

## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

In this chapter, the researcher presents some terms and concepts that are related to the topic. There are definitions of writing, types of writing performance, strategies in teaching writing, Draw, Label, and Caption (DLC) strategy and conceptual Framework.

#### **A. Writing**

##### **1. Definitions of Writing**

According to Aydogan (2014) Reading, listening, speaking, and writing are the four macro competencies in English. Writing is an innate competence, but rather an acquired skill that students should practice on a regular basis. A good piece of writing can also have a structure that includes a general meaning in one phrase, supporting sentences that provide clear explanation, specific and examples to illustrate the key ideas. In any case, writing is a competency that should be emphasized in order to help our studies and careers. According to Imane (2015), beyond the four essential language abilities in the language process, competent writing is usually recognized as the last language skill to be learned for native speakers of the language and foreign or second learners.

Writing ability is one of the qualities that must be emphasized while teaching and studying a foreign language. According to Hamp and Heasley in Imane (2015), writing is commonly considered as the final language ability to attain for both native speakers and foreign or second language learners. Also, writing English is difficult for early grades. It is demonstrated by data that consistently become evidence in many fields, Because writing contains processes such as analyzing, arranging, creating, and developing thoughts on a

piece of paper. So, the reader can follow the writer's objective in communicating messages, it is not only about generating a good written language or essay but also an oral message Tanasy (2017). According to Abu in Alfaki (2015), writing is challenging even for native English speakers since they must be able to balance numerous concerns on a paper such as purpose, content, organization, vocabulary, mechanism, spelling, and also audiences.

## **2. Types of Writing Performance**

In writing there are many types of writing that we usually know and use. According to Brown (2001), define five basic types of writing performance in the classroom, such as: first is imitative writing which is learners simply write down English letters, words, or sentences in order to acquire the alphabetic code's rule. The second is Intensive writing, intensive or regulated, which loosens the educator's grip while still providing a succession of stimuli.

Then, the third is self-writing, in self-writing the learners write with just themselves as the audience, or based on what they want to write. The fourth is display writing, which encourages learners to include a drawing writing aspect in their writing. And the last is real writing which is focused on showing a message to a target audience. This style of writing performance can occur in academic, vocation, or technical settings, as well as in personal settings.

## **3. Micro Skills and Macro Skills of Writing**

There are various factors that must be addressed when writing. Writing specialists have identified two sub-skills, micro skills and macro skills. The micro skills are primarily concerned with tiny pieces of language, whereas the

macro skills are concerned with broader aspects. According to Brown (2004) divides all of these characteristics into two categories, such as micro and macro skills in writing. Micro skills contain English grapheme and orthographic patterns. Then compose writing at a fast enough rate to get the goal, also create a suitable core of words and employ appropriate word order patterns and use appropriate grammatical system for tense, agreement, pluralization, patterns, and rules. Moreover, using diverse grammatical forms to express a certain idea also in written communication uses coherent devices.

While in macro skills, there are several things that are known, including use of written rhetorical patterns and conventions. Then fulfill the communication function of written text in accordance with form and purpose, also communicate ties and connections between events as the major concept, supporting ideas, new knowledge, supplied information, generalization, and exemplification, when writing distinguish between explicit and inferred meanings. In the context of a written work, correctly transmit culturally appropriate allusions. Then, build also employ a battery of writing strategies, such as accurately assessing the audience's interpretation, employing pre-writing device, writing fluently in first drafts, employing paraphrases and synonyms, soliciting peer and instructor feedback, also utilizing feedback for revising and editing.

#### **4. Principles for Teaching Writing**

##### 1) Explicit instruction starting young

Becoming a good writer involves many considerations that simply being a good reader. Students who can write fluently may not always be able to write coherently. Students should be taught how to write language

conventions differ from spoken language conventions, allowing them to communicate with much higher accuracy and clarity by anticipating what the reader needs to know and comprehend, as well as employing punctuation and crucial phrases like despite, although, for example, or explicitly To highlight meaning variations, interconnection, and gaps in the text. Instruction, practice and feedback are all used to develop abilities. Also it is critical that they avoid spelling and grammatical issues that can distract readers. All of this should start in the early primary years, and although it's crucial that children like writing and utilize it as a form of self expression, there also should be lots of explicit teaching, practice and feedback to polish abilities.

