

CHAPTER II

REVIEW OF RELATED LITERATURE

In this Chapter, the researcher presents an overview definition of writing, definition of descriptive text, Types of Writing Performance, Teaching writing in Junior High School, The Role of Media, and Conceptual Framework.

A. Definition of Writing

English has four basic skills that are required to be mastered in order to communicate well, namely Listening, Writing, Reading and Writing. Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language, or it can be said that writing is an indicator whether students have mastered all skills before or not.

Writing is one of four language skills. Writing is perhaps the most demanding skills 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.

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005: 26) state that writing and writing belong to productive skills. Writing and writing, particularly, involve producing language rather than receiving it. It means that writing and writing will produce an output as an indicator that students have learnt both those skills. It is clearly that the output of writing skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

Hyland (2004: 09) explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

The students have to use their own ability to write. The teacher also must give motivation continuously to them in order they want to write by their own idea. The teacher should help the students by using an instructional media like mind mapping to motivate them in writing, which is believed can improve the understanding of the student. The using of mind mapping can make the students confident and can increase the student's interest in the learning of writing. From its objective, writing is viewed as a means of communication which is commonly used

to express and impress (Nunan: 2003). It means that the writers compose their writing works with a purpose. That is to express what on their mind and to impress the reader with their writing.

B. Types of Writing Performance

According to Brown (2004, 220), there are four categories of written performance that capture the range of written production. The first category is Imitative. In this category of writing, learners must attain skills in the fundamental, basic task of writing letter, words, punctuation, and very brief sentences to produce written language. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in English spelling system. At this stage, form is the primary if not exclusive focus, while context and content are secondary concern. The second is Intensive (controlled). The fundamental skills at this stage are producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of sentence. Meaning and context are some importance in determining correctness and appropriateness.

The third is Responsive. At this stage, learners require to perform at a limited discourse level, connecting sentences into paragraphs and creating logically connected sequence of two or three paragraphs. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse convention that will achieve the objective of a written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

The last is Extensive. Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas logically, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

C. 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.

D. Teaching Writing in Junior High School

The target of teaching English in junior high school 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 writer 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.

E. 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, newspaper, 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 stimulus 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 student then give their description to another student who has to identify which picture is be in 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 given a series of pictures of random object 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 researcher 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

F. Relevant Previous Studies

In this study, there were previous studies related to the writer's research. Firstly, a research written by Chasanatul, Amik Rotul (2013). The writer used quantitative research, with entitled "*The Effectiveness of Teaching Writing in Short Descriptive Paragraph by Using Born to Shop (pictures) at the Seventh Grade of MTs Negeri Bandung*"). 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 concluded 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 Chasanatul, Amik Rotul 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 preexperimental 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 using pictures in teaching writing descriptive text at the eighth grade of Darawitthaya school. at the eight grade of Darawitthaya school in the Academic Year of 2020/2021. The differences between this study and previous studies are the objective 22 of this study. The objective of this study is to find the effectiveness of teaching using picture on students skill in writing descriptive text.