

CHAPTER II

LITERATURE REVIEW

This chapter discusses some topics that related to the research. It includes the nature of writing, teaching writing in junior high school, the writing process, descriptive text, teaching method and previous study.

A. The Nature of Writing

Writing is one of a ways of people to communicate each other for expressing their thinking and feeling. Writing needs hard effort to dig and manage the ideas which are from writer's mind and pour it into written text. Writing is spiraling process that takes us through a series of activities.¹ Writing is a form of thinking, it means that writing is an activity to express ideas, issues, events, feeling in written form. Before starting to write, the writer need to remember and think first what writer is going to write. Writing makes word permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library.²

Writing is one of language skill which is defined by Brown as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of

¹ Teresa and Yudith, *Independent Writing*, (New York : Heinle & Heinle Publishers, 1993), 20

² James C. Raymond, *Writing is an Unnatural Act*, (New York: Harper Publisher, 1980), 3

auditory signals".³ From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

From all definition above, can be taken a conclusion that writing is the hardest skill in learning, because writing is an activity that can usefully be prepared for by work in other skills of listening, speaking and reading.

B. Teaching Writing in Junior High School

Teaching is guiding and facilitating learning enabling the learner to learn and setting the condition for learning.⁴ In the teaching learning, teacher and students are the important components in the classroom. Teaching writing is an action to teach about the writing for the students, based on the syllabus and the curriculum in the school. Teaching writing if classified based on the purpose is divided by two, there are writing for learning and writing for writing.

Writing for learning role is where students write predominantly to augment their learning of the grammar and vocabulary of the language.⁵ This concentrates to understand about major material in the learning writing.

³ Brown Douglas, *Teaching by Principles : An Interactive Approach to Language Pedagogy (2nd Edition)*, (New York: Longman, 2001), 335

⁴ Brown Douglas, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall Inc., 1987), 83.

⁵ Jeremy Harmer, *How to Teach Writing*, (London : Pearson Education, 2004), 31

Writing for learning role activities usually the language itself that is the main focus of attention in the classroom.

The writing for writing is different, because the objective here is to help the students to become better writer and learn how to write in various genres using different register. There are good real life reasons getting students to write such things as emails, letters, and reports.

C. The Writing Process

Writing is a complex activity which is consists of some components that construct the result of writing ability. One of them is that the writer should move thought a series stage/ process to procedure a piece of writing. There are some steps in writing process. They are: planning, drafting, writing, revising, and final version. All of this stage in straight chronological order:

1. Planning

Planning is a series of strategies designed to find and produce information in writing. It also called pre-writing. The write are asked to be able to formulate and purpose the writing, decide to wrote, select a style that is likely to comply the purpose and then organize the message.

In this stage the writer will only concern with finding out the topic to write is very important in writing because it can help the writers to write easily in planning, the writers begin digging for the basic raw material they need.

2. Drafting and Writing

Drafting is the manifestation of the process after planning. It is a series of strategies designed to organize and develop a sustain piece of writing. In drafting the writers should make decision about the main idea that will be expressed. Then the writer will concern with the outline in which they organize the content of writing in order to b coherent. Finally, the writer develops it by giving the title, introducing and make paragraph into the competence writing.

After writers have generated ideas about their topics, they focus their ideas on the main point and develop a rough plan for the paragraph or essay they are going to write. In this stage, you can add new ideas or delete original ones at any time in the writing process.

3. Revising

Revising is a procedure for improving or correcting a work in progress. It is a series of strategies designed to re-examine, re-evaluate the choice that create a piece of writing. In revising, the writer should check aspect involved in writing activity such as spelling, grammar, punctuation, paragraph development, etc.

Edit your rough draft for content and organization. Check it over for content and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete, all for the goal communicating your thought more clearly, more effectively, and in a more interesting way.

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 the readers.⁶

D. Descriptive Text

1. The Definition of Descriptive Text

According to Anderson and Anderson that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.⁷ Ploeger proposed that descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses, such as sight, hearing, smell, taste, and touch.⁸ From some definition above, the experts have same concepts or similar thought about descriptive itself, they said that descriptive is to describe something like person, place, or object.

There are some features in a descriptive that we must give a serious attention, they are: the feature in construction a description. A typical

⁶ Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education, 2004), 5.

⁷ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Melbourne: Macmillan Education Australia Pty Ltd, 1998), 26.

⁸ Katherine Ploeger, *Simplified Paragraph Skills*, (New York: NTC Publishing Group, 2000), 239.

description has an opening paragraph introducing the subject of description, followed by a series of paragraphs each describing one feature of the subject. There can also be a final concluding section that signals the end of the description or in another hand there are an identification and description in a descriptive text. The identification of the descriptive text usually as a main idea of paragraph or called as a general statement, and the description of the descriptive text is about the explanation of the general statement.

