

CHAPTER II

REVIEW RELATED LITERATURE

In this Chapter describe about theories including writing, description text, and pictures media. This chapter also describe previous research and theoretical framework.

A. Theoretical Description

1. Writing

a. Writing Definition

Writing is different from speaking is one very important way. The text has to carry all the meaning, because the writer is never around to explain. This is not all like normal speech situation, in which listener can tell you they don't understand or you can use tone of voice or body language to help you explain some point. In writing on the page do it all.¹¹

Rakham add that the writing is an act of communication to a reader (an audience). Few beginning writer relize how significant the audiences is. Both in the way they perceive the subject and in the way they write about. The audience may well influence the way a writer looks at subject.¹²

Based on journal teaching writing descriptive text through pictures word by Arie Sartika Berutu, dkk. They explained Harmer said writing is language skill basic for deliver information to reader or listener.¹³ The writing is as important as listening, speaking or reading. They are basic in language. So, the student should learn more about them.

According Suramiharja in Andri Wicaksono's website said writing is ability of person to describe the graphic symbols to understanding by authors or others. It can see the goal of writing is make the reader understanding from symbol that having similarities to the language used. It is mean that writing is a way to communication.

¹¹ John C. Brereton, *A Plan For Writing* (2nd Ed), New york: Holt, Reinhart & Winston, 1978

¹² Robert A. Butler, *Handbook Of Particial Writing*, New York: Holt, Mc grow hill book company, 1978

¹³ Arie Sartika Berutu, Novalina Sembiring, Jonta J.M, "Teaching Writing Descriptive Text Through Pictures Word Inductive Media to the Eighth Grade of SMP Mulia Pratama." *Kairose ELT Journal Vol 3, No.3 (2019): 22, diakses pada 16 Desember 2021, [842-Article Text-2619-1-10-20200728.pdf](https://doi.org/10.20200728.pdf)*

Based on Journal *Keterampilan Menulis Narasi* by Juldianty, Mrs. Aini said the ability of writing can be habit from early. The teachers give a stimulus with the 5W+H.¹⁴ The teacher know of ability their student from this because the answer of student can show how far they understand.

Based on Gaith said the writing is writer's idea explore and make the written showed concrete and visible with the complex process.¹⁵ And the idea can be examined, changes, add, or reconsidered. So, the writing can communicate about motivation. So, the conclusion of writing is a way to express idea or feeling with symbols that make the reader or listener can understanding what the main of the written. Writing is the developed understanding ability from concept in the learning.

b. The writing components

Based on Heaton statement that writing is very difficult and complex. The writer needs a mastery theoretical, grammatical and the concept of writing. There are five components in writing, as follow:

- 1) Content: The ability to think creatively about the main writing to interesting. The writer must be creative and more pay attention to who is the target. So, the goal can be conveyed.
- 2) Organization: This component is related with content. Because the writer should organize and select the information relevant and choose the written target.
- 3) Vocabulary: The writer's ability to select the correct word in the text. the writer must know the target and the purpose of text so that the writer can select the correct word.
- 4) Language Uses: the writer's ability to use the standard language or the correct language not the colloquial ones.
- 5) Mechanic: The writer's ability to write capitalization, punctuation, spelling and the paragraph and the hard

¹⁴ Juldianty, "Peningkatan Keterampilan Menulis Narasi Melalui Media Gambar Seri Siswa Kelas III", *Jurnal Pendidikan Dasar*, Vol.7 Edisi.2 (2016) :391, diakses pada 17 Desember 2021, [2215-Article Text-3271-1-10-20170605.pdf](#)

¹⁵ Muhammad Farid Ghazali Kadir, "Student' Ability and Difficulties in Writing Descriptive Text at 3th Semester", (2019) : 8 , diakses 17 Desember 2021, [5793-Full Text.pdf](#)

writing can be read or not. The writer must be met the components so that the reader understands the content, get the point of written or the purposes as well as message can be delivered.

c. The writing' purposes

There are so many goals of writing. The goal of writing depends the type of text. Meanwhile the universal goal of writing is the student explore their idea to written. the writing' purposes of type follow as: to describe, to explain, to argue, to persuade something etc. The explanation is:

