

Chapter Two

Literature Review

This chapter contains literature review, review of related studies, and conceptual framework. The literature review explains writing, teaching writing, teacher's roles in teaching writing, principles in teaching writing, approaches to students writing, feedback, the definition of descriptive text, the media to teach descriptive text, the definition of poster, the implementation of using poster, and the advantages of using poster. The next section is review of related studies which explain some prior studies related to this research and the last is conceptual framework.

Writing

There are four basic skills in language. They are speaking, listening, reading, and writing. Harmer (2001) divided the language skills into two categories. Reading and listening skills belong to receptive skills, while speaking and writing belong to productive skills. Receptive skills mean the ways in which people receive information from the discourse they see or hear (Harmer, 2001). It means that people only receive the information without producing it. In contrast, productive skills are the ways in which people receive information and produce it. In other words, people produce what they have got in spoken or written forms.

Besides, writing is the hardest skill in language learning. Nunan (1989) ~~who~~ stated that in writing, people must be able to organize and integrate ideas into cohesive and coherent paragraph. It means that writing is not just conveying a

feeling or ideas in a written mode, but people must deal with language features. Therefore, to have a good writing, people should pay attention to the structure of the writing's content. It also supported by Barkaoui (2007); who stated that writing is the hardest skill for second language learners because it needs the mastery of linguistics, cognitive, and sociocultural competencies.

Process of Writing

Producing an effective writing cannot be done in a short time. There are several steps done in order to produce a good writing. According to Harmer (2004), there are four main stages in writing such as; planning, drafting, editing, and final version. The description of each stages is explained as follows:

Planning. This stage deals with the ideas that will be written. In the planning stages, the writers must consider three things such as purpose, audience, and content structure. First, before they write something, they must consider the purpose of their writing. It will influence several things including the type of text that they will produce; the language they use; and the information they will choose. The second is audience. It will influence the language that will be used by the writers. The last thing that the writers must consider is the content structure. It deals with the construction of the ideas. Considering the three things, brainstorming can be a way to plan writing.

Drafting. In this stage, the writing has been produced. However, this is not the final version of the writing. The form of drafting is a piece of writing which is incomplete. Drafting usually is a process of explaining some points that has been arranged in the planning stage. In the drafting stages, a writer should

focus only on the content that will be explained by the writers. The writing aspect like grammar, organization, and spelling can be checked in editing stage.

Editing. After the writers produced a draft, then they should read thoroughly what they have written. Perhaps, there is some information which is not clear. Some ambiguous and confusing sentences are also happened in writing. Therefore, the writers should do an editing after they write their draft. Besides, reflecting and revising from other readers are also needed to make a better writing. In editing stage, the writers do not only check the content, but the grammar, spelling, and organization of the content must be checked.

Final version. This stage is also known as final draft. It means that this stage has overstepped the drafting and editing process. After the writers make change to the draft, the writers can produce their final version. The final version means that it is the fix version of the writing. The final version of writing can be published in a printed or online version. Moreover, Brown (2001) framed a writing process into three stages, such as pre-writing, drafting, and revising. The detail information of each stage is described as follows:

Pre-writing. This stage is related to generating an idea. In this stage, a writer tries to discover some ideas that will be expressed into writing. In generating idea, a writer can do some ways such as, reading a passage, brainstorming, discussing a topic in a group, and free writing.

Drafting. This stage is a core of writing process. It is because in this stage a writer is getting started to write. A writer writes their content of writing in this stage. In this stage, the writing has been produced, but it is not in a final version.

Revising. In this stage, a writer will do an editing. Here, the content of the writing has been finished. A writer will edit his/her writing by reading through his/her writing. This stage can be done by doing some ways such as, peer-reviewing for content, editing for grammatical errors, and proofreading.

Problems in Writing

Writing is one of productive skills which is very challenging for some students. Writing becomes a challenging skill because there are many difficulties in doing writing activities. In writing, there are many problems that are faced by most students. Those problems are lack of motivation, lack of grammar knowledge, lack of vocabularies, hard to generate and develop ideas, and lack of practice. Those problems are described below.

