

CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses and presents some theories to the research. The writer focuses on the understanding of the writing theory, descriptive text, selfie pictures and relevant research.

2.1 Writing

2.1.1 The Nature of Writing

Writing is one of four skills in English. Writing is the last skill to be learned after listening, speaking, and reading. Many students whether native or not are still have difficulty forming sentences or ideas (Harmer, 2001:255). Writing can not be learned naturally like speaking. We write if anyone taught us (Brown, 2001:334). Writing is needed more time than the other skills (Debra L, Cook Hirai et al, 2010:107). It needs practices and strategies that requires appropriate writing skill (Lim, S. P. and M. M. R. Wong, 2015: 53) . Therefore, Writing needs appropriate writing skill, process, patience and long times.

Above all, it can not be denied that writing is the most difficult skill. It is due to the fret that writing is activity to generate ideas use discourse marker and appropriate grammar which must be organize coherently and revise to produce final product (Brown, 2001:335). Similar to Kurniasari (2017:1) who defines writing as a process of arranging idea in a form of sentences which has been organized and understanding easily. It means that writing is complex skill that requires the right and left brain to think, invest ideas, then pour them into a word, sentence and paragraph in order to make readers understand.

There are three stages of writing states Brown (2001:348). Firstly, prewriting stages. Here, students should be able to convey and create their ideas. Take a look at reading, skimming, brainstorming, clustering, and discussing. Next,

drafting and revising stages. Drafting and revising stages are the essential and complex strategies of writing process. It takes times and extra patience. For instance, adapting free writing technique, peer-reviewing with classmates, asking feedback, editing the incorrect grammatical and proofreading. Therefore, students should pass those three stages to produces a good final product of writing

The important things that must be noticed in writing are knowledge, conventions, style of the genre, and context (Harmer, 2001:259). Additionally, Ur (1996:163) agrees that we need to be more attention in some features mainly in tidy handwriting, true spelling and punctuation, suitable grammar and thorough vocabulary. Hence, writing need more careful aspect than the other skill.

In brief, Writing is expressing idea into words using correct grammar, punctuation, knowledge, appropriate vocabulary which is through prewriting, drafting and revising stages. Students will produce a good final product of writing although they need long times and patience.

2.1.2 Types of Writing Performance

In academic context, there are four kinds of writing practices that should be learn for students. According Brown (2004:220) claims that there are four kinds of writing performance in writing. Those are Imitative, Intensive, Responsive, and Extensive. Here are the clear explanations:

2.1.2.1 Imitative

Imitative is the basic type of writing performance. Students are learning about English spelling system correctly. For instance, writing letters, punctuations, words, making sentences and detection. Below is the example of designing assessment task type imitative. Hand writing letters, words, and punctuation marks.

bit	bet	bat	but	Oh?	Oh!
_____	_____	_____	_____	_____	_____
bin	din	gin	pin	Hello, John.	
_____	_____	_____	_____	_____	

Adopted from Brown (2004:222)

2.1.2.2 Intensive

Intensive is upper level types from imitative. Intensive is type for learning, testing grammatical concept and written grammar exercises (Brown, 2001:334). In addition, students also learn to use suitable vocabulary, collocations, idiom and correct grammar based on the context of sentence. Here is the example of designing assessment of intensive writing. Students are asked to describe picture.

Adopted from Brown (1999:40)

Test- takers see the following picture



Test takers read: What is the woman doing?

What is the man doing?

What is the boy doing?

Test taker write :

1. She is eating her dinner, she is holding a spoon etc.

2.1.2.3 Responsive

Responsive is type of writing where students are required to integrate sentences into paragraph, connecting one paragraph with the other paragraph. For instance, short reports, lab reports, summaries, response to reading, and interpretations of charts and graphs. Below is the example of designing assessment of responsive text Adopted from Brown (2004:234)

- | | |
|----|---|
| 1. | Where did this story take place? (setting) |
| 2. | Who were the people in the story? (characters) |
| 3. | What happened first? And then? and then? (sequence of events) |
| 4. | Why did _____do_____? (reasons, causes) |
| 5. | What did _____think about _____? (opinion) |
| 6. | What happened at the end ? (climax) |
| 7. | What is the moral of this story? (evaluation) |

2.1.2.4 Extensive

Extensive is the highest type of writing performance. Students learn to organize and develop idea using syntactic and lexical. For instance essay, a major research project report and thesis.