- 1) To describe: in this purpose, it is usually in descriptive text. The goal of descriptive text is to describe place, person, moment so that the reader gets illustration in their mind and the reader can feel as the writer.
- 2) To Express: in this purpose, it is usually in the expressive writing. The reader can feel and put it on the page. The text is personal writing.
- 3) To Entertain: in the writing' purpose usually in the text information that cover by humorous way. So, the reader can be entertained.
- 4) To Inform: the universal goal in the writing is to inform. The journalist usually writes the report of laboratory, business report etc.
- 5) To Argue: the specific persuasion type that follow the rules. The argument presents the pro and contra so that the reader can believe one of them.
- 6) To Persuade: for examples is advertisement. the persuasive is good, they usually do not enough represent the product, make a image from the fact of product.
- 7) To Explore: the writing' goal is to learn more about the topic. The writing is more knowing about the process than the definite answer. It is mean that intuition and reflection are more important that arguments.
- 8) To Explain: it is usually to explain information with the experiences or combine the fact/knowledge. It explains process of something.
- 9) To Evaluate: the writing to evaluate policy, product, thing. It is included specific of argument. This writing

presents the support and appropriate standard from the topics

d. The steps of writing

There are two steps of writing, as follow:

1) Pre-Writing

The first step in writing is preparation. The writer should do careful and proper for writing. In the proprietary the author must establish several things as follow:

a) The purposes of writing

The Purposes of writing is be a first step in pre-writing because the authors will be focused. The authors may write by crossing the scope topic so, the written can be universal and useless. Writing with the clearly purposes make the reader interested because the reading more detailed and clearly rather than guess the contents.

b) The identifying the reader

The steps of writing, namely identifying the reader, must be carried out carefully and thoroughly. It relates to the subject in the writing. Is the reader who will read your writing the target of your writing, or not. At a minimum, the writer must be able to define the basic terms in writing something. The author must make the atmosphere in his writing lively and not boring so that it must adjust to the background of the reader or target reader. Do not also write posts that seem insulting or discriminatory to the reader, so that the reader is offended. If you want to write a non-fiction book about knowledge, then the author must first know the terms or language that are commonly used. Don't let the reader feel annoyed and bored because the writing he reads is not appropriate and too general to be understood. So technical knowledge must also be needed to be able to identify the reader.

c) Setting the boundaries

After determining the purpose of writing and identifying the reader, the writer will

automatically get the limit of writing that must be done and applied in carrying out the next steps of writing. After setting goals and identifying readers, the writer is able to distinguish what is important and what is not, based on the two aspects of the goals above.

When setting boundaries for writing, set them clearly before starting your research or research. You can dig up as much information as possible about what aspects must be met and in accordance with the goals and target readers. Then, define written report limits.

The limitations of the written report are usually in the form of location, what to do, who is the subject and object, how and where the source is, and so on. However, the various information must be adjusted to the purpose and target of the reader so that all the first steps, namely preparation, can be carried out as much as possible. The items can be a note for the authors so that the message can arrive for the reader.

2) Research

The next steps in writing are doing research. After obtaining the purpose of writing, writing targets, and also the limitations of writing. So, the author can conduct research and depart from the limits that have been determined at the preparation stage.

Basically, the process or steps of writing is a process of explaining something that happened and usually something that is not instant. Therefore, the writer must know in advance what the subject he will write about. Understand the subject first and compose a set of notes while doing the full research.

3) Organizing

This stage of organizing is an equally important step. Because without the organizing stage, the materials collected during the research process will not be easily understood by the reader.

Finally, the writer performs the steps of writing in vain at the research stage. Therefore, it is important to organize so that writing is more effective, both in

process and in results. This organizing stage determines the sequence of ideas that must be presented, for example choosing the development method to be carried out and so on.

Basically, the selection of the right development method is useful for the author so that the author can control the materials and as a tool for the reader to follow what the author is saying and presenting in his writing. Because it is undeniable, the subject set by the author could be the method of development.

When the author has determined the sequence development method, the reader will more easily understand the various development methods available so that they can understand the writing, both its meaning and purpose well. Readers can also understand various causes and effects that occur in writing.

In the steps of writing, namely organizing, the writer must also begin to make an outline of the writing. This outline usually contains a broad or complex subject made easier by breaking it into several parts that can determine the flow of writing from one idea to another.

In general, the steps in writing this framework contain various main provisions on a topic that must be detailed or developed. The essay is then able to be a guarantee in compiling a logical and orderly writing, and allows the writer to be able to distinguish the main idea and additional ideas.

4) Arrange the draft

The writer can take or choose a development method and make an outline of the writing, so that writing a draft or writing sentence by sentence in his writing is easier and more efficient. In these writing steps, the writing process is only a process of expanding the outline of the writing into main sentences.

After doing the writing steps, namely determining the outline to be the main sentence, the next writing steps are expanding the sentence into paragraph by paragraph. This draft can be written quickly, as long as the author can concentrate

thoroughly and not change the outline of the writing that has been made.

