

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In the previous discussion, the purpose of this research study is regarding improvement of students' writing ability. While in this chapter, the discussion focused on the review of related theories underlying the study. Those are about writing, teaching writing, descriptive text, and composite media picture would be of central importance in this chapter.

2.1 The Teaching of Writing

According to the *Cambridge International Dictionary of English*, teaching means to give knowledge or to instruct or train (someone); whereas the *Longman Dictionary of Contemporary English* suggests that it means to show somebody how to do something or to change somebody's ideas (as cited in Harmer, 2002:56). Here, the roles of a teacher are very crucial to the teaching and learning process in the classroom. Besides, Writing is a process that involves humans to think, to form an organization, re-thinking and re-organizing. (Heard, 2013:44). Writing is a series of activities which involve a number of special measures. Writing requires a process, both formal and informal writing.

2.2 Writing

Hadfield in *Introduction to Teaching English* states "Most students find it difficult to follow the writing class. Not just writing a second language (foreign

language) but also writes their own native language, they also find it difficult. Therefore, familiarize learn and practice writing will help all the difficulties experienced by them” (2009:116)

Meanwhile, Harmer says that writing for students is a kind of writing that is taught to students in order to assist them in understanding the language and to test the extent to which they understand the language (2007: 330)

From the definition above, it can be concluded that writing is an activity to express thoughts and feelings expressed in written form. Writing activities is not difficult, as long as there is a willingness of the students to develop the ability to practice writing, so they can overcome the problem in writing.

2.2.1 The Nature of Writing

Writing is the physical act of committing words or ideas by using some medium (Nunan, 2003: 88). It means, words can be combined to form ideas, and then people are able to communicate with others through writing. The series of words would be a sentence. Thus, it can be concluded that through words strung together into a sentence that clearly and in follow up with ideas that fit will make someone more easily to communicate with others.

Besides, writing is written language so the writer is can be able to organize between words, ideas and clear sentences then the reader will not find difficult to understand the purpose of writing the writer. Readers will not take long to understand what the writer through his writings. In other words, writing the issuing activity ideas from the mind into a statement or paragraph in order to

express something to the reader. In the school environment, usually held a writing class that all students are trained to write the correct way.

Basically, the most significant lesson in writing is to learn how to express their ideas into a paragraph. As a result, to produce an article that is not an easy thing. Therefore, teachers must be able to stimulate the students to write intensively by giving them a lot of exercise. In essence, the teacher must give the opportunity students to write not only teach them how to write well and right.

2.2.2 The Process of Writing

In order to produce good writing, a student must have good language skills of course, the language that has been in control. In addition to mastery of language, the writer should also be appropriate to use the terms in writing. In this topic, we discuss the relation of the process of writing. In addition, this research discusses the use of writing that is used with a specific purpose. To be able to write, someone needs a long process so that they can know the error of his writings.

As state by Harmer (2004: 3) that however write an historic activity where it will make a very good change for all people especially in communicating, because although almost all human beings grow up speaking Reviews their first language (and sometimes Reviews their second or third) as a matter of course, the writing has to be taught. It has a meaning that in education; especially the students need to write a class is held, so that they are given the opportunity to apply writing skills in a writing lesson.

Besides, Writing is a process that involves humans to think, to form an organization, re-thinking and re-organizing (Heard, 2013:44). Writing is a series of activities which involve a number of special measures. Writing requires a process, both formal and informal writing. Writing is not just pour thoughts or ideas into a paragraph, but also requires some process. There are seven steps in the writing process are as follows:

1. *Assessing the assignment*

This step is a process that involves the determination of what should be written, for whom, and where to get the information needed.

2. *Generating ideas*

Brainstorming, clustering, and free writing is an activity that can be used to assist writers in developing ideas. Discussion topics with classmates or conduct limited research in libraries can also be used to assist writers in this step. Keep in mind for the writer, if only to write a paragraph, the topic should be narrowed so that the topic is not too broad.

3. *Organizing your ideas*

Before the first writing words in any task, we have decided to present the information. Usually Depending on the topic, let us say, including the sequence of events, the order of importance, comparison, or cause and effect organization. At the time of outlines, first determine the main topics and lists. After the main topics listed, supporting the idea of the main topics listed below. When outlining, complete sentences should not be used, instead of using short phrases.

4. *Writing the first draft*

The first draft is written after your ideas are generated and organized through the use of an outline or tree diagram. It is important to consider your first attempt at the assignment as a draft, and not the finished product. During the drafting stage, the focus should be to put the ideas down on paper quickly and not worry about grammar, spelling, etc.

