# CHAPTER II
# REVIEW OF RELATED LITERATURE

This chapter describes some theories related to the study. They are descriptive, writing skill, padlet.

## A. Writing

### 1. Definition of Writing

Generally, writing is a way in sending massage from the writer to the reader. According to Fred D. White said that writing is more than public communication; it is a way of thinking.

Writing is a personal activity kind of like Jo McDonough and Christopher Shaw said that writing, like reading, is in many ways a personal, solarity activity.

According to Trisha Phelps and Diana Phelps-Terasaki that writing could be a useful, effective enjoyable, and particularly necessary component of the trendy world. It provides the pleasure of sending a private message to an acquaintance, it assumes career and financial importance within the composition of a resume or a letter. They also said that writing is that the most complex language mode, being fourfold off from inner language, and adds the component or written expression to the sooner abilities.

From the opinion above, writing is that the way of thinking or sending message from the author to the reader which becomes a part of language or language skills and it also means communication.

According to Brown (2007 cited by Megawati 2012), writing is one crucial ways to deliver information through a language mastered by both the author and therefore the reader. Having realized the importance of English jointly of the international languages within the globalization era, people consider mastering English writing skill a pivotal expertise within the world of communication. By means of writing English, language learners are able to convey message to the readers across places and time. Writing is taken into account as a tool in learning thanks to three reasons. Firstly, within the process of writing, student are applying their knowledge of grammar, idioms, and vocabulary. Secondly, they need a chance to be exploratory with the language. Thirdly, they become a great deal attached the new language.

Writing is more important because it is a thinking tool and helps in the development of a language. According to Mohammad (2016), writing becomes more important in academic disciplines because it is one of the most important means to examine the performance of students in their respective fields of study. According to Tuan (2010), the four language skills in the language learning process, competent writing is often regarded as the last language skill that can be accepted by both native and foreign students.

According to Heaton (1991 cited by Permatasari 2016), writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. In addition, he also describes five general components which are necessary for good writing:

1. Language use: the power to write down correct and appropriate sentence.

2. Mechanical skills; the flexibility to use correctly those conventions peculiar to the written communication, e.g. punctuation, spelling.

3. Treatment of content: the power to think creatively and develop thoughts, excluding all irrelevant information.

4. Stylistic skill: the flexibility to govern sentences and paragraphs, and therefore the use of language effectively.

5. Judgment skills: the flexibility to put in writing in a very appropriate manner for a selected purpose with a selected audience in mind, along with a capability to pick out, organizer, and order relevant information.

From previous research, the researcher has been concluded that writing is more than just intermediate communication. It is a way of remembering and thinking. Teachers need interesting techniques to teach writing for students. In writing, students must produce words, sentences, and paragraphs at the same time.

Writing may be a way of capture over your ideas and getting them down on paper. There's nothing mysterious about this process, and you'll be able to learn to jot down effectively and feel confident about your writing if you're willing to place in time and energy. Many of us find it necessary to jot down at one particular place or with a particular colour of ink or a special style of keyboard. Having this stuff may facilitate your write, but more important than these is developing the power to concentrate.(Pritantina and Erwin, 2018)

In writing, people learn better from words and pictures than from words alone. Multimedia instruction consists of words and pictures instead of words alone. The case for multimedia learning rests on the premise that learners can better understand an evidence when it's presented in words and pictures than when it's presented in words alone. (Mayer, 2009)

Relating to writing, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. An honest description could be a word picture; the reader can imagine the thing, place, or person in his or her mind. An outline usually follows a pattern of organization that we call spatial order. Spatial order is that the arrangement of things in space. As you read the model paragraph, notice how the outline moves from the underside of the stairway to the highest. Also notice how the outline of the lady moves from isolated to close. (Oshima and Houge: 2007). In descriptive text, the generic structures are identification and outline. Identification describes the

identification of object mentioned. Then, descriptive text describes the characteristic and outline of the article. Language feature using attributive and identifying process, adjective and classifiers in nominal group, simple tense the term generic structure refers to the series of requirement of elements in constructing descriptive text.