Lack of motivation. The biggest problem in writing faced by most of the students is lack of motivation. Students do not have enough motivation to write, and it makes them lazy to do the writing activity. It is supported by Mettaningrum, Dantes and Suarnajaya (2013) who said that, “students are not only lack of ability in writing, but also lack of motivation to write” (p. 2). It is clear that students also have an internal problem which is related to the students’ motivation.

Lack of grammar knowledge. Grammar also becomes the problems in writing. It is because writing cannot be separated from grammar context. A good writing is not only seen from the content itself, but it is also it seen from the grammar used by the writers. Therefore, grammar becomes a frightening thing since it is difficult to learn. According to Farooq, Hassan, and Wahid (2012), the difficulties in writing which are often faced by the students are the use of correct

sentence structure and paragraph development to create a coherent form.

Therefore, it can be said that lack of grammar knowledge is a problem in writing that students frequently faced. It is also supported by Huy (2015), who stated that there are some basic mistakes in the writing tasks that students frequently done such as grammar, spelling, punctuation, and organization. It means that students have inadequate grammar knowledge.

Lack of vocabularies. Vocabularies are basic knowledge in learning English. Although it is a basic thing, there are many students who still have limited vocabulary mastery. It is supported by Adas and Bakir (2013) who said that English language learners frequently repeat the same word in their writing because they still have limited vocabulary. It means that students often use the same word because they cannot develop their vocabulary. That problem can affect the students' writing ability. It is because the vocabulary's restriction may affect the message that will be conveyed by the writers in their writing. According to Seyabi and Tuzlukova (2014), lack of vocabulary also becomes the second biggest problem for school students.

Deciding how to start. Starting to write becomes one of the problems in writing that is faced by most of the students. Most of the students are confused on how to start writing. According to Seyabi and Tuzlukova (2014), deciding how to start writing becomes the biggest problem for school students. It is clear that deciding how to start writing becomes the one of the problem in writing.

Hard to generate and develop ideas. Writing is related to conveying a message or ideas. Generating and developing ideas also become the problem in

writing. Most of the students are frequently hard to generate idea about one topic in writing. They do not know what they are going to discuss in their writing. Moreover, most of the students feel hard to develop their ideas. Although they have many ideas to write, it does not mean that they do not have any problem in writing. Developing the ideas that they have also becomes their problem in writing. Most of them have a problem in developing the ideas into a good paragraph. It is also supported by Mettaningrum, Dantes and Suarnajaya (2013) who said that students have problems in finding idea and developing the ideas into a good coherent paragraph. In conclusion, generating and developing ideas are also the problems faced by the students in their writing.

Lack of practice. From many problems faced by the students in their writing, there is one problem that causes they have a low writing ability. That is lack of practice. Most of the students realize that they have low ability in writing, and they have many problems in their writing, but they rarely practice to improve their writing ability. It happened because the students have no motivation in writing. In addition, they do not have enough time to practice. It is supported by Huy (2015) who said that the students have not enough time to practice their writing in their high school. Thus, it can be said that lack of practice in writing becomes one of problems for the students in writing.

Those are the problems commonly faced by the students in their writing. Those problems may affect the product of the students' writing. Therefore, writing can be said as the challenging skill since there are many students who faced those problems.

Descriptive Text

Descriptive text is a kind of texts. Descriptive text has a purpose to give information on descriptive. Descriptive text describes particular thing. For example: animals or a person we know well. Descriptive text is used to describe something in particular. Descriptive text is usually taught in Senior High School or Junior High School (Harmenita & Tiarina, 2013).

Descriptive text is a text which describes a person, thing, place and certain condition in particular. According to Oshima and Hogue (2007), “descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds” (p. 4). A good description is a word picture with which the readers can imagine the object, places, or person in his or her mind.

There are some structures in a descriptive text that we must give a serious attention; they are the structures in manufacture of description. A typical description has an introductory paragraph introducing the subject of the description, followed by a series of paragraph each describing one feature of the subject. There can also be a final closing section indicating the end or the description or in other way; there are identification and description in a descriptive text. The identification in descriptive text usually is as a main idea of the paragraph or named general statement, and the description of descriptive text is about the explanation of the general statement or main idea or supporting details to the general statement (Ceirena, 2007).