Another feature is grammatical feature of a description. Factual descriptions usually include the following grammatical features: verbs in present tense, adjective to describe the features of the subject, and topic sentences to begin paragraph and organize the various aspects of the description.⁹

2. Function and Purpose of Descriptive Writing

Some definitions of descriptive text have been proposed by some experts with similar concepts between each other's, after we know about the concepts of descriptive and also we have to know the functions and purposes of descriptive, they are:

According to Hartono descriptive writing has a social function is to describe particular person, place, or thing, for instance, description of a particular place, and specific person.¹⁰ Therefore, as a reader of

⁹ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Melbourne: Macmillan Education Australia Pty Ltd, 1998), 28.

¹⁰ Rudi Hartono, *Genre of Texts*, (Unpublished, Semarang State University: English Department Faculty of Language and Art, 2005), 6.

description, we should take note of some elements of description as follows:

- a. *Concrete details*. A concrete detail is a specific description that supports, reflects, or expands a writer's attitude or purpose
- b. *Images*. An image is a concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell).
- c. *Similes*. A simile comparison, using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect.

3. The Characteristics of Descriptive Text

A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristics of descriptive text such as:


- a. Using figure of speech (see, hear, taste, smell, touch). In this way the description will appear alive and interesting.
- b. Using vivid picture is to make the description clear and realistic.
- c. Using variety of words. It means that use of variety of adjectives, nouns, adverbs, and phrases to suggest colors, movement, expressions and feeling.
- d. Using any detail details. If anyone want to describe an object. They should not describe just its physical features but also its habit. Its characteristics and its relationship.

- e. Using The simple present tense
- f. Using adjective to describe the feature of the subject.

4. The Example of Descriptive Text

Table 2.1 Generic Structure and Example of Descriptive Text

Source: *Th. M. Sudarwati and Eudia Grace. Look Ahead 2. 2005. PenerbitErlangga. Jakarta.*

Title	PURNA BHAKTI PERTIWI MUSEUM	
Paragraph 1 (Identification) :		Purna Bhakti Pertiwi Museum is a place to preserve the historical evidence of Mr. Soeharto's struggle and service to the country and nation since early independence up to the era of national development.
Paragraph 2 (Description)	As a tourist object, this museum also houses a number of the finest works of art presented to Mr. and Mrs. Soeharto by friends as well as colleagues from all concerns of the world.	
Paragraph 3 (Description)	Through this booklet, one will have a glimpse at Purna Bhakti Pertiwi Museum. It covers the meaning and material of the existing collections consisting of various kinds and forms of work of art which makes this museum appealing to visit.	

E. Teaching Method

1. Contextual Teaching and Learning

Contextual teaching and learning (CTL) is an approach of learning that appears because of the tendency that students will learn better if the environment can be created naturally. CTL is a concept that help teachers relate subject matter content to real world situation and motivate students to make connections between knowledge and its applications to their lives as a family members, citizens, and workers and engage in a hard work that learning requires.¹¹ CTL is a learning process that involved learner-centered and learning in context. Context means a condition that influences students' lives in learning. Its goals are to increase students' learning result and to make practical materials related to the school condition. ¹² One of CTL methods is the use of outdoor activity in teaching and learning process.

CTL enables students to process, expand, and apply their academic knowledge and skills in variety of schools and out school setting in order to solve simulated or real-world problems. In CTL, the knowledge that the students get before can be reinforced. They have a chance to construct their mind and relate what they have got to the new materials.

2. Environmental Observation Teaching Strategy

Hayes and Flower cited by Harmenita and Triana described the writing process in terms of the task environment, which included the writing

¹¹ Tiningsih, et al., Writing Skills Enhancement Using The Contextual Teaching and Learning (CTL) Approach in Jayapura, *International Journal of Business, Economics and Law*, Vol. 5, Issue 2 December 2014, 19

¹² Satriani, et al., Contextual Teaching and Learning Approach to Teaching Writing, *Indonesian Journal of Applied Linguistics*, Vol. 2 No. 1, July 2012, 12

assignment and the text produced so far, the writer's long-term memory, including knowledge of topic, knowledge of audience, stored writing plans, and a number of cognitive processes, including planning, translating thought into text, and revising.¹³ The model of writing sees the writing process as consisting of two main parts: the task environment and the individual. The task environment can be divided into the social environment and physical environment. The social environment consists of (real or imagined) factors for one's writing, as well as any collaborators in the writing process. The physical environment includes the text written so far, which influences and shapes the writer's further efforts, and the composing medium, handwriting or word processing. The individual aspects of writing involve interactions among four components: working memory, motivation and affect, cognitive processes, and long-term memory.

Albert Bandura cited by Harmenita and Tiarina, says that learning theory based on the ideas that learn by watching what others do, and that human thought processes are central to understanding personality.¹⁴ This theory provides a framework for understanding, predicting and changing human behavior. Based on that statement it can be concluded that students learn the object that will they observe by understanding that object first. One

¹³ R. Y. Harmenita and Y. Triana, Teaching Writing A Descriptive Text by Using Environmental Strategy, *Journal of English Language Teaching-Universitas Negeri Padang*, Vol. 1 No. 2, September 2013, Series A, 32

¹⁴ *Ibid.*, 33

of example object is school environments which is include school library, school canteen, classroom, etc.