5. *Revising*

Revision may be done immediately after the drafting stage. Some writers put the work aside and come back to it later. This allows them to attack it with a fresher perspective. Revision involves adding or eliminating material and reorganizing it by moving sentences around so the paragraph is more logical and understandable. During the revision, your concern should be only content and organization, not grammar, spelling, or punctuation.

6. *Editing*

In reality, editing takes place all the time when writing. In the editing stage the focus is on checking spelling, grammar, punctuation, vocabulary, sentence structure, and page layout.

7. *Publishing*

In this stage the final copy of the composition is completed; the one that will be submitted for review. In most instances the final product should be done on a computer or typed.

2.3 Descriptive Text

Description text is text that describes the state, shape, or a certain atmosphere, such as objects, people, and places in accordance with the actual object. In other words, the text is a description text that describes something, stating what is in the senses, describing feelings, and behavior of the soul in the form of a sentence.

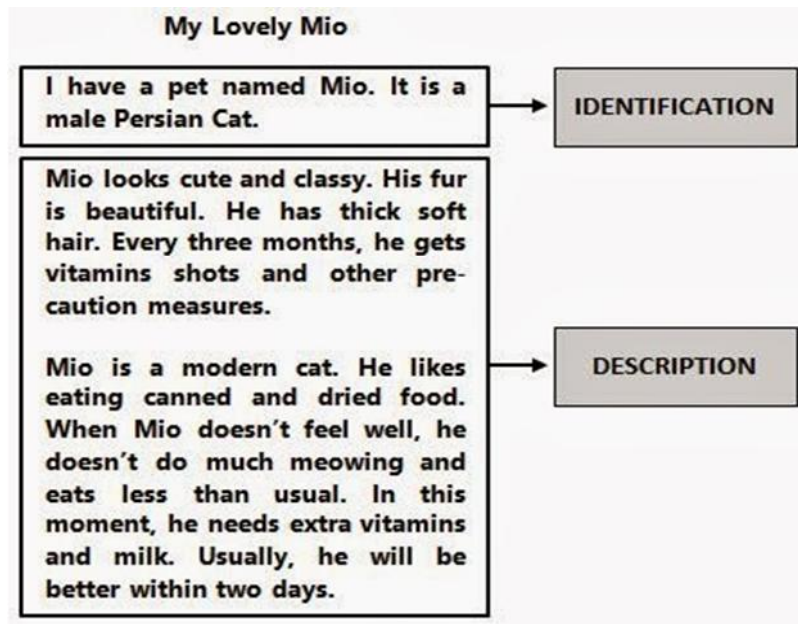
To support the previous idea on the definition of descriptive text, Setiawan (2008:24) state that “Descriptive text is a text that describes an object, person, or an event in detail. The purpose of writing description is to tell the reader feels what the writer feels. The function of description is to describe a particular person, place, or thing. By doing so, use the description text in a text will make the reader as if to see, hear, and feel themselves about things submitted by the writer. In writing descriptive usually have to use present tense but they also to use past tense if the things or the people died or lost. Beside that, the simple present tense form is also used in writing descriptive.

Heard (2003:69) state that “Descriptive paragraph is a paragraph that is created with the aim of describing something and looks like the real physical explanation”. A descriptive paragraph will be used for things like as describe the physical appearance of someone who is your idol, the layout of the library at school, awesome grandeur of the Pyramids, or the stunning beauty of Mona Lisa

. Besides, in describing something you can make it appear attractive or unattractive, cheerful or gloomy, friendly or unfriendly, unusual or commonplace the decision on which to take depends on the purpose of the writing, what effect you want to get from the reader (Dumais, 1988:56). Basically there are three

elements in the description text that must be understood and mastered by students. The purpose, so that students to apply in writing a text description when writing class is held. Those elements are social function, generic structure, and linguistic feature

Example:



*Figure 2.1
Example of Descriptive Text*

2.3.1 Social function

As stated by Depdiknas that the basic purpose of descriptive text is to give information (2004:39), the social function of description text is telling the reader about the situation that has been described by the writer. In other words, the reader can feel what is perceived by the writer in description text. When held writing classes, especially when learning to write text descriptions, students are expected to be able to explain what they see and feel of special objects such as people, places, or other.

