

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presented supporting information about the theoretical framework that has relation to the topic of the study. The theoretical framework consisted of the following points: The Concept of Teaching, The Concept of Writing, The Process of Writing, The Concept of Audio Visual Media, The Concept of Descriptive Text, Procedures of Teaching Writing Ability in Descriptive Text, Previous Related Studies, and Conceptual Framework.

#### **A. Theoretical Framework**

##### **1. The Concept of Teaching**

According to Bennion (2015) that Teaching is the process of training an individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests. According to Muslimin (2012) states that teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation Teaching is defined as showing or helping someone to learn how to do something, give instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Based on the definitions above, can be concluded that teaching is a process of helping the students to gain or acquire knowledge in a learning activity that is guided by the teacher.

## **2. The Concept of Writing**

One of the aspects of language skills is writing. Writing is important to study because writing is one to communicate with other people and transfer science. According to Saddhono and Slamet (2012, p.96) suggests that writing is an activity of delivering messages (communication) using written language as a medium. The point is that writing is one of the activities to communicate with other people and writing is also one of the media in communicating. According to Munirah (2016, p.56), writing is one of the four language skills that have a relationship with each other with other skills. The four skills are listening, speaking, reading, and writing. Based on some of the definitions present, writing can be defined as a complex process in which one understands what has been written. Writing is also part of the language skills that require the ability to build a sequence of sentences short and good. writing is used to express the student's ideas, opinions, or comments that are submitted in written form.

There is some characteristic of good writing as Basri (2017, p.7) state as follows:

- a. Good writing reflects the writing skill to organize the material into a coherent whole so that it moves logically from a sentence, dominant idea, to the supporting points, and finally to a consistent ending, conveying to the reader a sense of a well-thought-out plan.
- b. Good writing reflects the writers' ability to write clearly and unambiguously, to use structure, language, and example so that one possible meaning as the writers intended.

- c. Good writing reflects the writes' ability to criticize the first draft and revise it.  
Revision is the key to effective writing.

### **3. The Process of Writing**

According to Megawati (2012) writing is one of the crucial ways to deliver information through a language that must be mastered by both the writer and the reader. The writing process goes through several steps to produce a good written product. It means that there are some parts to be taken in producing the text. It is more than just putting words together to make sentences. It needs some steps to make sure that what has been written follows the right development of the writing process. This process wheel is done recursively. It means that writers may loop backward and move forwards between these various stages. Thus, at the editing stage, the writers may feel the need to go back to a pre-writing phase and think again. They may also edit their writing as they draft it. The following steps are the process of writing according to Kroma (2015):

#### **a. Planning**

Planning or pre-writing is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students "thoughts to get started. It affects students" purposes to write in terms of the language they use, the text they wish to produce, and also the information they choose to include. Besides, in the planning stage, the students also have to consider their audience. It does not only influence how the paragraphs are structured, but also the choice of the language whether it is formal or informal language. Another point that is worth

considering in this stage is the content structure of the piece. It is how best to order the facts, ideas, or arguments which they have decided to include.

b. Drafting

It is a process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The result of this process is a composition or " first draft " of the ideas.

c. Revising

It is the stage that refers to the process of reflecting and revising based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organization, style, grammatical and lexical correctness, and appropriateness. When students have produced their drafts, they usually read their works to make sure whether what they have written is appropriate or not.

d. Final Drafting

The final draft is the stage when the students have edited their draft. It might be seen differently from the original plan and the first draft because there might be so many changes in the process of editing. Through the stages of the wheel process, students can move from one part to another part of the wheel. Therefore, when the students have written what they think is the final version of their writing, they may still, go back and re-plan or re-visit earlier stages.

In Conclusion, it is better to see writing as a process, especially, as a process wheel that provides the students to work flexibly as they find ways to improve their writing.

#### **4. The Concept of Audio Visual Media**

According to Wahyuningsih (2014), Audio Visual learning media are one of the media that enable two senses of the students, namely sensory and auditory so they can improve students learning and achievement. Harmankaya (2013) that audio-visual media is important to help students use correct, reliable, creative and effective communication tools and messages for students who can easily access information through the developing communication technologies. Audio Visual learning media are one of the media that enable two senses of the students, namely sensory and auditory so they can improve students learning and achievement. Furthermore, the audiovisual media are used to make the students more interested, especially when the students were offered several films which were short duration, have good stories, and contained the simple language to be understood, so the media are able to attract students' interest in understanding the subject matter.

There are so many audio-visual media that can be used in learning media, but the researcher will describe some audio-visual media. According to Syaiful Bahri Djamarah (2013, p.125), this media is divided into two categories, namely:

a. Audio-visual silence.

Media that displays sound and still images such as sound slides, sound series films, and sound prints.

b. Audio-visual motion

Media that can display elements of sound and moving images such as sound films and video cassettes.

Nowadays, it cannot be denied that media particularly audiovisual media cannot be separated from our life, and so does education. In learning English, media is an interesting thing to improve the student's communicative ability. Defines audiovisual media as a unit of tools that designs or presents moving pictures and audio concretely.

Video is suitable for learning, such as in a class, in group, and even with a student. It is based on the culture of students that at least they watch a program in television every day. Furthermore, states that video has some beneficial features if it is used in the teaching and learning process. One of them is slow motion where the movement of objects or events can be accelerated or slowed in order to make the lesson easy to be learned.