3. The Definition of Outdoor Activity

Outdoor activity is an activity that can be done by people to lose boredom. “When we are outdoor, we can get more motivation to learn something, although outdoor activity makes noise, need more power and physical energy”.¹⁵ While Broda stated Outdoor activity: any educational activities that takes place outside the classroom. In this study, the activity is outdoor activity. The activity of teaching and learning activity is conducted the classroom.¹⁶

According to Oxford Learner’s Dictionary,” outdoor activity is activity done outside a house or building”.¹⁷ Outdoor activity means student’s activities that are done outside the classroom, whether in the school yard, the town park, the zoo, the industry, or any other place. Outdoor activities usually mean activities are done in nature away from civilization.

4. Writing in Outdoor

Teaching and learning process is not only done in the room with some media of learning with many books on the table but also teaching and learning process is can be done outside classroom (outdoor activity) with a

¹⁵ Patmonodewo, *Pendidikan Anak Usia Prasekolah*, (Jakarta: PT Rineka Cipta, 2003), 112

¹⁶ H. Broda, *1005 Outdoor Learning*, (Portland: Stenhouse Publisher, 2005) 5

¹⁷ Oxford Learner’s Dictionary, 2003, 29

different situation and interesting condition in order the students can be active and more understand the lesson.

Education outside classroom describes school curriculum learning, other than with a class of students sitting in a room with a teacher and books. Outdoor education is an experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment. In outdoor education, the emphasis for the subject of learning is placed on relationship, concerning people and natural resources.

The Committee to Study Alternatives in Outdoor Education, state that “The term of outdoor education does not indicate a clearly defined body of knowledge, but rather a range of learning experiences which utilize the unique educational situations created by the natural environment outdoor activities and outdoor living.”

Outdoor education has been described as a place (natural environment), a subject (ecological processes) and a reason (resource stewardship). According to Priest, outdoor education is comprised of 6 primary points:

- a) It is a method for learning
- b) It is experiential
- c) It takes place primarily outdoors
- d) It requires the use of all sense
- e) It is based upon inter disciplinary curricula

f) It is about relationship involving people and natural resources.

In addition, outdoor education is a method of teaching and learning that emphasized direct, multisensory experiences, take place in the outdoor environment. Outdoor education programs strive to elevate the physical, emotional, cognitive, and spiritual levels of the individual.

F. Previous Study

The first, Rochmawati and Zuhri (2016) stated in their qualitative research that the implementation of outdoor activity in writing descriptive text had strengths and weaknesses. First, the students thought that teacher's explanation in outdoor gave them more understanding about descriptive text. Second, outdoor activity created new atmosphere in teaching and learning process. It could release students' boredom because most of subjects were often taught inside the classroom. Third, the implementation of outdoor activity to teach writing descriptive text was helpful for students. It was because it helped them to build their idea. The students got more ideas to write when they were asked to write outside the classroom because they could see many real objects. Fourth, the setting of outdoor activity also influenced students' comfort to study outside the classroom. There was a student said he did not feel comfortable

studying outside the classroom because he could not write without table and chair.¹⁸

The second, Suharmi (2015) stated in her classroom action research, teaching writing descriptive text using outdoor activity to the second year students increases the students' motivation and achievement in writing descriptive text. In implementing the outdoor activity, the teacher explains about the language feature and the generic structure of writing descriptive text. Beside that it made the student looked happy and interest in joining the teaching learning process.¹⁹

The last is from Saifudin (2016) in his experimental research, he stated the field trip technique may provide a stronger connection with students and make them more active in learning process. Besides that, the field trip technique invites students not only to study in the classroom but also to learn outside of the classroom in a more natural environment. Perhaps, this learning technique can inspire students' imaginations, develop critical thinking skills, and create better background knowledge. There are so many advantages in implementing field trip in the classroom, allowing the teacher to be more creative second and keeping the students from being bored.²⁰

From the previous study above this research also found that the students happy and active while teaching learning process. Because they can

¹⁸ W. S. Rohcmawai and F. Zuhri, The Implementation of Outdoor Activity to Teach Writing Descriptive Text to The Seventh Graders of SMPN 2 Trawas, *Jurnal Mahasiswa UNESA*, Vol 4, No 2 2016, 11

¹⁹ Sri Suharmi, Improving Students' Writing Skill in Descriptive Text by Using Outdoor Activity, *Register Journal IAIN Salatiga*, Vol. 8 No. 2 2015, 249

²⁰ Saifudin S.A., The Effectiveness of Using Field Trip Technique to The Writing Skill for The Senior High School Students, *EDUKASI-Jurnal Pendidikan*, Vol. 14 No. 1, Januari 2016, 373

explore their school environment, not just sit and get the material from the teacher inside the classroom that can make them bored. They could express their ideas and most of the students are very enthusiastic to write a descriptive text in outdoor.

The differences this research with the previous study with outdoor activity in teaching writing of descriptive text, this study is experimental research which focuses on how effective is outdoor activity. The researcher comparing two groups in this research, the experimental group taught by outdoor activity and the control group taught by indoor activity. The data were from their pretest and posttest score, then the result of the test was calculated by using ANCOVA through SPSS 21.0.