Another structure is grammatical structure of a description. Accurate description includes the following grammatical structure: (a) Verbs in the present

tense, (b) adjective to describe the structure of the subject, and (c) topic sentences to begin the paragraph and organize the some aspects of the description (Ceirena, 2007).

According to Sumarsih (2013) there are three types of descriptive text. The three types of descriptive text are explained below:

Describing a personality. In describing a person, the first thing that we do is knowing his/her individual characteristic. We need to define people by knowing physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

Describing a place. To describe a place, the writer should give something real, for example: a home, a hospital, and school. There are two ways to start writing a description of a place: start from the overall impression and break it down into the details, or start from the details and build up toward and overall impression.

Describing an object. Describing an object can be done by providing the physical characteristic of the object such as the color, form, and shape. According to Zahara (2014), descriptive text has characteristics. The following characteristics are-using of figures of speech (sees, hear, taste, smell, and touch). In this way, the description will look alive and interesting. Using bright picture is done to make the description clear and realistic. The other characteristics are using variety of adjectives, nouns, adverbs, and phrases to advise colors, movements, expressions and feeling, using any details, using the simple present tense, and using adjective to describe the feature of the subject.

Assessing Descriptive Text

O'Malley and Pierce (1996) stated that writing assessment should evaluate more aspects of writing than just mechanic and grammar, and should capture some of the processes and complexity involved in writing so that the teacher can know in which aspects of the writing process students are different. Two important components in the assessment of writing are the nature of task, or prompt and the scoring criteria or rubric. Djwandono (1999) and O'Malley and Pierce (1996) stated that a writing prompt defines the task for the students' writing assessment. Furthermore, O'Malley and Pierce (1996) mentioned that writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they have received.

The following is the example of rubric on assessing the students' writing adapted from Brown (2007). It focuses on the students' ability in writing descriptive text.

Table 1. Assessing Rubric

Aspect	Score	Perfotmance Description	Weighti ng
Conntent (C) 30%	4	The topic is complete and clear and the details are relating to the topic	3x
-Topic - Details	3	The topic is complete and clear but the datails are almost relating to the	

		topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification - Description	4	Identification is complete and description are arranged with proper connectives	2x
	3	Identification is complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuses of connectives	
	1	Identification is not complete and description are arranged with misuses of connectives	
Grammar (G) 20% -Use present tense -Aggrement	4	Very few grammatical or aggrement inaccuracies	2x
	3	Few grammatical or aggrement inaccuracies but not affect on meaning	

	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of word and word forms	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$Score = \frac{3C + 2O + 2G + 1.5V = 1.5M}{40} \times 10$$

From the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the descriptive text. The content is weighted 30% since it can be more worth than the other aspects. The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanic. As there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.

The Media to Teach Descriptive Text

Media can be used to overcome the students' boredom. The students will enjoy the teaching and learning process and understand the material given when they are interested in what they are doing. There are so many media to teach descriptive text such as cartoon video, realia, and serial picture (Prasetya & Kumalarini, 2014).

The first media is realia. There are some teachers who use realia as a media to teach, because realia is easy to find in the near of the students. According to Untari (2011), using realia is an easy media to teach descriptive text, because students can look at the real objects, and the students can describe the objects. The example of using realia in the classroom is the teacher asks to the students to describe their classroom. It drives to attract and grow students' motivation in learning and master English, especially in teaching and learning descriptive text. There are three activities in procedure of teaching descriptive text using realia.

They are pre-teaching activities, whilst-teaching activities, and post-teaching activities.

The second media is cartoon video. The reason is cartoon video easy to find in YouTube or internet. In addition, cartoon video can give students good atmosphere to learn descriptive text. Harmer (2002) suggested that video becomes popular currently because educational field also use it as one of the media in the teaching and learning process. There are some reasons why video can be used in the learning descriptive text. First, video can give authentic model of the language. It means that the students who are watching video can observe how intonation can match facial expression directly.

