CHAPTER II

LITERATURE REVIEW

This chapter discussed about Theoretical Framework that consisted of concept of writing, concept of media, concept of powtoon, concept of descriptive text, Teaching Procedure in Writing Descriptive Text, and previous related study, conceptual framework.

A. Theoritical Framework

1. Concept of Writing

a. Definition of Writing

According to Cole & Feng (2015) writing is a fundamental component of languange. When a child writes, thought and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult than listening and reading. Furthermore, writing is the skill that most studnts are least proficient in when acquiring a new languange. According to Brown, writing is two steps process is putting the meaning into languange. The important thing of writing for students is to produce their own languange on the paper.

According to Dilkawaty (2012) writting is a skill used to transfer information and communicate to other humans by using written languange. Writing is not an esay skill and activity. Writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. It mean that the writer can share their ideas communicatively by using writing activity. The first is exploring and transmitting idea, though and

feeling into written form. The second conducting a number of revising process to carry out a grammatically and orderly texts. Probably everyone agree that writing is more complicated that order. The writing production are in the forms of readable text which should be meaningful to everyone who read te writing. The purpose of the English teacher is to make students able to produce of fluent, accurate and appropriate written in English.

b. Purpose of Writing

The purpose og writing is to express the idea or feeling in certain way and that make an impression for the readers. According to Oshima and Hogue (2013) there are some purpose of writing:

1) Writing to entertain; writing to entertain generally takes the form of so called imaginative writing or creative writing. Of couse all of writing requires some imagination and creativity.

2) Writing to inform; these kinds of writing can also be entertaining and creativity.

3) Writing to persuade; this includes advertisements, some newspaper and magazine article and some types of essay.

However, learning to write especially in second languange is not simply a matter of writing things down because writing skill is very complex and difficult to learn. It can be easy for students if we give some craetive actvity for brainstroming this lesson.

c. The Process of Writing

According to Harmer (2012) mention that are four elements in writing process. They are :

1) Planning

In planning process, there are three main issues be thought by the students. The first, the place has to decide the purpose of writing thing the information of the text to include in writing. The second, having shape experience of writing as paragraphs are structured and other writing to think about langunge styles (it is formal or informal in tone). The last, having to consider the content structure of the piece.

2) Drafting

Drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on development of perpect grammar, punctuations or spelling.

3) Editing (revising)

In editing, the teacher should read again what students write as a draft to check thing words or sentences as ambiguous or confusing if there are mistakes in writing. After finding the mistakes, the revise it.

4) Final Version

After all process have done, the students should make final version. It is possible that the final version is much different in the plan and the draft has been made before. After finishing that process, the result writing is ready to be sent out the reader.

5) Teaching Writing

The teaching of writing has some objectives and indicators. It is stated in curriculum 13. That the taeching and learning of writing skill in junior high scholl is targeted to achieve a fuctional level. On the fuctional level students are able to communicate adequately both in spoken and written form to complete daily activities. Moreover students are able to create some monologue short functional level is stdents can develop their linguistic competence. Objectives of the teaching of writing skill can be achieved through some approaches.

Thereare two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He stated focusing on the writing process leads those who advocate a process approach in writing. Writing is combination of process and product. Beside that writing can be it is a skill that needs process to productive skill develop. However teachers have to pay attention to the various stages of any piece of writing process.

Teaching is a process that will make the students learn and do something. It can be done not only in the classroom but out of classroom or outdoor. The characteristic of successful taechung involve a process of teaching and learning, the teacher taks are planningly, preparing and motivating the students and also well known as extended or process writing. Then, he state that writing is skill in which we express idea, feeling and thought in written by using eyes, hand and brain.

2. Concept of Media

a. Definition of Media

Media are selected on their ability to present the event of instruction and to facilitate the achievement of stated objectives. According to Anderson quoted by Bambang Warsita, media is divided into two categories, namely instructional aids and instructional media. Learning using tools is to help teachers (educators)in clarifying material (messages) that will be delivered. Therefore learning aids are also called teaching aids. For example slides, maps, posters, graphics, flip charts, actual objects models and up to learning environments that are used to clarify learning material. Instructional media as one of the instructional planning that should be prepared by teachers before coming in the classroom. Instructional media can be defined as the phsysical means including tradisional means such as chalk, balckboard, and textbooks. Modern means refers to video, computers, overhead, projector, and other presenting instructional activities.

b. Kinds of Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification. According to Mahajan (2012), media are classified into seven categories such as :

> 1) Graphic Media: any kinds of printed media. Such as, book,pictures, photographs, maps, charts, posters, graphs, and diagrams.

2) Display Media: a board used to show information in small group,e.g., chalkboard, bulletin board, flannel board, and peg boards.

3) Three dimensional media : a medium that has 3D shape. For example: models, objects, specimens, puppets.