## 2) Sentences are used as building blocks

Building a piece of writing and providing an explanation or summary is also needed to make the writing better. According to Hochman and Wexler (2017), quality of writing has traditionally been emphasized over quantity in many classrooms. The common core and other standards have only added to the pressure on instructors to provide essay-length writing tasks. However, if children have not learned how to compose an useful sentence, education should begin there. Students must complete a large amount of sentence level writing in which they explain, paraphrase, or summarize complex subjects, utilize proper spelling and grammar, and also receive feedback on form and content. They can next go to paragraphs and essays.

### 3) Inclusion of writing in curriculum content

According to Hochman and Wexler (2017) argue that in order to optimize the advantages of writing education, teachers must be moved beyond personal narrative tasks such as debating the merit and disadvantages of school uniforms and guessing about what it is like to be remarkable. Having students write on issues unrelated to the material represents a tremendous squandered chance to improve their learning, also they argue that writing is not just a skill, it is also an effective teaching tool. Students should be asked to write about another topic, such as a historical topic, a topic that happened around them or about a topic that is being discussed a lot. Many teachers should regard themselves as writing teachers, even if just five or fifteen minute do an assignment, check for comprehension, or exit a ticket.

### 4) Curriculum content as a motivator of writing accuracy

According to Hackman and exler (2017) provide writing tasks that help students improve their writing abilities while also getting them to think deeply about the topic matter. Students can complete a sentence stem by adding because, but, so and any other in one sentence level task.

Also no matter what content is used with these types of activities, the specificity of the prompts makes them significantly more potent than open-ended inquiries, such as: "Why did children learn to write?". Then, in English class at high school students were asked to write three sentences about children and read. These start with Although, Unless, and If. Here is what one students write: Although Children have difficulties in read for the first time, Unless the children can be consistent to read and become a

habit, If all children are active in reading, we will become a smart generation This was the example of students who was able to write more than six simple sentences as junior high school grader.

5) Grammar instruction in the context of writing

For many learners, understanding parts of speech and diagramming sentences adds to the confusion, consumes important cognitive real estate, and has little bearing on their own writing. That is not to say that instructors cannot or should not teach grammar. Teaching writing rules and grammar in the context of students' own writing works. Moreover, sentence combining is a particularly useful practice that students like and that targets many of the same abilities as conventional grammar training.

6) Preparation and revision

Although writer who have many experience may be able to produce a well developed paragraph or essay. However, Hocman and Wexler state that most of the kids we deal with find it difficult to organize their ideas when picking words and determining the best approach to arrange their sentence. A planning template assist students in thinking through the major concept or subject the points they will make, and the order they will it. This assists people in determining what extra information they require. Connecting concepts or assertions with important fact or proof, and avoiding unnecessary information and repetition. After sketching down the plan, producing a first draft is a breeze. Then comes editing, in which students employ what they have learned in sentence level activities to include transition words, change sentence structure, and use subordinating

conjunctions, appositives and other tactics to ensure that their writing flows and makes sense.

## **5. Strategies in Teaching Writing**

The educator must devise a technique to make learning appealing and exciting. According to Harmer (2004), students should give attention not just to what they write but also to how they write. Writing refers to the act of developing an idea into a coherent phrase or paragraph. There are various methods for producing good writing. According to Harmer (2004), there must be at least five phases in teaching writing. Demonstrating is the first step in teaching English writing. During this stage, the teacher demonstrates to the learners all of the content that will be covered. The teacher next illustrates how to make it, as well as its purpose and functions.

Following the demonstration, It was motivated and provoked in the second step. During this stage, the educator should give motivation and provoke the students to generate or find ideas in basic and straightforward methods. It is preferable for the instructor to plan out what they will do in class. For example, before the offline class, the teacher instructs the students to examine the image. students can construct their own ideas from the image and then write in the correct phrase.

The third phase in teaching English writing is to provide guidance. When students want guidance in the classroom, the educator should be there to assist them at all times. The fourth phase is to reply to the teacher and provide some suggestions for the students' work at this point. Teachers must properly correct their students' writing. It is preferable for the teacher to provide feedback and suggestions.

## **B. Descriptive Text**

### **1. Definition of Descriptive Text**

A descriptive text is one that describes the characteristics of someone, something, an animal, or a specific location. Wardiman mentioned in Fitriyani (2014) that descriptive text is a type of text that describes a certain item, person, or thing. According to M Mursyid PW and Linda Gerod (2005) Descriptive text is a style of text that serves as a source of information. This style of writing is used to describe an element, animal, person, or group of people.