According to Pramanca and Turmudi (2013), serial pictures are usual or series of photographs that are proposed to tell a story or suggest a series of emotions in the viewers. A serial picture will show pictures in deep emotional stages frequently. It varieties from purely photographic works to photographs with captions or small notes to full text essays with a few or many additional photographs. It is expected to be good media for students. They will feel really enjoy in learning process because this media discoveries pictures in series so they will write descriptive text easily and more enjoyable.

Posters

Poster is the interesting media in teaching process. Students can understand easily about the material. This statement in line with Susanti (2012) who said that posters are kind of interesting media to advance imagination about material and to improve vocabularies.

Most schools show some posters on their walls around the class. The uses of these posters vary from place to place and from school to school. Posters are in the school and that administrator, teachers, and staff use these posters in different ways. These include decorative, informational, educational, motivational, and public relations items. Posters might help school administrators, teachers, and staff to get the best of posters' benefits (Alkandari, 2009).

The implementation of using posters. The teacher has to be a facilitator for the students in writing activity. The teacher needs to be able to advise ideas to help the students when they get stuck. The teacher has thrown out suggestion without assembling out the individual students with too much unjust detail (Airloka, 2016).

The students will be interested in learning descriptive if they look at the posters which are provided by the teacher, and they can imagine what they should write. Teacher should provide some posters which describe the object such as person, place or things and the correlation with the background of movie posters itself. For example poster about movies: Harry Potter, Twilight, it can motivate students in writing descriptive text. It can be used to associate all of the students' ideas in writing with demonstrate it (Mulyana & Siregar, 2013).

There are some functions of poster in teaching and learning descriptive text. From the functions, movie posters can be used as media in teaching descriptive text. A descriptive needs piercing and colorful details (Langan, 2001). Movie poster is one of some media which match to teach descriptive paragraph. The procedure of using movie posters in teaching descriptive text will be

explained as follows (Mulyana & Siregar, 2013): (1) the teacher shows the posters in the whiteboard, for example, movie poster (Harry Potter), (2) the teacher asks the students about the purposes of the poster, (3) the teacher directs the students to discuss the elements of the poster, (4) the teacher gives the example about the text model (description of Harry Potter), (5) the teacher reads the text line by line with the students, (6) the teacher guides the students to analyze the descriptive text (generic structure and grammatical feature), (7) the teacher guides the students to write a descriptive paragraph based on the student's own words, (8) the teacher asks the students to present their paragraph and give comments.

In the final goal of teaching writing descriptive text by using poster is the students are hoped to be able to create a well-organized written text with appropriate vocabulary, good generating ideas, and correct form.

The advantages of using posters. The poster is a media used to raise the learning experiences of students in schools, and to increase students' awareness and knowledge of a specific issue. Thus, in order to make a poster use effectively as an educational support, the learner must be able to understand it well.

According to Alkandari (2009), some teachers use posters as an interference to solve problems, such as lack of motivation, attendance, low performance, and negative behaviors.

Alkandari (2009) advised that some of the benefits of posters are: (a) grip a viewer's attention for a moment or two, (b) use that moment to initiative home a message to a directed audience, and (c) leave the audience in a frame of mind fortunate to acting on the message.

There are some benefits of using poster in teaching descriptive text to the students. Mulyana (2013) said that posters has specific language of clear piece, no matter the type of piece has to do with its esthetics, that is to say a visual and verbal language conjunction. The functions of using posters in teaching descriptive text are: (1) poster is medium to communication to the viewer, (2) posters also will give students' information to improve their writing descriptive which make them interested, (3) make the students motivated and creative, (4) make the students understand the material and the structure how to write a descriptive text easily.

Review of Related Studies

In doing this study, the researcher reviewed two prior studies. The first study was done by Simamora and Sumarsih (2012). The title of this study was "Improving Students' Achievement in Writing Descriptive Text by Using Movie Posters". The objective of this study is to investigate whether teaching descriptive by using movie posters potentially improves students' skill or not. The participants of this research were class X of SMA Swasta Utama Medan which consisted of 28 students. This study was conducted by Classroom Action Research (CAR). Classroom Action Research was utilized because it is aimed on improving outcomes of teaching and learning. The procedure of the research was administrated into two cycles which each cycle consisted of three meetings. Each meeting included four steps namely: planning, action, observation, and reflection. There were two kinds of data collected during the study, qualitative and quantitative data. The instrument for collecting the quantitative data was the

writing of descriptive text. The qualitative data were gathered by using diary notes, observation sheet, and questionnaire sheet. Based on the data analysis, the mean of students' scores in Test I was 45.71; Test II was 62.32, and Test III was 81.96. The quantitative and qualitative data showed that the students were interested in using movie posters as media in learning descriptive text.