2.3.2 Generic Structure

According to Depdiknas (2004:39), the generic structure of descriptive text is identification and description. Each part of descriptive text own role. Identification in place at the beginning of paragraph, because identification serves as a general introduction to something that will be described in the next paragraph. Identification includes adequate background knowledge is given before the reader to move to the overall description. After identification, the next step is the description.

This last step contains the text that contains a variety of explanations about something that previously only peeled glance, characteristics, specifications and quality. in other words, this step tell which parts of the object that we describe, for example depiction begins by telling the physical form, then special characteristics, qualities, properties, and behavior of objects, animals, plants, or someone who described.

2.3.3 Linguistic Feature

According to Depdiknas (2004:39) the characteristic of descriptive text based on the linguistic features of descriptive text are mentioned of follow:

1. Specific noun

In the description text, the writer has to use a specific noun that will be explained. Using specific nouns gives readers a more concrete vision of what you're writing about. It makes the passage more engaging and vivid. Such as: Student, Hospital, My bag, etc.

2. Using simple present tense

In descriptive text uses simple present tense to describe an object in detail.

The present tense is a grammatical tense whose principal function is to locate a situation or event in present time. This verb to express facts, habits, or events that occur at this time.

3. Using detailed phrase and relating verb

Basically, Description text is a text that describes something. So, the text to give information about what the writer to describe, they use detailed and relating verb. In other words, phrases and relating verb an auxiliary verb, word complementary, or other modifiers. Such as: It is a small modern house, etc.

4. Using certain adjective verb

Adjective verb are used in descriptive text to describe, numbering, and classifying an object. Such as: two eyes are glazed, etc.

5. Using Figurative language

It is use to describe an object in detail beautifully. Figurative language is the language used to create certain effects. The language is a rhetorical form, which is intended for use among other imaginative give the impression to the reader. Such as: Your eyes are like the stars are shining bright in the sky, etc.

6. Using thinking verb and feeling verb

It is use to show the writer's assumption about the subject or object. Such as: He becomes not famous because of his behavior, etc

7. Using adverbial

It is use to give additional information. It means to make the text clearer to understand. Adverbial is a word used to describe the verb, adjective, or another adverb. Such as: He drove fast in order that he could arrive on time, etc.

8. Using action verb

In descriptive text using action verb is important to tell the reader about the condition clearly. Action verbs are verbs to express that the subject is doing an action or to declare that something happened. Verbs are classified as an action verb, among others stating activity, process and momentary action (short duration of action). Such as: The athlete jumps when his coach blows the whistle, etc.

2.4 Picture

The picture is a visual medium that greatly assist students in education. Therefore, many teachers use the media for teaching and learning process. According to Sadiman (1993:29) between teaching media, picture media are used as a visual medium. That's because the picture media is a medium that is simple, relatively, inexpensive, and the reality in the classroom situation.

The use of pictures in language teaching is not foreign in get by students. Many language teachers teach using this medium, it is because a lot of the pictures are able to speak a thousand words. Picture is an illustration that gives a lot of understanding and explanation and complete than words. Pictures media are very attractive to students; to make students interested and then the teacher will be optimized in the teaching materials provided. If the student's interest appears then

the student's motivation to want to find out about the picture described will be even greater.

In addition, picture is concrete. It is realistic indicate the subject matter than mere verbal media. Pictures can overcome the problem of limitation of space and time. Basically, not all such materials relating to thing, object, or event can be described teachers in the classroom. It was not easy to pass it on to all students, considering each student's ability in different classes. Sometimes there are immediately understood despite a brief explanation of matter, but sometimes there are long in understanding the instruction of content from the teacher. For that, of all the problems that exist, the picture can be overcome.

In addition, the picture media can overcome the limitations of student observations. As such there is a material object can not be seen with the naked eye. With pictures media, students can easily understand the material presented is certainly the picture media that has provided teachers with a clear fit shape. By doing so, it can be concluded, that the pictures media will clarify the problems that exist in the instruction of material in the process of teaching. For example, the problem of misunderstanding about something. Pictures media can also be given to all ages, not just the first secondary school level only. In addition, pictures can also easily in and does not require special equipment in preparing.

2.4.1 Types of pictures

Harmer (2002:178) state that picture can be drawn, taken from books, newspaper, and magazine, or photographed to facilitate learning. We can buy reproductions, photographs, and posters from shop or we can photocopy them from a variety of source.

In teaching learning process, English teacher often use picture as the media. According to Yunus (1981: 49-50) Type of pictures is divides into the three types. They are composite picture, Picture series and individual pictures.