In addition, descriptive text is a textual style that is used to provide information or to provide a detailed description of person, location, things, or events. Harmenita and Tiarina (2013) stated that one of the text genres is descriptive text. This is one of the textbook that junior high school students must learn. It is desired that junior high students would interact with one another or something in oral and writing modes.

### **2. Generic Structure of Descriptive Text**

Wardani et al. (2014) stated that the general structure of descriptive text comprises of identity and explanation. Identity is the process of introducing the topic or things that will be discussed, whereas description is a quick explanation of who or what the subject is.

#### **a. Identification**

In the first paragraph, a common beginning phrase that presents of subject of the description to the audience is known as identification or introduction. Furthermore, it can provide the audience with brief facts regarding when, where, who, or what the subject is discussed.



b. Description

A description is a sequence of paragraphs discussing a subject, each of which generally starts with a topic phrase. The topic sentence previews the elements that included in the rest of the paragraph. Furthermore, Each sentence should explain a single thing aspect of the subject, and all paragraphs should contribute to the overall explanation of the subject. The physical appearance of the topic, the attributes of the subject, such as degree of beauty, quality, or worth, and other characteristics of the subject such as the uniqueness of the specific aspects that the subject possesses can be described.

**3. Language Features of Descriptive Text**

Makurto and Exdriko (2013) stated that when describing a specific object, the descriptive text must contain the following language features, such as: focus on a specific participant, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, and use of simple presents tense. According to Husna (2013) descriptive text contains the following characteristics: to begin, using adjective and adverbs. Second, utilize comparison to help students visualize how something is similar to someone else. Third, have students use their five senses to describe, such as: how something feels, smells, looks, sounds, and tastes. Descriptive text is frequently utilized simple present tense. However, if the items being described no longer exist, it will employ the past tense. The significant grammatical features are: the use of the simple present tense, the use of simple past tense if extinct, verbs of being and having "Relationship Processes", the use of descriptive adjective, the use of detailed noun phrases to give information about

the subject, the use of action verbs “Material Processes,” the use of adverbial to give additional information about behavior, and the use of figurative language.

### **C. Draw, Label, Caption (DLC) Strategy**

#### **1. The Definition of Draw, Label, and Caption (DLC) Strategy**

The approach of creating caption labels is a writing strategy that consist of three stages, such as: drawing, labeling, and captions. This implies that with this strategy, students are instructed to sketch something in order to grasp the concept. The kids are then invited to identify the picture, they are freedom to label anything that is relevant to them. Finally, based on the label, students can write a statement under their image to describe their writing, which is know as a caption (Peha, 2003).

Furthermore, Bumgarden (2003) describe the Draw, Label, and Caption (DLC) strategy as a straightforward strategy that consist of a sketch, a label, and a caption. After selecting a theme, students appear to be required to create a sketch, identify or label everything in the picture, and write a descriptive of their sketch, one sentence that describes what happened. Meanwhile, Ramadhani and Saun (2013) believe that DLC, or drawing before writing, can give grater attention and time to ponder in depth, which can be transformed into writing. That is, the researcher conclude that DLC, as stated by various earlier experts, is an approach that should be applied at any level.

#### **2. The Advantages of Draw, Label, and Caption (DLC) Strategy**

One of the advantages of this strategy is that it is accessible to all students. The most intriguing aspect is witnessing how well it works with older children and even adult authors. This technique appears of all ages and talents in resolving this issue. Drawing, on the other hand, may greatly assist

students in their writing. students who take a few minutes to draw a brief image allow themselves to focus on the issue, which can make their writing better and more comprehensive.

According to Muslimah (2019), the advantages of this strategy include all students being able to learn more easily in all aspects of age. It can be observed from the method of learning to utilize sketching activity that it will make easier to recall, envision, and communicate what they felt. Furthermore, it makes the students appreciate and have fun.

### 3. The Procedure of Draw, Label, and Caption (DLC) Strategy

According to Peha (2003), the Draw, Label, and Caption (DLC) strategy has three phrases to attain the goal in the writing process, which are: firstly, Draw, Make a quick drawing of the scene with a pencil. This is a rough sketch: students simply use outlines, and stick figures are welcomed. Try to incorporate as many little details as possible. Drawing a picture familiarizes with the scene and helps students think of topics to write about. Drawing, according to Peha (2003), helps students envision details, which helps students discover the words, which helps the readers build the same mental image that are generating.