Specifically, the writer focus on investigating intensive performance writing type. The writer take descriptive as the genre text of research. It is based on the level of Junior high school at seventh grade where as the subject of the research.

2.2 Descriptive Text`

English lesson for Junior High School is demand students to learn various kinds of texts. One of them is descriptive text. Descriptive text is a text that shows the drawn of an object, animal, person or place. Additionally, students will describe when they are writing picture, character or place, animal (Knapp and Megan, 2005:97). The purpose of descriptive text is to give information to the

reader about the classification of an object. Thus, descriptive text is text which classifies and categorizes something using certain features for giving information in detail.

To make the descriptive text more systematic and understandable students should know the grammatical features and generic structures of descriptive text. According to Knap and Megan (2005:98) there are some grammatical features of descriptive text. The first is using simple present to explain general truth. The second is using relational verb to classify physical object, qualities and purpose. The third is using action verb to depict an action. The fourth is using adjective for giving information of object. The last is using adverb to add the detail of verb, manner, place or time.

In addition, generic structure of descriptive text consists of several steps. Knap and Megan (2005:100) mentioned that the generic structure of descriptive text are classification and identification. In classification, students should describe the thing generally. In the next step, students should identify partly or fully of the object, characteristic, the function, behavior, and habit of the object. Descriptive text focuses on describing animal, thing, place and person. In summary, describing some objects are needed many provisions to create a good final descriptive text.

2.3 Teaching Writing For Adolescent

Teacher is determining the success of teaching learning process. Because teacher is set, provide, guide what should students do. According to Brown (2001:340) explains that teacher is the facilitator, advisor, trainer, responder, coach for the students. In teaching writing, teacher should engage students to expose all their ideas, inspiration into writing form. In addition, teacher should be creative to make the class fun and enjoyable. Thus, the role of teacher is very important.

Teaching writing is not as easy as teaching other skills. Exactly teaching writing for adolescent in Junior High School level indicated appears some complex

problem. For instance lazy to study, crowded and absent. It is caused of their age. According to Brown (2001:91) Adolescent also called teens or young adults are children aged twelve to eighteen. At that time, they have a big emotion, ego, self image, self esteem which at their pinnacle (Brown, 2001:92). Hence, this is the challenge for the teacher to control and develop their ambitions in a form of creativity, mainly in writing skill.

Furthermore, if the teacher can teach them well, explore all their spirit and creativity then he will be a talented students. Because it is the time they growing up. Moreover Ur (1996:286) states that teenagers are the best learners. Therefore, important for teachers to know how to teach adolescent. Take a look at provide special learning techniques and create an attractive medium for students. Thus, students will interested to learn.

There are some points that should take into account for teacher in teaching adolescent. Brown (2001: 92) mentions five important points. The first, teacher should be more care in the intellectual capacity that places in the task. The second, attention spans lengthy to produce intellectual maturation. The third, improve the capacities of abstraction. The fourth, keep self esteem high of students by keeping away of shameful, claiming their ability and excess, permitting to do mistake, don't compare their competition between classmates, making group and creativity learning process. The last, don't use the stilted language and make them bored by over analysis. Without a doubt, teacher should be extra careful in teaching writing for Adolescent because of all their characteristic mentioned above. Teacher should make the learning process effective and fun.

2.4 Jigsaw Method

Using jigsaw is very recommended in learning descriptive text for junior high school. One of the reason is because Jigsaw is cooperative learning that requires cooperation to master the learning materials. It is supported by Aronson (2000) says that Jigsaw is one types of cooperative learning. In addition, Jigsaw is

cooperative activity in a group to solve some problem and reach the teaching learning goal (Kagan, 2009:17.2).

