

CHAPTER II

REVIEW OF RELATED LITERATURE

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary and punctuation. Beside, to write well, the students are expected to be able to present their idea in the written form as writing is means of communication. Find a good vocabulary that suitable with the context is not easy to do. The researcher use Realia to make students easy in writing. However, some think that writing is not only delivering ideas to other but also using sheer energy to complete the writing process itself. Thinking the ideas, preparing the outline, transferring the outline to draft , revising the draft and finally prepare to final draft. In this chapter, the writer discuss some theories related to the study entitles "the effectiveness of using realia to improve the students' ability in writing descriptive text at the tenth grade of Ma Ma'arif Nu Kepung". They are the definition of writing, purpose of writing, process of writing, writing skill, teaching writing, descriptive text and Realia.

A. Definition of Writing

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.

Writing has various kinds; it can be used as a means to express the writers' idea based on her experience, thoughts, and feelings. And in many schools, writing is

principally conducted to demonstrate knowledge of decontextualized facts with little awareness of a reader beyond the teacher-examiner.¹

Peter Elbow (1973: 14-16) adds about his concept about L2 writing, “Writing is a two- step process. First, you figure out your meaning, then you put it into language : ...”² Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words.

B. Purpose of Writing

According to Malley and pierce, there are three purpose of writing based on the types of writing in English language learning. Those are prefaced as follow:

1. Informative

It is represented by “informative writing” that is purposed to share knowledge or information, give directions and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect and developing new idea that are purposed to inform something may important to the readers.

2. Expressive or narrative

It is represented by “expressive writing” or “narrative writing” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative is often used to perform a pleasure discovery, story, poems, or short play.

3. Persuasive

¹ Ken Hyland , *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2002),7.

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2nd Ed, 336-337.

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It efforts to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.³

C. The Process of Writing

According Harmer there are 4 steps about writing process as follow:

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For some writers this may involve making detailed notes. When planning, the 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 tone. Thirdly, writers have to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a piece of paper as a draft. This “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 drafts maybe produced on the way to final version.

3. Editing (reflecting and revising)

³ J. Michael O'Malley and Lorraine valdez Pierce, *Authentic Assesment for english language Learners*,(London: Longman, 1996), 137-138.

Once writers have produced a draft they then, usually, read through what they have written to see where it works and 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. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

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.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both 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. We might decide to represent these stages in the following way: "planning – drafting – editing – final draft".⁴

D. Writing Skill

English is spoken by people from all over the world. Everybody knows about English even though they cannot speak or write this language well. There are four skills of English that should be mastered students such as speaking, listening, reading and

⁴ Jeremy Harmer. 2004., *How to teach writing*, (Pearson education limited: Longman, 2004), 4-5.

writing. Writing is productive skill in English because students must be through a process that is full with theoretical rules about grammar.

Learning is acquiring facts, skills, and methods that can be retained and used as necessary.⁵ Learning about language is not only speaking, but also reading something by written text. It means that learning language is also learning about writing. Not only speaking, but learning English without mastering writing skill is nothing. According to Ministry of National Education, it is mentioned that standard of competence for writing skill is expressing the meaning by developing the right rhetorical in writing text as narration, explanation, discussion, commentary, and review with variation structures of modification. In writing a readable and logical text, students have to apply several strategies below:⁶

1. Reading for many kinds of text.
2. Brainstorming to collect ideas.
3. Using semantic mapping to find out specific ideas in writing.
4. Viewing the ideas in writing from any directions.
5. Making the lists.
6. Correcting the result.
7. Using vocabulary which found from any sources.

Brown states the process of approach to writing instructions. The instructions are mentioned below:⁷

1. Focus on the process of writing that leads to the final written product.

⁵ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif Landasan dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Kencana Prenada Media Grup: Jakarta, 2009), 15-21.

⁶ Depdiknas, *Pemendiknas Nomor 22 Tahun 2006 tentang Standard Isi Kurikulum Tingkat Satuan Pendidikan untuk SMA/MA*, (Pusat Kurikulum Badan Penelitian dan Pengembangan: Jakarta, 2004), 44.

⁷ H. Douglas Brown, *Teaching By Principle An Interactive Approach to Language Pedagogy*, (Second Edition San Fransisco State University: Longman, 2001), 335-336.

2. Help students write to understand their own composing process.
3. Help them to build plays of strategies for prewriting, drafting and rewriting.
4. Give students time to write and rewrite.
5. Place central importance on the process of revision.
6. Let students discover what they want to say as they write.
7. Give the students feedback through the composing process (not just on the product) as they attempt to bring their expression closer and closer to intention.
8. Encourage feedback from both instructor and peers.
9. Include individual conferences between teacher and students during the process of composition.
10. In short, writing competences is the target of learning process of writing in making effective written text. The competences include the ability to make grammatically and rhetorically structured text the appropriate communicative context.