## **5. The Concept of Descriptive text**

Text According to Oshima and Hogue(2019, p.49) descriptive text is writing about the characteristic form of certain things. The descriptive text shows things that can be observed because the text describes how something or someone. Descriptive text is a text that describes a particular person, place, or thing. According to Mardiyah (2013) state that descriptive text has the purpose to describe a particular thing, person or place which shows the reader about the physical appearance of something clearly. Based on the definition of descriptive text above, it can be concluded that descriptive text is a text which describes people, place, and things physically by their appearance. Mastering descriptive text helps the students to make other kinds of text such as narrative text, recount text, and report text.

According to Gerot and Wignel(2013), the generic structure of the descriptive text is identification and description.

a. Identification

Identification is a part in which identify text or written recognition, moreover, it an general statement about a place, person, or thing that you want to describe.

b. Description

Descriptions are vivid detail of place, person, or thing that you want to describe so that the reader can easily imagine or picture the description or they can feel very involved in the experience.

According to Sudarti & Grace (2014), there are several language future use in descriptive text, they are: Using simple present, simple present tense is the activity that happen in daily life, and habitual activity. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. Difficulties in writing descriptive text, generic structure, grammar, and spelling. The difficulties on the generic structure. of descriptive text consist of describing the object in detail, the students have to organize their ideas into good paragraphs, and the students have to make their writing readable.

## **6. The procedure of Teaching Writing Ability in Descriptive Text**

According to Bennion (2015) that Teaching is the process of training an individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests. according to Anggeraini and Putra (2018, p.40) the implementation of learning is adjusted to the lesson

plan and will produce maximum learning objectives. In the teaching and learning process, there are 3 stages, namely, preactivities, while activities, and closing.

**a. Pre Activities**

1. The teacher says hello to the students
2. The teacher invited students to prayed
3. The teacher checks the attendance of students
4. The teacher explains the learning objectives

**b. While Activities**

1. The teacher explains the media to be used in learning descriptive text, namely audio-visual media.
2. The teacher explains what audio-visual media, is and the types of audio-visual media.
3. The teacher explains the names of devices that will be used in teaching and learning such as laptops and projectors.
4. The teacher turns on the device used.
5. The teacher displays a powerpoint slide about the definition, function, and generic structure of descriptive text on the projector.
6. The teacher explains the slides in the powerpoint.
7. The teacher displays an example of a descriptive text, namely a video about cats.
8. The teacher gave instructions to students to write a descriptive text about cats from the example above.



### **c. Post Activities**

1. The teacher gave conclusions about learning
2. The teacher also gave students the task of finding examples of descriptive text around the environment.
3. The teacher closes the class with a warm greeting.

### **B. Previous Related Study**

Based on the exploration results of previous studies. The researcher found several previous studies that were relevant to the research. Although there are related discussions, this research is still very different from previous research. There are several previous studies namely:

1. The research from IntanAyu Lestari (2015/2016) has the title is The Effectiveness of Using Audio-Visualized Media in Increasing Students' Descriptive Writing Skills. The aim of this research was to find out the use of audiovisual media in increasing students' descriptive writing skills. The research was conducted in the first grade of SMKN 7 Mataram in the academic year 2015/2016. During the research, the writer used Quantitative Method to find out whether audiovisual media is *effective* in increasing students' writing descriptive text or not. Two classes of the first grade were taken randomly as samples, and they were X TKJ A (Experimental Group) and X TKJ B (Control Group). The audiovisual media was applied in the Experimental Group during the experiment, while the other class was not. In order to gain the data needed, the researcher delivered pre-test and post-test to both classes and did throughout analysis. Based on the result of data analysis, the t-test value was

2.96 and it was higher than the t-table value with a degree of freedom (df) of 42 at the confidence level of .05 (95%) was 2.01 or .01 (99%) was 2.69. It means that the use of audiovisual media that is video effective in increasing students' descriptive writing skills. The similarity between the research from IntanAyu Lestari and the current research is the method experiment (quasi), skill. Kinds of text that is descriptive text, and the kinds of media are audiovisual media, while the differences are place, time, sampling, and population.

2. The Journal from Sulastriningsih (2022) title is The Effectiveness Of Using Audiovisual Media In Learning To Write Indonesian Drama Script. This research aims to prove the effectiveness of using audiovisual media in learning to write drama scripts for students. The population in this research were students of class XII Social Science which collected 90 people from three classes. The sample was determined by purposive sampling technique in order to obtain 2 classes as the experimental and control classes. The research design was quasi-experimental. The instrument used is a drama writing test. The collected data were analyzed using descriptive analysis and inferential analysis in the form of an independent t-test. The results showed that the group using audiovisual media obtained better results than audio media. The results of the study were evidenced by a t-test which showed that audiovisual media was effectively used in learning to write drama scripts. The implication of this research is that teachers can improve students' ability to write Indonesian drama scripts using audiovisual media. The similarity between the research

from Sulastriningsih and the current research is the method experiment (quasi), and the kinds of audio-visual media while the differences are place, time, sampling, population, and the kinds of text.

### C. Conceptual Framework

Based on the theoretical description and result of the relevant studies, the researcher arrives at the theoretical framework of this study.