1. Composite picture

Composite picture are large single pictures which show a scene (Hospital, Canteen, Bus Station, etc) in which a number of people can be seen doing many things (Yunus, 1981:49)

The composite picture is the arrangement of visual elements in a picture. The picture media is a visual medium that can be used in teaching, particularly in language teaching. The use of composite media can picture allows teachers to teach all students the students of the class. By going through this medium, students can understand and see an object that is provided by the teacher. One is able to see a place, person, or event that is not allowed to be seen by students, It happened because of several factors such as possible because of distance or cost factors.

Media composite picture not only contains subject only local but also contain a foreign subject. That way, students can know the difference between cultures and regions. Media composite picture is the right choice for teachers in teaching given individual teaching or teaching group work can sometimes take a long time in its instruction. Therefore, it can be concluded that the appropriate medium for teaching students of the class is using a composite picture.

For Example:



Picture 2.4.1.1

The data of this research selected from www.cartooncompositepicture.com

The use of composite picture of media in teaching descriptive text including right choice method for teachers. Methods composite picture can attract, motivate and help students to get ideas them. Basically, it is not easy to pull out

the ideas of each student especially in writing a text description. A picture not only provides the basic material composite pictures only to the students but the picture must be able to stimulate the power of their imagination. (Heaton, 1966: 33) it means that with the use of media pictures, students will be easier to pour the ideas and imagination that is in his mind, so they have to apply the concept of what is to be written. They will find it easy to formulate their ideas in an article, because the media is a media picture that can be seen and can provide information about an object that is clear.

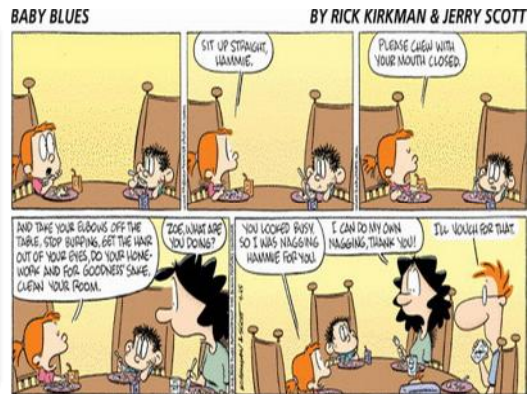
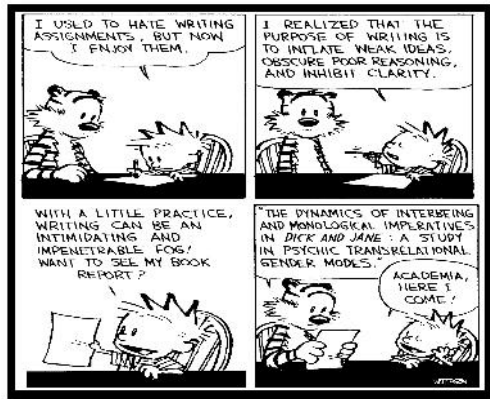
2. Picture series

Picture series is a visual medium that contains a sequence of pictures, the picture of the with other pictures interconnected and declare an event. A picture series are usually available in text books, comics, cartoons piece in a magazine or newspaper. Teachers can copy pictures from these sources when holding the teaching of writing. Teachers can use the media picture series in teaching. Use of picture series media presentation should be effective when used in teaching. The pictures used are selected picture, large, and can be viewed by all students in the class with a pretty clear. In addition, pictures can also patch, hung or projected.

Finocchiarro states, “A series picture is a picture that tell a story that has a sequence in one chart, for instance one for count nouns, one for work activities, etc” (1979:100-102). Series of pictures are ones that show simple action such as sun rising whatever the beginning or ending. The picture sequence must have continuity and make sense. As mention before, series picture is a picture that has a sequence of events that have a story where the unity of the picture series can assist teachers in teaching writing. In addition, the picture series can also train students

to sharpen the imagination which is then poured in writing. The sharper the imagination of students, the students developed also in view then express what he saw such a picture of the person, place or thing.

To support the previous idea on the roles of picture series in the teaching and learning process, Harmer (2002:69) states that there are many ways to teach writing but still require the role of each student to be actively working on a writing assignment, which one is the students are given a series of pictures that tell a story and then they had to write a story based on the pictures they saw. Then add that giving the students sequence picture as the writing task will incite them to be creative writers.