4) Projected media : a kind of media that need projector to show the messages. For example: slides, films, video, records, and powtoon.

5) Audio media : media that just can be heard. Such as, radio, audio, cassettes, and records.

6) Video media : this media is combination between audio and visual, example : TV, videocassettes, CD, and computers.

7) Activity media : media that can act some activity. For example: fieldtrips, dramatization, demonstration, and role-playing.

c. The purpose of video media on teaching learning

Audio visual or video media is a medium that is now being enjoyed by the public. With shows that are so clear, the public can see them or monitor them repeatedly. This media is also used to convey learning messages. In video media there are two elements that are mutually united namely audio and visual. The audio element allows students to be able to receive learning messages through hearing. The visual element allows creating a messages to learn through visualization.

3. Concept of Powtoon

a. Definition of Powtoon

According to Puspitarini,et al (2018) Powtoon is a sofware used to create exposures that have very interesting animated features including handwritten animations, animated cartoons, and more lively transition effects, as well as easy timeline settings. Powtoon can create animated presentation video to explain course material, business, and more.According to Semaan and Ismail (2018) Powtoon is Web-based animation software that allows you to quickly and easily create animated presentation with students by manipulating pre-created objects, imported images, provided music and user created voiced overs. Powtoon can be used to overcome the limitations in the delivery of materials, powtoon can be also br used as a means to motivate students in the learning process.

The selection of powtoon's audio-visual learning media is very appropriate when used to arouse students learning outcomes in the learning process. Powtoon's animated video has a variety of animation features that are very interesting including handwriting animations, cartoon animations, and more lively transition effects and very easy timeline settings. The powtoon media is easily used as medium for delivering learning material in an interesting way, students are not saturated with the material that the teacher delivers.

In addition, the powtoon can choose the music or sound record to make the material more unique. So that the presence of this powtoon audiovisual media can complement what is not contained in ordinary audiovisual media such as users can enter learning material into the video with an attractive appearance so that

students not only watch but also observe the material presented in the audiovisual media in powtoon.

4. Concept of Descriptive Text

According to Wardani, et al (2014) Descriptive text is a text that gives information about particular person, place, or thing. From the definition above, it can be inferred that descriptive text that giving description of an object to the reader clearly. In addition, According to Husna et al (2013), Descriptive text is a text which a writer tries to picture what she or he is describing. The text is really different from the other kinds of text. Descriptive text is the text that describes something by using a carefull selection of detail to make an impression on the reader.

According to Potradinata, et al (2018) stated the purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. According to Zulaikah, et al (2018) states the generic stucture of descriptive text consits of identification and description. It mean that, in description component, the students have to describe parts, characteristic of the objects and qualities. Sometimes, the students can not organize the paragraph well. Beside identification and description component, in organizing ideas the students also have to pay attention to the chronological order to their text.

According to Sudarti & Grace (2014) there are several languange future use in descriptive text, they are : Using simple present, simple present tense is the

activity happen in daily life, and the habitual activity. However, sometimes it uses past tense if the thing to be described doesn't exit anymore.

5. Teaching Procedure in Writing Descriptive Text

According to Bennion (2015) that teaching is the process of training and individual throught the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests. In the teaching and learning process there are 3 stages, namely, pre-activity, while activities, and closing.

    a. Pre – Activities (15 Minutes)

        1) The teacher greeted the students, prayed together, check the students attendance, and prepared the necessary learning media.

        2) The teacher explained the purpose of the learning objectives to the students.

        3) Before started the learning material, the teacher first gave an inducement related to the lerning material. Such as told a funny incident experienced by the teacher.

        4) The teacher provided an explanation regard the material to be learn, as well as conducted questions and answers regard material that the participants may not have understood.
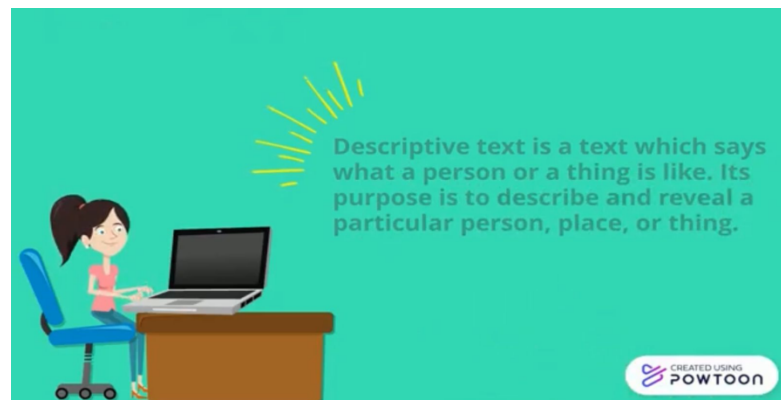
    b. While Activities (45 Minutes)