Develop the outline of the writing that has been made and don't worry about the introduction that is made, whether it is good or not, because if you do this, your writing will take longer to complete and not meet the specified target. Furthermore, also concentrate on the various ideas that will be poured.

Do not try to revise or change various sentences in the middle of writing. Make revisions when you have finished writing, reread how the grammar is used, spelling accuracy, and so on to make sure the writing is good and correct.

5) Editing

Check for unity, coherence, and switching of drafts. If the unity in the draft already supports the main idea in each paragraph, then your writing is said to be coherent and appropriate. It is also determined based on sentence by sentence or paragraph by paragraph that supports the main writing topic, whether it flows clearly or still confuses the reader.

The writing draft style in the writing steps should also be read. In these writing steps, the writing style will be much better when finished writing, the author makes revisions. It will also be useful to check for ineffective sentences that are sometimes still stuck in the writing.

Also check whether or not there are irregularities and deviations in the tone of the writing because these are fairly difficult to find but can disrupt the structure of the writing. Try reading the draft aloud, using your voice as if you were listening to someone speak, and it will be easier for the writer to spot any discrepancies or irregularities in the tone of the writing.

Finally, check the technicalities of grammar, punctuation, and mechanics, including spelling, abbreviations, capitalization, and so on. At this stage, it is also important to write a foreword if in the early stages the author has not had time to write an introduction. Write an introduction that does imply the subject raised in the article and can grab the reader's attention.

2. Description Text

a. Definition of descriptive text

Descriptive text is a text which has social purpose to give an account of imagine or factual event. Hyland explains more about description that it tends to use present tense, and description makes use of “be” and “have”.¹⁶

Base on Journal teaching writing descriptive text with collaborative learning by Madehang, Thomas S. Kane said descriptive text is how the something looks, sound and taste. It is similar to Artono Wadiman said the descriptive text is to describe people, place or thing. In writing, descriptive text is process to creating to visual image from words. Descriptive recreates impression of sense to word from teste, smell, sound, look and emotion.

According Salja and Garim in Journal *Pembelajaran menulis Teks* by Wandi Mawardani and friends said descriptive text is a paragraph that the main idea conveyed clearly object, people, place, event so that the reader can feel what is being expressed in text.¹⁷

So, the conclusion of descriptive text is described about the experience related sense, sound and taste. It is like place, people, thing. The goal of descriptive text is to describe something that the reader or listener can feel like the author.

b. Structure of descriptive text

According Hammond said the structure of descriptive text are introduction and description.¹⁸

- 1) Introduction: this part is located in first paragraph. The goal in this section is identify an object to be described. Identivication has function to introduce the reader about object that the authors are going explain.

¹⁶ Ken Hyland, *Genre and Second Language Writing*, Michigan, 2004, The University of Michigan Press.

¹⁷ Wandi Mawardi, “Pembelajaran Menulis Teks Deskripsi kelas 7 Sekolah Menengah Pertama”, *Journal Pendidikan dan Sastra Indonesia*, diakses 21 Desember 2021, [319499-pembelajaran-menulis-teks-deskripsi-sisw-1a21f6b0\(1\).pdf](#)

¹⁸ Prasetyo Hariyadi, Wennyta, Nurul Fitri, “An Analysis of Students’ Ability In Writing Descriptive Text at The Tenth Grade Students of SMAN 11 Jambi Academic Year 2017/2018”, *Journal Of English Language teaching*, Vol 2 No. 2 Tahun 2018, diakses 21 Desember 2021, [*24-107-1-PB.pdf](#)

Before the author explain the detail of object in next paragraph.

- 2) Description: this part is included details of the object that will going explained. The authors can write characteristic and the author' feeling.

c. Language feature

- 1) Focus on the object
- 2) Using Linking Verb: a verb that joined the subject to a sentence. For example: is, are, remain, sound, taste etc.
- 3) Using Adjective: it is quality to numbering or describing. For example: weak, strong, tall, small etc.
- 4) Using Adverb: it gives information about the object that explained. For example: quickly
- 5) Using Simple Present Tense: it is express to used activities, habits and also the fact of common about something. The formula is Subject + Verb1+ o/c.

