

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents about many theoretical frameworks of this study. It is aimed to give relevant knowledge underlined the study. Therefore, this chapter describes some information involving: writing, teaching strategies, descriptive genre, outdoor activity, and previous studies.

A. Theoretical Framework

1. Writing

According to Janet Emig there are very important reasons for writing helps the students learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that the teachers have been teaching their students. Second, when the students write, they also have a chance to be adventurous to go beyond what they have just learned to say and to take risk. The last, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.¹ Harmer states that writing is a process and that one's writing is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.²

¹ Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1993), 3

² *Opcit*, Jeremy Harmer, 86

Writing is a basic skill in educational setting. And about writing, the researcher will describe some theories of writing and the teaching as well.

a. The nature of writing

Writing in English is to express ideas, feelings, opinions, and others in Indonesia and the ability to express something in writing form in English.³ Writing can also, of course, be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking

According to Nunan, writing is both physical and mental acts. It is physical act of committing words or ideas to some medium. On the other hand, writing is the mental activity of finding ideas, thinking of how express them, and organizing them into distinctly statements and paragraph.⁴

The most effective learning of writing skill is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out- of- class life.⁵

Most of people think that writing is the most complicated skill to learn. It is because the process of writing usually needs much time and

³ L.A. Wulur Dumais, *writing in English* , (Jakarta, Depdiknas, 1998), 5.

⁴⁴ *Opcit*, David Nunan, 88

⁵ Jeremy harmer, *how to teac writing* ,(England, pearson, 2004), 39.

certain strategies of working. We have to know that a good writing does not only mean arrange the phrase of sentence in a good arrangement but also know how to write and understandable and meaningful writing. Therefore, writing is a skill used for communication with others in written form or in directly situation. However, in order to make a good writing, someone should fulfill the elements of writing so that the writing could be presented understandable, clear, and communicative writing.

b. The importance of writing

Mastering writing ability is important since writing is one of the ways to communicate with other people. The ability to write is required in many parts of people's life. Harmer states that writing as a skill is the important reason for teaching writing. It bis a basic language skill just as important as speaking, listening, and reading. The ability to write is also required in many jobs such as writing application letters, business proposal, reports and memos. It will guide students to be succeed person and get better position in their job.

According to Graves as quoted by There are many several ways in writing which are important in lives:

- 1) As a contribution to the development of a person, no matter what the person's background and talents. Writing is a highly complex act that demands the analysis and synthesys of many levels of thinking.

- 2) Writing develop initiative. In reading, everything is provided. In writing, the learner must supply everything such the right relationship between sounds and letters, their form on the page, the topic, information, question and answer.
- 3) Writing develops courage. At no point is the learner more vulnerable than in writing.
- 4) Writing, more than any other subject, can lead to personal breakthroughs in learning.
- 5) Writing can contribute to reading from the first day of school. Writing, somehow, is active, where as reading is passive.
- 6) Writing contributes strongly to reading comprehension as children grow older. The ability to revise writing to greater power and economy is one of the higher forms of reading.

This theory is grafted to give more information to the reader that there are many several ways in writing which are important in lives. Hopefully, by reading this theory the reader will be more interest in writing and it can support the writers to be more creative in creating their writing.

c. The process of writing

English is one of four English skills that need much study and practice to develop this skill. There are some ways of helping students to

express their ideas and organizes them logically is through some process of writing. Alice Oshima states that process of writing is very important and it has to be understood by all the students to make the students easier in writing.⁶ In fact, writing is a product which can be improved step by step.

There are six stages in writing process:

1) Step 1: Prewriting

Brainstorming; it can help you to start writing more quickly and save you time in the later stages of the writing process. There are three useful brainstorming techniques: listing, free writing, and clustering.⁷

2) Step 2: Planning

Planning (outlining); develop an outline, including a topic sentence. In planning stage, you organize the ideas that generated by brainstorming into an outline.⁸

3) Step 3: Writing

Write a rough draft. In this stage, you can add new ideas or delete original' ones at any time in the writing process.⁹

4) Step 4: Revising

⁶ Alice oshima, writing academic English third edition, (USA, longman, 1998), 10

⁷ Alice oshima, writing academic4.

⁸ Ibid. p. 8

⁹ Ibid, p. 11

Edit your rough draft for content and organization. Check it over for content and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete, all for the goal communicating your thought more clearly, more effectively, and in a more interesting way.

5) Step 5: Rewriting

Write a second draft, and proofread it for grammar sentence structure, spelling and punctuation.