Secondly Label, For each component in your design, make a one- or two-word text label. Label anything that comes to mind, including distinct sections of items (Peha, 2003). Furthermore, Walton (2007) suggests labeling as many terms as possible around the image. Then, the last is Caption. Underneath the image, add a single statement describing what is happening. This can be a simple statement or something more complex if we're feeling brave (Peha, 2003). Assign the students the task of writing descriptions of

everything in their image. According to Walton (2007), encourage children to consider colors, fragrances, texture, and materials.

According to West (2010: 68), students can write more efficiently and imaginatively if they are given the opportunity to illustrate their thoughts. This technique appears to be suitable for assisting researchers of all ages and skills in resolving this issue. As a result, the researcher may infer that sketching can truly assist students in writing. When students spend a few minutes sketching a brief image, they allow themselves to focus on the issue, which can make students more understand about what they wrote well.

#### **D. Models of Teaching Descriptive Text by Using Draw, Label, and Caption (DLC) Strategy**

DLC technique is the method which is learners handle challenges faced in the construction of meaning in any situation. In contrast to skills, the techniques adopted by learners to get of the learning scenario. It may be argued that employing techniques to teach and learn English can encourage and boost students' desire to learn more about the language. Students may also find it easier to grasp the relevant subject matter that will be presented by the teacher, become more involved in class, and this may make the English teaching and learning process more successful.

There are certain processes involved in using the Draw-Label-Caption technique in the classroom, particularly for teaching and learning writing. The steps are as follows: First, students select a subject. After deciding on a theme, they draw it using a pencil. They can draw anything in the drawing. Animals, plants, humans, and others. Forth, the following stage is labeling. For each component in their drawing, the students write one or more words. They utilize

lines to connect their label to the items they are identifying, and they write all over their sketch, left to right, up and down, sideways, or anyway they see fit. Third, students write a single phrase or more for their drawing. It is possible to make it underneath the image. The final stage is to convert sentences into text. In the writing lesson, the teacher clearly explains how to learn by drawing a label caption. That are several stages in implementing the Draw, Label Caption (DLC) strategy in writing descriptive text.

#### **E. Relevant Previous Study**

In this study there were three previous studies to the writer's research. Firstly, a research that was written by Rini Muslimah (2019) the writer used Action Research, entitled *"Increasing The Student's Descriptive Text Writing Ability Using Draw, Label, Caption (DLC) Strategy at The Eight Graders Of UPTD SMPN 9 Metro in The Academic Year of 2018/2019"* The purpose of this study is to find whether there is any solution to grow student' achievement Ability to Write Descriptive Text Using the Draw Label Caption (DLC) Strategy. The researcher believes that teaching with the Draw Label Caption (DLC) technique is particularly suited for junior high school students in the learning process. Because this method asks students to describe an image, we are able to stimulate the kids' brains to visualize what they are seeing in their daily lives.

The second, a research written by Octavianda, (2020) *"Draw, Label, Caption (DLC) Strategy to Improve Students' Writing Descriptive Text"* The objective of this study is to determine whether there was a substantial improvement between students who were taught using the Draw Label Caption (DLC) Technique and students who were not taught using the Draw Label Caption (DLC) Strategy to

enhance the quality of descriptive text written by eighth-grade students at SMP Muhammadiyah 2 Karang Tengah in the academic year 2019/2020.

And lastly, a research written by Misnawati, (2018) "*Improving Students' Ability in Writing Descriptive Text Through Draw Label Caption (DLC) Technique*" The objective of this study is to increase the second year students' ability in writing descriptive text through DLC technique in SMPN 1 Pendada. This research also to know the responses of the second year students of SMPN 1 Pendada toward the implementation of Draw, Label, and Caption (DLC) technique in writing descriptive text.

The differences between three previous studies stated above, it can be seen that the first study is aimed to solution to grow students' achievement ability to write descriptive text through Draw Label Caption (DLC) Strategy. Then, the second study is aimed to determine the extent to which the draw label caption approach is used in teaching writing descriptive text ability, and the level of the students' descriptive text writing abilities before and after applying the draw label caption approach. Then, the last study is purposed to increase the second year students' ability in writing descriptive text through Draw, Label, and Caption (DLC) technique in SMPN 1 Pendada.