3. Pictures Media

a. Definition of pictures media

Media is one of component in teaching. The media come from lain 'medius' which mean "middle". In generally, media in intermediary for the spread, carry, or convey something to the receipted of massage and ideas.¹⁹

Media comes from the Latin word "medius" which means "middle" or "intermediary". Base on AECT Media is any from channel to convey information. Media is called mediator. Base on Fleming, media is tools that intervenes in the two parties. The media is tools that convey the points of learning. The media make essay the speaker delivered the material. Heinich said the media is deliver from source to recipient.²⁰ For example: Film, photos, radio, audio recording, pictures etc. Media serve to connect information. While in educational it called learning media. Learning media is everything that used to deliver the material in teaching learning process. It can stimulate student' attention to interest in learning.

¹⁹ S. Haycraft, An Introduction to English Language Teaching: London: Longman Group Ltd, (1983)

²⁰ Azhar Arsyad. Media Pembelajaran, Media Pembelajaran, (Jakarta :Rajawali Pers, 2017),

According Seels & Glasgow, media grouping based on technological developments as follow:²¹

- 1) Traditional Media
 - a) Projected Visual: slides, filmstrips
 - b) Un-project Visual: pictures, photos, charts
 - c) Audio: reel, cartridge
 - d) Multimedia: multi-image
 - e) Projected Dynamic Visuals: video, television
 - f) Printed: text books, workbook, hand-out
 - g) Games: simulations, puzzles
- 2) Cutting-Edge Technology Media
 - a) Telecommunication media: distance lecture, teleconferencing
 - b) Microprocessor media: interactive, computer games, intelligence tutor system.

- b. The definition of the image according to some experts are:
 Marianne Sharon said that pictures are kind of visual instruction material that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skill.²²

According Oemar Hamalik, pictures are everything that manifested visually in two-dimensional form as an outpouring of feelings or thoughts. Base on KBBI, pictures are imitations of goods, animals, plants and animals so on.

So, the pictures media is anything that can help in conveying learning by using images visual. It can be sensed sight and not form sound or audio.

- c. Functions of pictures media
- 1) Compensatory function: The pictures media provide context for understanding and help students who are weak in reading in organize the information and remember it. It is mean that pictures media to help the student in understanding lesson.
 - 2) Cognitive function: The pictures media can be facility to remember and understand message contained in pictures.

²¹ Azhar Arsyad. Media Pembelajaran, Media Pembelajaran, (Jakarta :Rajawali Pers, 2017),

²² Marianne and Sharon Hills, teching and Resources in Teaching Grammar, New York: Heper Perennial, (1986)

- 3) Affective function: It can be tools to seen student' enjoyed in a learning.
 - 4) Attention function: It can attract the student to student' attention in the learning so that the student concentrate on the visual meaning in the subject text.
- d. Advantages of pictures media
- 1) It is more concrete and realistic in showing the problem than compared to verbal language. The student see the image and they can understand the material more than the teacher explain use verbal language only.
 - 2) It does not take up space and time.
 - 3) It can clarify the problem and can use to everyone.
 - 4) The students like pictures. So, it can interest student to learning.
 - 5) Pictures help students read textbooks especially material of text.
- e. Disadvantages of picture media
- 1) The pictures contents should be laid out.
 - 2) The pictures are usually small size so, the student at front that can see clearly.
 - 3) The material is not enough if the teacher explains used pictures only.
 - 4) It makes different perception by students.

4. Procedure of teaching descriptive text using pictures media

a. Opening

The first step is the teacher starts to great student with greetings, example: "*Assalamu'alaikum Wr:Wb*", Good Morning, Good Afternoon etc. It is better if it can be changed to "are you ready for fun, are you ready more fun". The teacher should bring something different. The teacher can say, do, bring something different. It makes student more interested. The teacher will be treated students differently from what is usually the teacher does in beginning meeting. This step can support the learning. For example, if the teacher teaches about descriptive text of artist, the teacher can bring a photo Laudya Cynthia Bella, Ricky Harun etc. the teacher also can give game. For examples the teacher brings several pictures and the students choose a picture randomly. Then the students make a descriptive text according their picture card.

b. Reviewing

In the reviewing, the teacher explains and remind the students about the definition, the goal, the language feature, how is writing descriptive text etc. The teacher also explains the descriptive text using nouns that is adapted the topic. The descriptive text contains adjective also. The teacher asks the students to give their pictures without adding adjective. Pictures media is a tool that is reproduction of the original form to two dimensions. The purpose of pictures media is to visualize the concept be delivered to student.

c. Teaching & Practicing

This step is the point in learning. It is very important because in this step the teacher deliver the material to students. The teacher should have funny strategy to deliver material. The teacher can explain a sample pictures systematically because it will build students' character to develop their idea. The teacher can give the student pictures without adjective. It can be used as a indicator that students already understand or not about the topic.