6) Step 6: Write the final copy

Write a final copy and hand in

So, in writing proces there are atleast 6 steps can be followed to make easy when we want to write a paragraph in english. The writing proces through the various steps in writing: prewriting for ideas, planning (outlining), writing (drafting), revising and rewriting (editing) lead to carefully writen final draft.

On the other hand, according to Gardner and Johnson "Process writing is learning how to write by writing." When writing, students work through the stages of writing process. The creation of writing occurs in basically five stages:¹⁰

1) *Prewriting*

¹⁰ Ali Hale, "The writing Process", (<http://www.dailywritingtips.com/the-writing-process/>, accessed on November 04, 2011).

Prewriting is the planning and idea-gathering stages. As a minimum, prewriting means coming up with an idea! Ideas are all around you.

If you want to write but you don't have any ideas, try:

- a) Using writing prompt to get you started.
- b) Writing about incidents from your daily life, or childhood.
- c) Keeping a notebook of ideas – jotting down those thoughts that occur throughout the day.
- d) Creating a vivid character, and then writing about him/her.

2) *Drafting*

Drafting refers to time spent composing a rough draft. At this stage, don't think about word-count, grammar, spelling and punctuation. Don't worry if you've gone off-topic, or if some sections of your plan don't fit too well. Just keep writing!

3) *Revising*

Revising is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers.

The revision *stage* is sometimes summed up with the A.R.R.R. (Adding, Rearranging, Removing, Replacing) approach:

a) Adding

This is a good point to go back to your prewriting notes – look for ideas which you didn't use.

b) Rearranging

Even when you've planned your piece, sections may need rearranging. Perhaps as you wrote your essay, you found that the argument would flow better if you reordered your paragraphs.

c) Removing

Sometimes, one of your ideas doesn't work out. Perhaps you've gone over the word count, and you need to take out a few paragraphs.

d) Replacing

If a particular paragraph isn't working, try rewriting it.

4) *Editing*

Editing is the process of correcting mechanical errors. The editing stage is distinct from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words. It needs to be done after you've made revisions on a big scale: or else you could agonize over a perfect sentence, only to end up cutting that whole paragraph from your piece. When editing, go through your piece line by line, and make sure that each sentence, phrase and word is as strong as possible

5) *Publishing*

Publishing, or sharing, is accomplished in a wide variety of ways when the work is in final form. Student of all ages move back

and forth among these stages while writing; the stages are not lockstep or sequential.

All the theories above are typed as a substance in correcting the students writing result. The students writing are not only analyzed by using rubric but also corrected refer to all these theories

2. The teaching strategies

Teaching strategies is some strategies which are used by the teacher in teaching and learning. Teacher's strategies is one of the important way to motivate students to learn, guiding them into creative thinking, solve their problem and to improve active participation and interaction in teaching learning process.

- a. In teaching learning process, there are four basic of strategies. These are:
 - 1) Identify and determine the specification and the qualification of result that should be achieved
 - 2) Considering and choosing the appropriate approach
 - 3) Determining and choosing a wide the variety of technique, method and procedure are viable for lesson
 - 4) Determining the criterion that should be used to achieved the result.
- b. According to Douglas Brown, teaching strategy is divided into 3 categories:

- 1) *Metacognitive* is a term used in information – processing theory to indicate an “executive” function, strategies that involve planning for learning, thinking about learning process as it is taking place, monitoring of one’s production of comprehension and evaluating learning after an activity is completed.
 - 2) *Cognitive strategy*: are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.
 - 3) *Socioaffective strategy / communication strategy*: have to do with social- meeting activity and interacting with other.¹¹
- c. For providing students with opportunities for self- determination and choice, there are some ways can be promoted, they are:
- 1) *Take the time*. Take the time to talk with students and explain to them why a learning activity they are being asked to do is important
 - 2) *Be attentive*. Attend to students’ feelings when they are being asked to do something they don’t want to do.
 - 3) *Manage the classroom effectively*. Do this in a way that lets students make personal choices. Let students select topic for book reports, writing assignments, and research project. Give them the choice of how they want to report their work (for instance, to you or to the class as a whole, individually or with a partner).