## 2. Writing Skill

According to Warschauer (2010), Writing is one in all the foremost important language skills. It's a critical skill for college students at school, college, and lifelong. Writing is additionally important for the instruction of foreign and second language learners for 3 reasons. First, writing well could be a vital skill for educational or occupational success (National Commission on Writing, 2004), but one that's especially difficult for foreign and second language learners to master. Second, writing may be an efficient tool for the event of educational language proficiency as learners all the more promptly investigate progressed lexical or syntactic expression in their written work. Per Yih and Nah (2009). Third, writing across the curriculum are often invaluable for mastering diverse subject material, as written expression allows learners to lift their awareness of data gaps, abstract problem-specific knowledge into schemas which will be applied to other relevant cases, and elaborate mental representations of data that may be more easily retrieved, while simultaneously permitting teachers to raised

understand the students' state of data and thinking process and thus adjust instruction as necessary.

According to Shorofat (2007) defines functional writing, as opposition academic and inventive writing, as that sort of writing which aims at conveying a selected, direct and clear message to a specific audience. It includes several areas for instance, writing instructions, formal letters, notes, invitations, advertisements, and reports.

Writing skills are necessary to learners who require them in their everyday communications at school and even after school. When writing skills are needed in everyday communications be it in class or after school, they take an instrumental or a functional role and are therefore alluded to as functional writing skills. The functional writing skills (KIE 2006:82) are defined to incorporate writing of minutes, agenda and notifications, reports, e-mail, memoranda, notices, advertisements, business letters diaries and completion of forms, packing lists, shopping lists, journals, recipes, directions, instructions, thanks notes, posters among others. Much of the world's commerce is today known to be conducted to a big extent within the written medium of communication. To be able to operate effectively in commerce, one must be equipped with functional writing (Lunsford and Connors, 1989) Writing is neither easy nor a spontaneous activity (Byrne, 1980; Mojica, 2010). It requires some conscious mental effort: 'we think out' our sentences and consider various ways of co mining and

arranging them. One may write several versions of a text before being satisfied with the result - this can be because writing includes the encoding of a message.

Functional writing as a kind of writing skill upgrade a personal with the essential knowledge, skills and understanding that embowers one to control confidently, effectively and independently in class, life and work. It obliges learners to be ready to communicate in ways in which make them effective and convey their ideas and opinions clearly during a wide selection of meaningful contexts; learning, in life and their communities. Language competence is therefore key. It includes meaningful use of the language and on language in context. The KIE syllabus (2002) indicates that the vocabulary, grammatical structures, text forms and social conventions necessary form a part of language competence. apart from formal letters and inside memos, functional writing includes aspects of writing like report writing, book reviews, articles, announcements, speeches, invitations, condolence messages, notices, advertisements among others.

## 3. Teaching writing

Teaching English is simple, but teaching writing well is not simple. Harmer (2004) expressed that there are five phases in instructing composing. They are illustrating, rousing and inciting, supporting, reacting, and assessing. In the primary stage is illustrating. In these stages, the educators give models about

content to the understudies. It incorporates the motivation behind the content, the social capacity of the content, syntactic highlights of the content, and conventional structure of the content. The subsequent stage was persuading and inciting. Before the instructors enter to the material recorded as a hard copy, they should set up the media to animate the students" cerebrum in creating thoughts. It can utilize pictures or another media. At that point, the following stage is supporting.

In reality, the instructors need to support understudies. They should be an important whenever to offer criticism to the students" works. They should attempt to assist understudies with solving the students" issues recorded as a hard copy. After at that point, it is reacting stage. The educators give some recommendation to the students" works. They should give remark, remedy, and proposal in the students' works. What's more, the last stage is assessing. In these stages, the instructors judge the students" functions as the last item. From the assessment, the instructor could get the students" composing score. (Ilham,2018)

## B. Descriptive

Descriptive text is one in every of genre of texts. This text is one in every of the texts that must be taught to Gymnasium school students. It's hoped that students in high school will communicate one another in oral and written type of communication. Descriptive text is difficult enough to find out by the scholars.

There are many styles of English text. Within the seventh grade of faculty, one in all the texts which is studied by students is descriptive text. According to Bachtiar Bima and Cicik Kurniawan (2005), they stated that descriptive text is a text, which says what person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.

Kane (2000: 352),retrieved on January 12, 2012 stated that descriptive text is description about sensory experience—how something looks, sounds, tastes. Mostly it's about visual experience, but description also deals with other forms of perception. The aim of descriptive text is to explain and reveal a selected person, place, or thing in details or specific to create the reader be ready to visualize the outline. It is concluded that descriptive text is employed to explain everything, which is seen by writer intimately.