        1) The teacher explained the media to be used in learning descriptive text, namely powtoon.
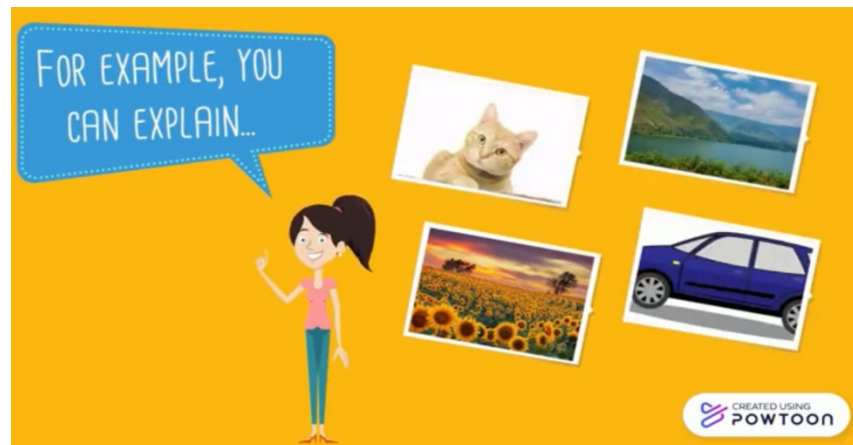
2) The teacher asked students to watched the video from powtoon, about descriptive text.

3) The powtoon explained about definition, purpose, and generic structure of descriptive text.

4) After that the teacher asked students to listen the explanation of the definition, purpose, and generic structure of descriptive text.

5) After watched the video from powtoon , the teacher asked students to write the material

6) After students understood the material, the teacher gave example of a descriptive text.

7) After students wacthed or saw the video, than the teacher asked students several questions about the material.Example : What are the definition about Desriptive text?, What are the purpose of descriptive text?

8) And than the teacher made a group discussion, consisted of 2 students. Then the teacher asked students to made a example of descriptive text.

9) After that the teacher asked the students to read the text, before finding the title of text, generic structure, and languange feature.

c. Post Activities (30 Minutes)

1) The students and teacher made a conclusion together about the material.

2) The teacher appreciated the participation of all students.

3) The students ordered by teacher to search for other problems that related to the topic that have been studied to be discussed next meeting.

4) The lesson was ended with praying together.

B. Previous Related Study

There was previous study which related to this study. The first iswritten by Silvia And Kardena (2021), entitled "The Effect Of Using Powtoon Toward Students' Motivation In Writing". The objective of this study was find out whether there was a significant effect of using Powtoon toward students' writing motivation. The result of paired sample t-test showed (4,722) was higher than t-table (2,028) for the degree of freedom 36 with the level significant 0,025. The null hypothesis was rejected and the alternative hypothesis was accepted. It means there is a significant effect of using Powtoon toward students' motivation in writting. There were similarities and differences between this study and previous study. The similari

ties was both of us deal with Media Powtoon. The differences were in the problem, sample and population.

The second is the research study was different from Basri and Sumargono (2021), entitled " The Effect of Using the powtoon Application on Students Learning Motivation" this reseacrh use A quasi-experimental, total of partcipants 84 they were students of the eleventh grade of MAN 1 lampung. The collected data were then analyzed using an Independent sample T-test. The result show that use of the powtoon application could increase students' learning motivation where the mean value increased significantly from 62.69 to 72.31, and the increase in motivation of the experimental group was higher than the control group, with the

t-test result showing a significance value of <0.05. So, the powtoon application can boost student learning motivation and be used as a useful learning tool in the online learning process.

The last is the research conducted by Yuniari, M. N (2021), entitled " The Effect of Using Powtoon Audiovisual Media Upon The Students' Writing of Achievement of The Third Semester Students Of English Education Department Faculty Of Teacher Training And Pedagogy Dwijendra University" the research aimed to know whether or not there was significant effect of powtoon audiovisual media. The result of the data analysis showed that students who were taught by using powtoon media performed better achievement in writing than those who were taught by implementing convetional power point. It was shown from the mean score of the experimental group which was 75.18 and the mean score of control group was 66.00

C. Conceptual Framework

The purpose of languange teaching is to help students develop communication skils, both orally and in writing. One of the student ability is the ability to express their idea using written languange. Writing is one of the four languange skills that are productive and expressive which contained activities to transform the ideas into a good languange and present it to the reader. The students are expected to get practice as good as theory of writing and powtoon.

Teacher has to be a facilitator who can support and develop the writing ability of all the students. Powtoon is one of digital media. The students are

invited to be interest with many features such as handwriting, cartoon, sounds, transition effect. This powtoon application is almost the same as the powerpoint applicationn that is commonly used to make presentation material. The way it works is by filling in existing slides with presentation material. Then slides containing material combained with animation and to make it more interisting.