¹¹ H. Douglas Brown, *principles of language learning and teaching fifth edition.*(San Fransisco state university: pearson longman, 2007), 134

- 4) *Establish learning centers.* Students can work individually or collaboratively with other students on different projects in the centers, which might include language art, social studies, or computer centers where students can be select the activities they want to engage in form a menu that you have developed.
 - 5) *Create interest groups.* Divide students into self- selected interest group and let them work on relevant research project.¹²
- d. In addition, here are some good strategies for improving students' self-efficacy:
- 1) *Teach specific strategies.* Teach students specific strategies, such as outlining summarizing, that can improve their ability to focus on their task.
 - 2) *Guide students in setting goals.* Help them create short-term goals after they have made long-term goals. Short- term goals especially help students to judge their progress.
 - 3) *Consider mastery.* Give students performance- contingent rewards, which are more likely to signal mastery, rather than rewards for merely engaging in a task.
 - 4) *Combine strategy training with goals.* Give feedback to students on how their learning strategies relate to their performance.

¹² John W santrock, educational psychology (new york: mc Graw-hill, 2006) 419

- 5) *Provide students with support.* Positive support can come from teachers, parents and peers. Sometimes a teacher just needs to tell a students, “you can do this”
- 6) *Make sure that students are not overly aroused and anxious.* When students overly worry and agonize about their achievement, their self-efficacy diminishes.
- 7) *Provide students with positive adult and peer models.*¹³

To create conditions in which learning is possible, there are three logically necessary conditions for central cases of ‘teaching’ activities:

- 1) They must be conducted with the intention of bringing about learning
- 2) They must indicate or exhibit what is to be learnt
- 3) They must do this in a way which is intelligible to, and within the capacities of the learners.¹⁴

Students are more motivated to learn when they are given choices, become absorbed in challenges that match their skills, and receive rewards that have informational value but are not used for control.¹⁵

All the theories of the teaching strategies are has many contribution for this research. Those theories as the references in making instrument especially in making observation checklist (in chapter III).

¹³ Ibid, 426- 427

¹⁴ Ellie Chambers and Marshall Gregory, *Teaching & Learning English Literature* (London: SAGE, 2006) 44-45

¹⁵ Ibid, 418

In addition, a recent innovative approach offered by the educational world is CTL (contextual teaching and learning). A learning process relates a subject matter with student concrete life. Most of learning strategies have been associated with contextual learning. Writing in outdoor is part of contextual teaching and learning (CTL). Contextual teaching and learning (CTL) is learning based on experience and help a teacher to connect between abstract ideas and practical application in a real world context and student Centre.¹⁶ Contextual teaching and learning (CTL) involves making teaching and learning process more interesting because the student can direct connect apply to the real world.

Writing outdoor is a part of contextual learning (CTL). By using the CTL, the students not only learn material but also the meaning of learning in real life.¹⁷ The concept of contextual teaching and learning has to do with the meaningful learning. It is believed that using contextual teaching and learning (CTL) engage students in significant activities. It helps them connect academic studies to their context in real life situation.¹⁸ It helps the students in study english to be easily, clearly, actively, attractively and more interestingly.

¹⁶ Opcit,

¹⁷ Bambang yudi cahyono, technique in teaching EFL writing (malang: state university of malang press, 2009). 125

¹⁸ Elaine B. Johnson. *contextual teaching and learning: what it is and why it's here to say*, (thousands Oaks, CA: Corwin, 2002). 3

By implementing CTL in teaching and learning activity, it hopes students not only learn the material but also they can find the material of study by situation real life by themselves.

e. The implementation of CTL method

The implementation of CTL method emphasizes the development of the students' potential by doing learning activities. A teacher should engage students in significant activities that help them connect academic studies to their context in real-life situation.¹⁹Center of occupational research and development (CORD) delivers five strategies to implement the contextual teaching and learning method are called as REARC such as.

1) *Relating*

Studying is related with experience context in the real world.

2) *Experiencing*

Studying is stressed on exploration, discovery and invention.

3) *Cooperation*

Study trough interpersonal communication context, using together and the other.

4) *Transferring*

Study from using of knowledge in situation of new context.²⁰

¹⁹ Ibid, 3

²⁰ Nurhadi, *pembelajaran kontekstual (contextual teaching and learning) dan penerapannya dalam KBK* (Malang: Univ. Negeri Malang, 2003). 23

By these five strategies to implement the CTL (contextual teaching and learning) method. We can call it (REARC), the teacher can choose the one of those five strategies in teaching and learning activity which is suitable with the students condition.