E. Teaching writing

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety purposes, ranging from being merely a “backup” for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skills; in other curricula it is only used, if at all, in its “writing-for learning” role where the students write predominately to argument their learning of the grammar and vocabulary of the language. Partly, because the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ

significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single sentence writing as it is with single paragraphs or extended texts. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems with the writing puts into their minds.⁸

F. Descriptive text

1. Definition of Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of descriptive text is to describe a particular person, place, or thing.⁹ Descriptive paragraph is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their senses on the object they see.

2. Generic Structure of Descriptive Text

The generic structure of descriptive text consists of:

- a. Identification: is the part of paragraph that introduces the character.
- b. Description: is the part of paragraph that describes the character.

⁸ Jeremy Harmer. 2004., *How to teach writing*...., P.31.

⁹ Depdiknas, *Pemendiknas Nomor 22 Tahun 2006 tentang Standard Isi Kurikulum Tingkat Satuan Pendidikan untuk SMA/MA*, (Pusat Kurikulum Badan Penelitian dan Pengembangan: Jakarta, 2004), P.4.

G. Realia

1. Definition of Realia

Many children in today's classrooms struggle with the English language. Some come from homes where a foreign language is spoken; others simply have not developed a large enough academic vocabulary to thrive in the classroom. In either case, many children are at risk because of their limited English vocabularies.¹⁰ Realia miniature objects that resemble their real-world counterparts provide an excellent tool to help these children develop essential English vocabulary. Realia enhance meaning and make vocabulary more concrete and, therefore, more comprehensible.¹¹ Realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable.¹²

In language teaching, realia are actual objects, which have a purpose outside the classroom and can be used in the classroom. Meanwhile in the EFL classroom, the word realia means using real items found in everyday life as an aid to teaching English. In education, Realia are objects from real life used in classroom instructions by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words everyday objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians. Realia is real things represent the actual conditions with

¹⁰ Berkeley, CA. 2007. "Primary Concepts Realia Making Language Real". At www.primaryconcepts.com. on 2/7/2016.

¹¹ Berkeley, CA. 2007. "Primary Concepts Realia Making Language Real". at www.primaryconcepts.com. on 2/7/2016.

¹² Jeremy Harmer. 2004. *How to teach writing*,, P.140.

which the learner will live. As such, realia should be used whenever possible. Real things are available. The task is to locate them and put them to use in helping students learn. Examples of realia are: insects; coins; rocks; plants; pets; and stamp.

The beginners, particularly children, „real“ or lifelike items are useful for teaching the meanings of words, teachers sometimes appear in the classroom with plastic fruit, cardboard, clock faces, or two telephones to help stimulate phone conversations. Object that is intrinsically interesting can provide good starting point for variety of language work and communications activities¹³

2. The Type of Realia

Realia can be divided into several types, they are:

- a. Man-made, such as: artifacts, tools, utensils, etc.
- b. Naturally occurring like: specimens, samples, etc. it is usually

Borrowed, purchased, or received as donation by a teacher, library, or museum for use in classroom instruction or in exhibit.¹⁴

3. The Function of Realia Media

The use of realia in the English teaching learning process used to help the teacher.¹⁵

- a. To give variations method in teaching learning process.
- b. To give stimulate of imagination and creativity the students.

¹³ Ibid, *How to teach writing ...*, p.140.

¹⁴ Berkeley, CA. 2007. “*Primary Concepts Realia Making Language Real*”. At www.primaryconcepts.com. on 2/7/2016.

¹⁵ Berkeley, CA. 2007. “*Primary Concepts Realia Making Language Real*”. At www.primaryconcepts.com. on 2/7/2016.

- c. To make students interest and look forward to learning.
- d. To make English lesson memorable by creating a link between the objects and the word or phrase the present.
- e. To save time, as recognition of an object is immediate.

4. The Use of Realia

As English teachers, the use of Realia is only limited by your imagination. It is possible to use Realia to teach almost any subject. Realia breathes life into new vocabulary, and the chances of your students remembering the words you have taught them increases. Take the word biscuit: the probability of remembering it becomes much higher after experiencing the taste, touch and smell of the object. Realia does not have to be limited to food or drink. Timetables, tickets, newspapers, clothes, etc. In fact any object you can think of can be used as a teaching aid. Some advantages of using Realia are:¹⁶

- a. Lesson which is presented to be meaningful a clear for the students.
- b. Teaching and learning method are various.
- c. The students become more creative to do various activities.
- d. To create an interesting atmosphere.

Advantages or Special Purposes based on excerpts from The Expert Educator (Jones, 1994):

¹⁶ Berkeley, CA. 2007. "Primary Concepts Realia Making Language Real". At www.primaryconcepts.com. on 2/7/2016.

- a. Experience with real things with which one will interact in life is the best learning situation possible.
- b. Real objects are plentiful and available everywhere.
- c. Real items can be observed and handled, providing concrete learning experiences for the student.
- d. Dealing with Realia motivates the learners.
- e. Realia can be used as part of the evaluation systems.
- f. Realia learning can be extended through the use of displays. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner.

Some theories above explains about writing, purpose of writing, process of writing that is: planning, drafting, editing, final draft. Writing skill, teaching writing, descriptive text and Realia. The researcher hope the thoeries can help to do the research and make clear of the study.