In this practicing step, the students apply the concept that have been deliver by teacher. In small group, the student can do exercises such as asking, answering, or discussion. This steps, the teacher only controls the students' activities, correct the mistake. This is time to student talk. The center of the learning is students. There is no time to student spend other activities such as chatting, banging the table or leave the room. All student should be active in this section.

d. Evaluation & Closing

In this step, the teacher refreshes the student' memory on topics that have been studied. In this section the teacher asks the students' difficulties. The teacher and students evaluate together such us an error in grammar, punctuation, spelling. And the last, the teacher asks students to keep practicing. And most importantly the students showing smile during lesson in class. It's mean that the teacher has succeeded making fun class.²³

²³ Tira Nur Fitria, Desy Nur Pratiwi, *Pengajaran Menulis Teks Deskripsi Berbahasa Inggris Dengan Media Visual*, (Februari 2020), *Eduonomika* – Vol. 04, No. 01

B. Previous Research

There are several previous research related this thesis as follow:

1. In Journal Teaching writing descriptive text through picture word inductive model to the eight grade students of SMP Mulia Pratama by Arie Sartika Berutu, Novalina Sembiring, Jontra Jusat Pangaribuan. This research of beginner Senior High School. They did this study because many students still confused how to write because they not know the rules. The result of the research is good. There are improvement pre-test and post-test. It was 24 %. The similarities are the object in senior high school but it is different in class. This research takes 7th grade but previous research took 8th grade. This research will focus in implementation and result but the previous research only focused in improvement. And the methods take qualitative method and previous research quantitative research.
2. In the previous research in journal “*Pembelajaran Menulis Teks Deskripsi Dengan Menggunakan Metode Discovery Learning Pada Siswa Kelas X*” by Riska Juliyanti, Lilih Suryani. Previous research has a goal learn descriptive text using discovery learning. The result of research is Learning to write descriptive text with the discovery learning method has been done already in accordance with the existing theory, however, there are still some students who experiencing problems in making descriptive texts with the discovery learning method, this is need to be a teacher's attention in making the text as a basis for developing ideas into coherent and cohesive writing.²⁴ The similarities are method and subject. The method uses qualitative and the subject are teachers and student. The material is descriptive text. and the differences are previous research using discovery learning but this research using pictures media. The object is different previous research X grade and this research 7th grade.
3. In research Juldianty “*Peningkatan Keterampilan Menulis Narasi Melalui Penggunaan Media Gambar Seri Siswa Kelas III*” this research has goal to improve narrative writing skill using image media. The similarities are qualitative method, using pictures media. The differences are elementary school and

²⁴ Riska Juliyanti, Lilih Suryani, “Pembelajaran Menulis Teks Deskripsi Dengan Menggunakan Metode Discovery Learning Pada Siswa Kelas X”, Jurnal Pendidikan Bahasa dan Sastra Indonesia , Volume 1 Nomor 6, November 2018, diakses 21 Desember 2021, [1798-4873-1-PB.pdf](https://doi.org/10.24060/jps.v1i6.1798-4873-1-PB.pdf)

junior high school. It is narrative text but this research descriptive research. Previous research result is to know improving of student skill in narration. In this research is to know implementation and result of using pictures media.

4. In research "*Peningkatan Keterampilan Menulis Karangan Deskripsi Melalui Metode Discovery Dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan Bahasa Dan Sastra Indonesia Tp. 2011/2012 Universitas Ekasakti Padang*" the goal of the research is improve writing skill of students thought discovery method. But it is different with next research, the goal describes the implementation teaching writing descriptive text using pictures media. The differences are object and the result of the research. This object research is colleger. And next research is student seven grade in senior high school. The result this research is only scale of the improving English skill thought discovery learning using picture media but next research to explains implementation teach teaching of descriptive text using pictures media in seven grade junior high school.

C. Theoretical Framework

In this research the researcher wants to know how the implementations of teaching writing descriptive text using pictures media of how the teacher teach, how is the student develop their writing using pictures media. Writing is one of English skill. Writing is media to communicate or deliver information about feeling, experience, expressing, idea and how the author is thinking. Text descriptive is a text that contain describe people, place, emotion or animal. Text descriptive has been taught in the second semester at seven grades. But in the writing student' have difficulties develop their idea and imagination. Meanwhile, the teacher should give stimulating student' brain to produce best idea. The problem solve is the teachers need another way to develop student' idea. It is not only use white board and marker as teaching. in MTs Al Hidayah. The teacher has been used pictures media. So, the researcher wants to know the implementation teaching and result of the pictures media.

Figure 2. 1 *Theoretical Framework*