Jigsaw is used due to several benefits in learning descriptive text. According Aronson (2000) the first advantages of jigsaw is easy. It can be used for all students whenever and wherever. The second is jigsaw is enjoyable. Hence, both teacher and students feel enjoy to do it. the third is it can mixed with another strategies. For example, in this research jigsaw method is mixed with selfie picture. The fourth is jigsaw method only need one hour to applied it. moreover, it is very suitable to make the learning process effective. The last, it is free. We do not need money to use it. clearly, jigsaw method is cooperative learning that has many advantages to make the learning process better.

2.4.1 Steps of Jigsaw Method

Jigsaw is one of the simple method in cooperative learning. It is applied for all students start from kinder garden until in college (Kagan, 2009:1.11). There are ten steps in applied jigsaw method (Aronson:2000). The first is dividing the students into jigsaw groups. each group consists of 5-6 students with various capabilities. The second is choosing one of leader in each group. The third is dividing the learning materials into 5-6 parts, Example the learning descriptive of animal, person, thing, place and plants. The fourth is giving every students one part of the learning material to learn.

The fifth is giving the students time to understand their own learning material. The sixth is make “expert group” that taken from one student of jigsaw group then join them into the same learning material to discuss it. The seven is returning the student to the jigsaw group. The eight is asking each students to presents the result of discussion to the group. The ninth is going around to observe the process from group to group. The leader should handle if there is problem. The last is giving some question and task to do about the learning material. Hopefully with jigsaw method can make the learning process easily and fun.

2.5 Pictures

2.5.1 The Nature of Picture

Picture is the most material that chosen by teacher to facilitate learning (Harmer, 2001:134). Picture is verbal representative of things, places, people and other object that use for get sense, predict, argue, and remember (Wright, 1989:2). There are many kind of picture, for instance draw pictures, photographs, cue cards, and painting. Picture of all kinds can be used in multiplicity function (Harmer, 2001: 134). Additionally, Picture can engage students in a learning language (Nasir A.M : 361). Thus, Picture has many advantages. For instance, drilling grammar, practicing vocabulary, variety of communication activities, creative writing, presenting and checking meaning, engaging the students power.

In fact, teacher cannot use any kind of picture. It means that teacher should consider the characteristic of picture well in order to make students understand easily. There are some points that should be care by teacher in choosing picture as their learning medium (Harmer, 2001:136). Firstly, Picture should be suitable and linguistically useful. Next, It should be visible. It means that the size should be big enough to make it obvious. The last, making the picture durable.

In the same way, Wright (1989:3) believes that there are five criteria of effective picture. The first is easy to prepare. The second is easy to organize, The third is interesting, The fourth is meaningful and authentic, and the last is sufficient amount of language. Hence, from those points will make picture more functional in a long period.

2.5.2 Selfie Picture

Selfie is the reflection of an individual person which is put on the paper or saving on the memory of camera (Joyje and Ocampo, R, 2016:46). Additionally, Frosh (2015:1607) explains Selfie is including of photograph which has meaning

as a picture taken by camera. Further more, in a Oxford dictionary defines that selfie is a photograph taken by self using all kind of camera which is usually upload to social network. As shown, Selfie is the picture of self either partly or fully of body captured by selfie camera.

Selfie is used for describe the expressing of self and explain what happen in life. It is supported with the quotation from Faille in wortham said that “The idea of the selfie is much more like your face is the caption and you’re trying to explain a moment or tell a story,” retrived from <https://www.nytimes.com>. Thus, it means that selfie can help students to express idea and describing the object that taken in the selfie picture.