The finding of this study was the using of movie poster as a media in teaching- and learning process improved students' achievement in writing descriptive text.

The second study was done by Mulyana and Siregar (2013) the students of English Department from Faculty of Language and Arts at State University of Medan. The title of this study was "Improving Students' Achievement in Writing Descriptive Paragraph by Using Movie Poster". The aim of this research is to increase students' achievement in writing descriptive paragraph by using movie posters. This study used classroom action research. The subject of the research was class X SMA Negeri I Galang, which consist of 36 students. The research was conducted in two cycles which cycle I and cycle II consist of 3 meetings. The instruments for collecting data were qualitative (interview, diary notes, and observation sheet) and quantitative data (writing test). According to the data analysis, the mean of students' results in Test I was 56,38 ; for the Test II was 68,05, and for the Test III was 85. The qualitative data presented that the students were interested in using movie posters. The finding of this research was that by using movie posters improved the students' achievement in writing descriptive.

The similarity of their study and the researcher's study is the use of poster as teaching media. It is also improving writing skill in descriptive text. However

the method of gathering the data was different. They used action research (quantitative and qualitative research) and the researcher used quantitative research. These studies can be used as a reference to this research.

Conceptual Framework

A descriptive text is the text that describes something such as place, animal, person, and event. Descriptive text is introduced in junior high school until senior high school. However, the students face some difficulties in learning descriptive text, for example lack of motivation, lack of vocabularies, and lack of interest in learning descriptive text. The students need to increase their ideas and imagination in order to make a clear description in writing. However, to make the students able to produce ideas and imagination in writing descriptive text, the teachers cannot only use whiteboard and marker as teaching support, because students need a new method to make them interest.

To solve this problem, the teachers need to use a teaching aid to increase students' ideas and imaginations. There are some media to teach descriptive text which can make students interested and have high motivation in learning descriptive text. One of the media is poster. Using poster in teaching descriptive text will give some benefits for the teachers, because poster is colorful so that the students will pay attention to the poster and the students will focus on learning descriptive text. Poster can also increase and motivate the students' interest in learning descriptive text. Poster also can stimulate the students' ideas and

imagination, so they can write a descriptive text easily. Finally, the conceptual framework of this research can be figured out below.

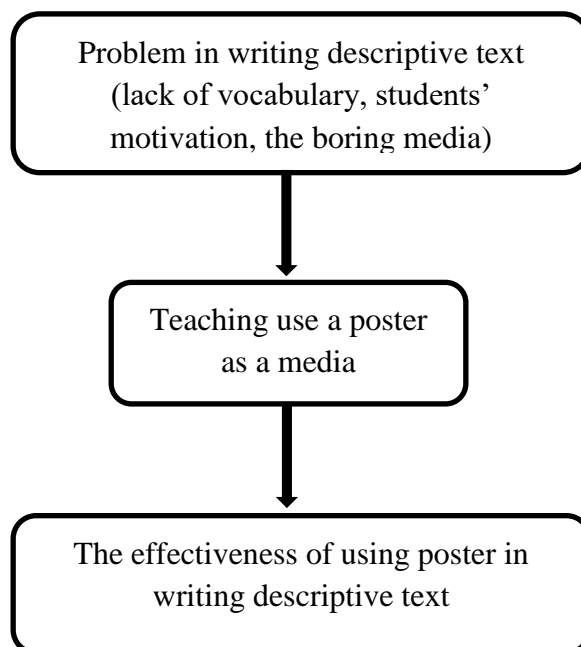


Figure 1. Conceptual Framework

Hypothesis

Ha: There is a significant difference on the ability in writing descriptive text of the eleventh grade students in one junior high school in Yogyakarta taught by using poster as a media.