe the object. At last, the steps of PBE in descriptive text can be figured as the table below:

Figure 2.1 : Main steps of conducting PBE in descriptive text.



4. The Advantages of Place Based Education

Many previous researcher believe that Place Based Education has potential to be strategy in language class. This consideration is caused by the advantages of Place Based Education.

The first, by conducting PBE can creat simply learning and curiosity of the students in process of learning to the students in outside of classroom. According to Smith (2002) states “teachers who incorporate the study of the natural world into their curriculum reap the rich benefits of simply getting students outside the classroom and taking advantage of their curiosity”.

The second, PBE can give opportunity to all of the students by having experience learning in process. According to Lieberman and Hoody (1998) states the benefits that educators experience due to place-based education often include increased enthusiasm and commitment to teaching, more opportunities to explore new subject matter, and frequent opportunities to use innovative teaching in the classroom

Meanwhile, in another case PBE can develop critical thinking of the students. Based on Freire, (1970/2007) that cited in Rachel Hall (2015: 12) said that Place Based Education and critical pedagogy of place encourages students to think critically about heir situation and ask question about the material they are presented.

Then, Place Based Education contributes many benefits for the students. PBE can improve academic scores, increase engagement and

motivation for achievement, and getting deeper learning. Lisa Marsklml-Polk, Patricia Jessup, and Mary Whitmore (2007: 1-3) states the benefit of conducting PBE for the students as follow;

- a. Improve academic scores in some subjects especially writing.
- b. Increased engagement in school and motivation for achievement.
- c. Deeper learning and action competence.

The benefits of PBE by focusing on getting learning experiece in outdoor can give fun learning until increasing academic achievement for the students. In the journal by J. Mark Fly, Ph.D entitled A Place Based Model for K12 Education in Tennessee;

Benefits of Place-Based Outdoor Education in Place-Based Outdoor Education experiences students will have:

1. Fun (the best kind of learning is fun)
2. An outdoor place that holds special meaning
3. Special memories of their experiences in the outdoors
4. More understanding of their relationship to nature
5. Increased academic performance

From those advantages, it can be concluded that by conducting Place Based Education (PBE) the students can get; 1) experience more and accurate in their memory 2) learning outside classroom can serve new learning atmosphere and more motivated to have learning, and 3) it can be able to

increased students achievement because the students more understanding to the object 4) the students get same opportunity to learned by their own senses. Therefor, the researcher believe that PBE can be suitable strategy to teach writing in term of Descriptive text.

E. Previous studies

In this sub chapter, the researcher presents related studies to Place Based Education in terms of writing. The previous study states below:

In 2011, Elliot Jacobs who investigated students writing assignment said that place-based writing helps students connect with their environments.

In 2014, Erin Donovan conducted a study of PBE in writing in named as Place Based Writing on her dissertation. She conducted PBE on writing English poem in Middle School Students. It was conducted by interviews, observations and collecting students writing. The result showed that place-based writing practices can effectively be used to supplement and enhance the students writing skills.

In 2014, Ufuk Ozdag and Jennie Farber Lane conducted PBE in writing a journal. The result shows that PBE helps in creating an intimate relationship between writer and local places.

Based on previous studies, it has the similarities and difference term. The similarities are mostly conduct PBE to help the students learn by getting some experiences in the real object and the way to do is taking the students to go outside of the classroom to have certain field trip to observe the object. The differences are mostly in case of the object, subject and the topic of

writing that worked by the students. Then, the researcher is curious to use the outdoor lesson in named of Place Based Education in the other term. The stages to conduct this strategy some are modified and the focus of writing text is changed with Descriptive text., The sample of research is seventh grades students of Junior High School and investigating their achievement in Descriptive text.