The rhetorical structure or generic structure of a descriptive text consists of identification and outline. Identification explains about the subject or identifying what or who want to be described and descriptions. It's explains about details of the topic: describing parts, qualities and characteristics. Description occurs about the reason or delineation about something.

Depdiknas (2004) states the grammatical or language features of descriptive text are: it focuses on specific participant. It means having one clear objet that's to

be described, it uses attributive and identifying process. Attributive process is employed to assign the standard of object. Attribute process is employed in active clause like "it has White fur". Identifying process is employed in passive clause like "the white fur is owned by the cat", it uses adjective to change noun. As an example big house, beautiful beach, beautiful girl and etc, uses copula, because it describes an object and it uses simple tense, because everything that's described should be true.

Descriptive text may be a text which is meant to explain a specific person, place or thing. Consistent with Oshima and Hogue (2007), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. Additionally, a decent description is sort of a "word picture"; the reader can imagine the article, place, or person in his or her mind. A writer of a decent description is like an artist who paints an image that may be "seen" clearly within the mind of the reader. Descriptive text could be a reasonably writing that involves not such a lot telling the readers about facts or events as showing the readers something (Emilia, 2008). It's many valuable uses in different kinds of writing. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so that they can make the reader imagine and feel it (Alwasilah, 2007). When describing someone or something, the author should give the readers an image in words. to form writing as real, the author must write a selected detail to appeal the reader"s senses. As Langan (2001)

stated that to form the characterisation as vivid and real as possible, the author must observe and record specific details that appeal to reader's senses. Furthermore, he said that a descriptive writing is different from other style of essay because it needs sharp and colorful details. As social beings, people have to share their experience, so that they write to others to explain things like vacations, childhood homes, and other people they encounter. Supported explain of Fine (2002), the needs of descriptive text are to entertain, to specific feelings, to relate experience, to tell a reader which unacquainted the topic or create a fresh appreciation for the familiar, and to steer the reader.

## C. Media

Media is one of the tool that use in English language teaching. It makes language teaching will be more interesting. Moreover, media is derived from Latin and its plural from is "medium' that has meaning to mean or deliverer from sender to message receiver. (Arief, 2013). Radio, books, records and tapes, newspapers, magazines, movie, television, online media, new media, all of these are called media that can reach many people at the time. Media allows teacher to meet various and interest technique of their students. They also provide students with a lot of language practice through activities using newspaper, magazine, radio, TV, movies, books, internet, etc which develop reading, writing, speaking, and listening skills. (Vilma, 2009).

Education media is an integral part of educational process in a school, because they are become the terms that have to be mastered by every professional teacher. (Oemar, 1994). Educational media is vital because it'll develop students' creative powers for those images, words and sounds that come to the scholars from various media. However, resting more active and significant media users, who always are more demanding within the future. Educational media need to do with film and tv, press and radio, their impact on the scholars progress.

"Educational is realization effort to prepare the learners through guidance, teaching, and practicing activity for its role in the future" (UU. RI no. 2, 1989, chapter 1, ps, 1, item 1). (Oemar, 1994). Realization effort means that education is doe based on a planning thought maturely, rationally, logically, and not randomly without meaning aim. Meanwhile, prepare contains connotation that education is not a result but it is a process that aims at the specific sign and purposive. Then the learners are society member that try to do develop themselves through educational process at specific stripe, stair, and educational type. Guidance activity is a set of giving help activity for the learners in solving the difficulties and giving solution of problem by themselves. Teaching is a process where occurred interaction that education result is the learners that are able to do their role as themselves, as society, as citizen and their family former.

## D.  PADLET

There are numerous networks 2.0 apparatuses, for example, Google+, Edmodo, Prezi, etc. For this reason, one of these apparatuses, Padlet, was utilized for this investigation. Padlet, is a web 2.0 apparatus for collaboration on a virtual divider and has been utilized for straightforward instructional assignments, just as for more confounded errands among specialists (Dewitt et al., 2017). Padlet (once in the past Wall wisher) is a free application to make an online release board that you can use to show data for any subject. Padlet is a valuable web apparatus to advance community learning among our understudies. It resembles a bit of paper, however on the Web. Padlet is a web application that lets clients post notes on a computerized divider. The utilizations for this site in the study hall are for all intents and purposes interminable (Jaganathan, 2016).