Therefore , in the teaching strategies there are some ways and activities have to do to support teacher to be more active and interesting in teaching and learning process. So that, the students can learn clearly and they can understand the lesson easily, and the students can express a good writing. So that the teaching strategies is something necessary.

a. The teaching of writing

In curriculum 2006, English is taught to develop communication competency into spoken and written. Teaching writing will require students to communicate their knowledge and thought, processes by essay or papers. To express students' successful, they need good writing skill, that is why teaching writing is something necessary. Nunan states that learning to write is the most difficult of macro skills for language users whether the language is the first, second or foreign language.²¹

Therefore, to teach writing the students should be invited to practice writing. It is aimed to drill them to explore and organize their ideas into a good text. So, in teaching writing the teacher are expected to be able to create

²¹ Opcit, David Nunan. 89

an interesting way to teach writing. They can implement some strategy or method to motivate and help the students to be more interesting in English and it can get ideas and express their mind in writing easily.

Trends in teaching writing in English as a second language and other foreign languages have not surprisingly. According to Douglas Brown, as communicative language teaching, teachers learned more and more about how to teach fluency not just accuracy, how to use authentic text and context in the classroom, how to focus on the purposes of linguistic communication, and how to capitalize on learners' intrinsic motivation to learn.²²

b. Teaching writing strategies

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. The target skill areas and means of implementation are defined; the teacher can then proceed to focus on what topic can be employed to ensure student participation. By

²² Opcit, Douglass Brown

pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning.²³

In short, in teaching writing, the teachers are expected to be able to create an interesting way to teach writing in the classroom or outside the classroom. They can use some activities or medias and select the topics that suits with the students' interest in order to motivate the students in exploring their ability by getting ideas and expressing them easily.²⁴ There are many activities or ideas that can be used in teaching writing. One of some activities that can be used in teaching especially teaching writing are:

1) Writing in outdoor

Mc. Rae identifies that there are three board form of outdoor activity: outdoor learning and teaching, outdoor environmental education, and outdoor leisure education. Here, the activity which is used by the researcher will outdoor learning and teaching. It means that teaching and leaning activity is done outside the classroom.

Teaching and learning process is not only done in the room with some media of learning with many books on the table but also teaching and learning process (education) is can be done outside classroom

²³ Kenneth beare. "teaching writing skills" a focus on strategies for teaching writing to the students of english as 2nd language.(http://esl.about.com/cs/teachingtechnique/a/a_twite.htm, accessed on november 3, 20011)

²⁴ Jeremy harmer. *The practice of english language teaching* (cambridge: longman)

(outdoor activity) with a different situation and interesting condition in order the students can be active and more understand the lesson.

Education outside classroom describes school curriculum learning, other than with a class of students sitting in a room with a teacher and books.²⁵

While there are many definition of outdoor education, the most comprehensive one one seems to be, “outdoor education is ‘in’, ‘about’, and ‘for’ the out- of- doors.” This definition tells the place, the topic, and the purpose of outdoor education.

'In' tells us that outdoor education can occur in any outdoor setting from a school yard in an industrial neighborhood to a remote wilderness setting, in swamps, meadows, forests, shores, lakes, prairies, deserts, estuaries, and all other biomes. 'About' explains that the topic is the outdoors itself and the cultural aspects related to the natural environment. You may teach about mathematics, biology, geology, communication, history, political science, art, physical skills, or endurance, but learning occurs through the context of the outdoors. 'For' tells that the purpose of outdoor education is related to implementing the cognitive, psychomotor, and affective domains of learning for the sake of the ecosystem

²⁵ http://en.wikipedia.org/wiki/outdoor_education

itself. It means understanding, using, and appreciating the natural resources for their perpetuation.²⁶

Outdoor education is an experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment. In outdoor education, the emphasis for the subject of learning is placed on relationships concerning people and natural resources.²⁷

The Committee to Study Alternatives in Outdoor Education, state that "The term outdoor education does not indicate a clearly defined body of knowledge, but rather a range of learning experiences which utilize the unique educational situations created by the natural environment outdoor activities and outdoor living."²⁸

Outdoor education has been described as a place (natural environment), a subject (ecological processes) and a reason (resource stewardship). According to priest, outdoor education is comprised of 6 primary points:

- a) It is a method for learning
- b) It is experiential

²⁶ Phyllis ford, "out door education: definition and philosophy". <http://www.ericdigests.org/pre-923/outdoor.htm> , accessed on november 27.2011

²⁷ Lund, "what is outdoor education". (<http://wilderdom.com/definitions/definitions.html>, accessed on november 27. 2011)