Picture 2.4.1.2

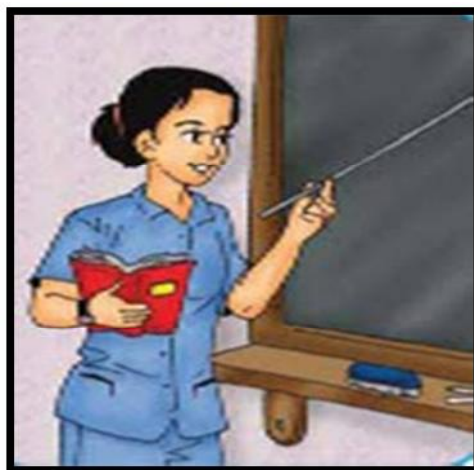
The data of the research selected from www.cartoonpicturesseries.com

3. Individual pictures

Individual picture are single picture of object, person or activities. This media type may be obtained from the Internet, magazines, newspapers, catalogs, greeting cards, brochures, advertisements, wrapping papers, etc. Individual picture is one medium that can be used to motivate and improve students' writing.

Individual picture can simulate the interest of students to write, as well as helping to make the classroom a more cheerful. By using individual pictures as a medium in the writing of learning, students may be interest, so that students have a lot of ideas and motivation to write. They can write everything based on individual images they see, and also the students to be more active in writing for the individual pictures gives a lot of ideas, information and imagination in their mind to write.

Example:



Picture 2.4.1.3

The data of the resarch selected from www.cartoonsinglepicture.com

2.4.2 The criteria of good pictures in teaching English

The use of pictures as a medium of teaching is not easy, because teachers must strive to make his students could imagine something that they see (the pictures that have been provided by the teacher). Therefore, teachers are using media pictures in classroom teaching, should consider several criteria in selecting good pictures.

Morgan and Bowen (1982:5-6) Mention five criteria of good pictures:

1. Appeal

Contents of the pictures provided by teachers must capture the interest and imagination of students.

2. Relevance

Pictures presented must be appropriate and relevant and do not deviate with existing learning theme.

3. Recognition

The pictures are supplied must have the features of significance to students' knowledge and cultural understanding, making it easy for students to understand the intent of the picture.

4. Clarity

Pictures provided must be clear because such a crowded picture that would make students more confused. Strong lines and contrast in tone and color is also important in order to avoid ambiguity.

5. Size

The pictures should be large enough so that the pictures can be viewed by all students in the class. It in the mean, so that students can clearly understand and be able to concentrate in the pictures provided teacher.

2.5 Review of Previous Studies

To avoid duplication, the writer reviews the previous studies that out of the media in the teaching of writing, including the writer herself. Some previous researchers have done several studies on the benefits of using a composite picture in teaching descriptive text. One was titled "Using Composite Picture to Teaching Writing Descriptive Text to the Eighth Graders of SMP 7 Nganjuk". This research was conducted by Rina Dwi Maharatni (2010). She conducts research on the use of the Picture as a medium to improve students' ability in writing descriptive text. At the end of the study, she found that the picture can enhance students' ability in writing descriptive text. The different her research with this research on material composite picture that used. The material composite picture in this study have a theme which about describe some activity people in the place whereas on the previous studies, the material of composite picture use theme about mention all the thing, person and animal in the place.

Another study entitled "The effect of Teaching Writing Narration Using Picture series in The Second Grade of Muhammadiyah 10 Junior High School at Surakarta". The research was done by Diana Intan Sagita (2009). She did some research on the use of pictures series as media in English writing SMP Muhammadiyah Surakarta 10. However, in this study she uses picture series to teach narrative text. She wanted to know whether the picture series can improve

students' writing skills in writing narrative text. Basically, narrative text, descriptive text, procedure text, recount text and reports text are the kinds of texts in English. At the end of his research, she discovered that the media picture, especially the picture series can improve students' ability to write a narrative text. Their writing has improved after using media pictures in the series written text narrative. She uses descriptive qualitative research is to describe the improvement of students' writing ability.

Besides two reviews of the study, the writers reviewed previous of the study on the benefits of using an animal picture in teaching narrative text. The title is "Using Animal Picture To Teach Narrative Writing To The Tenth Grade Students of SMA Negeri 3 Mojokerto ". This research was conducted by Iin Esti Hapsari(2009), she conducts research on the use of animal picture as a medium to improve students' skills in writing narrative text. She used a descriptive qualitative research to describe the progress of the students' writing ability. At the end of the study, she found that the animal series can improve students' skills in writing a narrative text.