There are some advantages of selfie as mentioned in Gizmologi.com, 2017. Firstly, Irvine researcher from the University of California (UCI) observes Selfie with smile making people more excited, energized, and giving positive feeling. Secondly, Being motivation of self. Getting positive comments of selfie which upload into social network are making people motivated noted Psychologist Jessamy Hibberd. Thirdly, Making people pleasant and comfortable. Fourthly, researchers from the University of Colorado, April Armstrong examines that selfie aid people in detecting skin condition. Indeed, it caused of Eynaemia App created by students of Australia which has function detecting anemia through eyes. Next, Selfie supported people to be more creative. The last, Making people more enjoyable. Without a doubt, By capturing our self with camera will give many advantages for life.

2.5.3Selfie Picture as Learning Medium

Making learning medium is needed some knowledge. We have to determine age, favorite, easily making, effectiveness, and usefulness. Especially for writing skill which is the most complex and boring skill. Teachers often look for ideas to create learning media that can attract students to be happy and easy to learn. Similarly, Harmer (2001:134) claims that variety of teaching aid will help students to understand the lesson easily, engage and motivate students to learn. It means that by giving learning medium or teaching aid will make the lesson

delivered clearly and easily. Moreover, Tileston (2003:1) believes that medium can stimulate the brain, make learner comfortable, flexible, and friendly. Thus, learning medium is important for teacher and students as the bridge of learning process. For instance selfie picture.

Selfie picture is picture of self taken by using camera then usually uploaded in social networking or printed out in a piece of paper. It is very simple to make it. Selfie picture is very useful to engage students to generate ideas in writing (Pek and Rita, 2016: 58) because it is related with students' lives. Similarly, Ahola (2004) believes that students will more enjoyable in writing when the topic is directly related to their lives. However he added personal photograph including selfie can also help students to remember the detail of thing, people, place and animal. Indeed, Sudarwati, Emi (2016:40) agree that selfie picture can improve the imagination and idea of students in writing. Without a doubt, selfie is chosen become the learning medium to improve student's writing skill of descriptive text because its function, effective and easiness in creating.

2.6 Review of Previous Studies

In this research there are some relevant studies related to the use of Jigsaw method using selfie picture in improving writing ability. The first previous study written by Lim, S. P. and M. M. R. Wong. 2015. *Selfie: Engaging life experiences into writing. Malaysian Journal of Distance Education* 17(2): 51–66. The aim of the study is to identify new instructional material in activating students' ability to write in English language classroom. This study used experimental design using One-group Pre-Post Test. The result shown that there is significant improvement in learners writing idea coherency and text length. It means that selfie to be an effective strategy to improve writing skill.

The second previous study conducted by Fitriani, S.W.N (2009). *The effectiveness of using pictures in writing Descriptive text to the eight grade students of junior High school. Semarang state university*. The aims of the study are to investigate how well the authentic materials make the students easier in writing descriptive text and to investigate the result in writing a descriptive text by

using the authentic materials. This study used experimental design. Based on the result, pictures are effective as media in improving descriptive writing skill in SMP N 26 Semarang.

The third previous study is from Hidayati et al. (2015). *The use of personal photograph in teaching descriptive text writing to MTsN English Education Study Program of FKIP UNTAN Pontianak*. The aim of the study are to know whether or not the use of personal photograph is effective to teach students' ability in descriptive text writing and to describe how effective the use of personal photograph to teach students' ability in descriptive text writing at the seventh grade students of MTsN Jongkong in academic year 2015/2016. The method used in this article is experimental method. The result is personal photograph is effective to teach students in writing descriptive text.

The last previous study is from Kurniasari, Irin (2017). *The Improvement of students writing ability in descriptive text by using jigsaw method in eight grade of MTS Al Ikhsan Krian, Sidoarjo. Muhammadiyah University of Surabaya*. The aim of the study are to describe the implementation of jigsaw method, to describe the students writing ability toward the implementation of jigsaw method, to describe the students responses of the implementation of jigsaw method in teaching writing descriptive text to the eight grade of MTS. Al Ihsan, Krian. The research used classroom action research design. The result showed that jigsaw method can improve students writing skill in descriptive text.

The studies above have the similarity and difference. It can conclude that the difference with this research is the writer combine the jigsaw method and selfie picture as the medium learning. Hopefully, it can improve students writing skill of descriptive text.