²⁸ " outdoor education in the curriculum" *outdoor education*, (<http://www. Outdoor education.com>, accessed on November 2011)

- c) It takes place primarily outdoors
- d) It requires the use of all sense
- e) It is based upon inter disciplinary curricula
- f) It is about relationship involving people and natural resources.²⁹

In addition, outdoor education is a method of teaching and learning that emphasized direct, multisensory experiences, take place in the outdoor environment. Outdoor education programs strive to elevate the physical, emotional, cognitive, and spiritual levels of the individual.³⁰

Based on all those theories, teaching and learning activity especially writing can be done in everywhere, not only indoor with some material books but also it does in outdoor. By writing in outdoor the students can write their idea and express their mind easily. In this study, we will focus on descriptive writing, make a write in paragraph descriptive model in outdoor, it will be easier because they will look the thing will be described directly.

All the theories have many function to this research. These theories are typed as the references in making observation checklist and interview guide to collect all the data which is needed in this research.

2) Teacher activity in outdoor

²⁹ Ken gilberton, *education method and strategies* (USA: human kinetics, 2005), 4

³⁰ Ibid, 5

There are some activities that can be done by the teacher when the teacher do outdoor activity in teaching and learning process. The activities are:

- a) Leading/instructing individuals or groups on a particular activity (e.g. hillwalking, mountain biking, caving)
- b) Briefing participants about safety and logistics
- c) Designing outdoor activity programs and products for different groups
- d) Designing learning resources for groups
- e) Delivering training sessions or lessons in the outdoors and/or in a classroom environment
- f) Driving groups and equipment to the activity site (often involving a minibus and trailer)
- g) Complying with health and safety legislation, outlined by the Adventure Activities Licensing Authority (AALA), and according to in-house procedures
- h) Carrying out and updating risk assessments
- i) Recording accidents/incidents and writing incident reports
- j) Cleaning, maintaining and preparing equipment (e.g. climbing ropes, canoes)
- k) Assisting with catering and housekeeping duties

- 1) Liaising with other outdoor users and organizations regarding local environmental conditions and site-specific issues (e.g. safety issues caused by rock fall).³¹

All those references in teaching strategies are to lead the researcher in making observation checklist. Hopefully, All those reference will help the researcher in making observetion checklist and also when the researcher do observation to be easily.

- 3) The purpose outdoor

There are main reasons why outdoor play is critical for the healthy development of young children.

- a) Physical excercises

Children need to develop large motor and small motor skills and cardiovascular endurance.

- b) Enjoyment of the outdoor

Outdoor play is one of the things that characterize childhood. Children need opportunities to explore, experiment, manipulate, reconfigure, expand, influence, change, marvel, discover, practice, dam up, push their limits, yell, sing, and create. Some of our favorite childhood memories are outdoor activities.

- c) Learning about the world

³¹ <http://schools.norfolk.gov.uk>

Much of what a child learns outside can be learned in a variety of other ways, but learning it outside is particularly effective—and certainly more fun! In the outside playground children can learn math, science, ecology, gardening, ornithology, construction, farming, vocabulary, the seasons, the various times of the day, and all about the local weather. Not only do children learn lots of basic and fundamental information about how the world works in a very effective manner, they are more likely to remember what they learned because it was concrete and personally meaningful.

d) Learning about self and environment

To learn about their own physical and emotional capabilities, children must push their limits. An essential task of development is appreciating how we fit into the natural order of things—animals, plants, the weather, and so on.

e) Allowing children to be children

Using open space to fulfill basic childhood needs—jumping, running, climbing, swinging, racing, yelling, rolling, hiding, and making a big mess—is what childhood is all about! For a variety of obvious reasons many of these things cannot occur indoors. Yet children must have these important experiences. Outdoor

environments fulfill children's basic needs for freedom, adventure, experimentation, risk-taking, and just being children.³²

This theory is give more knowledge about the purpose of outdoor activity and more information There are main reasons why outdoor play is critical for the healthy development of young children.

- 4) The advantages of outdoor activity
 - a) Extends and challenges students
 - b) Introduces living away from home and outdoor camping
 - c) Introduces and develops camping skills
 - d) Develops students personal and group skills and helps them to interact
 - e) Introduces and develops social interaction amongst peers
 - f) Develops a historical and geographical awareness of the world around us
 - g) Understanding and appreciating the natural environment
 - h) Forming leadership skills and learn when to utilize leadership skills
 - i) Acquiring knowledge, skills, and attitudes necessary in a range of outdoor leisure activities that have minimal impact on the environment
 - j) Encouraging active participation and enjoyment in the natural environment through outdoor adventure and education mediums.