A Web 2.0 innovation application, for example, Padlet can be utilized along these lines to make a virtual divider, yet with some huge focal points. It works over the world on for all intents and purposes any web empowered gadget. It has perpetual quality: the „Walls" can be kept and can be duplicated. Mixed media records and archives can be posted. It very well may be utilized on a basic undertaking, for example, starters and plenaries or could be utilized to run a whole exercise. It needs no uncommon preparing and it is free. It very well may be utilized for community oriented tasks, for example, starters, plenaries, separation, tests (Weller, 2013).

In study hall setting, Padlet functions admirably with exercises, for example, conceptualizing, conversation and venture work. Understudies can learn through Padlet whenever anyplace with any web empower gadgets, for example, cell phone, tablet, and PC with web association. There is no product should have been downloaded to utilize Padlet. Understudies would then be able to share their chips away at Facebook, Google+, Email or even inserted the URL into their padlet (Haris et al., 2017).

Concerning to the multimedia utilized in teaching, Padlet (http://Padlet.com/), formerly a Wall Wisher, may be a web space where the admin can add files, links, videos, and more. By using this, tutors can create various walls to feature their favorite contents. Tutors/teachers may develop the wall to gather and share some of their favorite technology resources. People may collaborate to continue adding the identical wall spaces. By using this, it can create a live discussion among the tutors and also the students also co-tutors.

Fuchs (2014) gave comment associated with the implementation of ICT, that when using technology because the meaning of encouraging the whole-class participation in classroom activities, there are benefits and risks to be considered. First and foremost among the advantages, is that the idea of technology because the great equalizer, particularly, when the participants havetheir options to be anonymous, as an example if the scholars aren't confident in their ideas or undecided if they need the proper answer, any chances of failure is minimized

when nobody knows what answer they type. This realization can allow more freedom and experimentation within the learning process. Additionally, students are drawn to the novelty of the technology and appear to need to participate just to possess the chance to use it. A final advantage of real-time participatory technology is that it can give the teachers more complete pictures of learning from all students, instead of from the few the foremost vocal or the foremost confident ones. The teacher can use those information to tell the lesson's developments, create more targeted and authenticated interactions between the teachers and therefore the students

Fuchs (2014) also stated that there are some problems. The first, technology is fickle and unpredictable, as any librarian instructions already attested to. Internet access comes and goes, and sites go down for maintenance with none warnings. When the teachers use technology within the classroom, they're at its mercy, which fact alone could also be enough to repel people from using it. With such a big amount of unknowns already existed within the classroom, it should appear to be an act of sheer insanity to knowingly introduce another one. Another risk is that real-time means real-time. Students may use the flexibility to instantaneously see other students' responses as a chance to use the technology as a private stage for silliness. A final risk is that some may perceive the uses of recent technology within the classroom as an academic "smoke and mirrors" and also may question its value for teaching. In a shot to be an intentional, purposeful teacher, he

considers that it's important to clarify to classes the academic significance related to the activities, so he also makes it a degree to clarify the rationale behind the classroom uses of this technology with students.

Based on the explanation above, the researcher wanted to apply Padlet as the media used to improve students' writing achievements. Before applying it at first, the researcher did a study to operate and understand the typical of Padlet and compare it with other on line medias, such as WhatsApp, email, moodle, etc. After knowing the characteristics, some advantages and disadvantages of using Padlet and how to operate it in teaching learning, the researcher conducted a research using Padlet as the media to improve the writing achievements of the students' of SMK Global Mandiri Tarokan . The formulation of the research was: How is the implementation of improving descriptive writing skills by using padlet at the tenth grade students of SMK Global Mandiri Tarokan?

## E.  Previous study

Previous study is the part of thesis. It explains about the source of literature that may inspire the research. The literature can be thesis, journal, book and etc. This research presents some previous studies dealing with the topic. First previous study is the study conducted by Lestari (2017) aimed to know teaching learning process in writing by using padlet application for Primary Education

Department's students, there is improvement of students writing English skill by using that application.

Second previous study is the study conducted by Mahmud (2019) aimed of this study is to investigate the students' perceptions of the usage of Padlet in learning English writing in the English as Second Language (ESL) tertiary classroom.

Third previous study is the study conducted by MUSDIR (2018) aimed to use of Padlet Application able to improve students writing ability.

This research is different from some previous studies above, this research focuses on improving studeents' writing skill on descriptive text. Therefore in this study the researcher involves the use Padlet to know whether the use of Padlet as media can improve students' descriptive writing.