³² Johnson, Christie and Wardle, *Development and Early Education*

- k) Develops awareness of potential hazards and risks in the outdoors
- l) Develop independence, self-reliance, and positive self-concept.

5) The importance of outdoor activity

Outdoor activities form an important part of their life. Outdoor activities have long term benefits on their health.

a) Health benefits

Outdoor activities help kids stay fit and active which will benefit them in the long run. They can ward off health problems like obesity and heart ailments later in life.

b) Makes them competitive

When kids play outside, they gain a sense of mastery and competency skills. Even when they are playing any game and they win the game, it helps in developing the winning spirit. It's a best way to boost their self-esteem as well.

c) Learning working in groups

When kids play with other kids, they learn to interact in groups, learn building strategy to win. They learn to adjust with kids of different temperament. This will help them when they grow up, in both their professional and personal life.

d) Giving a sense of freedom

When kids play outdoors, adults are generally more lenient with them. They feel a sense of freedom. They feel more enthusiastic and energetic and want to discover themselves.

e) Learning social skills

Often when kids play, they have a lot of loud interactions and physical movements with other kids. They learn to interact with other children, often bonding over games and developing long lasting friendships.

f) Learning to appreciate nature

Parents should take their kids for treks and nature camps. They will understand nature and science better. This will help them relax and sooth all the five senses. You should teach them to respect nature. Try doing activities like gardening, planting trees, flower exhibition which help them to understand nature.³³

B. Descriptive Text

There are many kinds of text. Text types are distinct, which depend on the purpose of the writing itself. Since the study involves junior high school students, the text types will be refered to the text types in 2006 English curriculum for junior high school. According to 2006 English curriculum (BSNP, 2006), there are two types text that should be taught to the second semester of seventh grade of

³³ <http://www.indianchild.com/parentingtips/importance-of-outdoor-activities-for-kids.htm>

junior high school students. Those are descriptive text and procedure text. Both of them have a different generic structure and the function.

1. Descriptive: describe how something we look. The purpose of it is to describe a particular place, thing or person.³⁴
2. Procedure: describe how something accomplished through the sequence of actions or steps. The purpose of it is to help us do a task or make something. They can be a set of direction or instruction.³⁵

Here, the researcher only focus on the descriptive text. Here, there are several definition of descriptive text according to some experts, which explained as: Descriptive writing, sometimes called “showing writing” is writing that describe a particular person, place or event in great detail.³⁶

Descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition. The senior high school students are required to understand the component of descriptive text genre, those are: generic structure and language feature. The generic structures of this genre are identification (mention the special participant) and description (mention the part, quality, and characters of the subject being described). And for the language features of this genre, usually uses simple present tense, adjective, noun phrase and adverbial phrase.

³⁴ Th. M. Sudarwati, *look a head* (Jakarta: Erlangga, 2007), 172

³⁵ Th. M. Sudarwati, *look a head*..... 88

³⁶ <http://library.thinkquest.org>

According to Ploeger, description is used to add details about something physical like a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses: sight, hearing, smell, taste and touch.³⁷ to create the most accurate picture in reader's mind, the writer has to be precise in the choice of words. What is include to sight, hearing, smell, taste and touch. With adequate sensory detail, the reader can create a clear and specific picture in her or his mind about the topic that the writer wants to describe.

Clearly, descriptive writing uses a lot of flowery adjectives and adverbs to describe what is going on or how something appears. For example when you write description of person, you tell what she or he looks like, when you describe a place, you tell what it looks like, if you describe a scene with people you might first describe the place, and then you might also tell what is happening and what the people are doing.

According to alicia oshima, there are some important points to be understood in descriptive writing. Some important points are:

1. A description is a word picture. It tells the reader how something looks, feels, tastes and sounds.
 - a. Use spatial order to organize a description. A spatial order is the arrangement of items in order by space: back to front, left to right, top to bottom, far to near and so on.

³⁷ Katherine M. Ploeger . *simplified paragraph skills* (Illinois: NTC Publishing Group), 239

- b. Use spatial order expressions to show the order: example of the spatial order are on the dashboard, in front of the sofa and in the distance.
2. Unity is an important element of a good paragraph. Unity means that paragraph discussed, only one, main idea.
3. Supporting details are the meat of paragraph. They prove the truth of your topic sentence, and they make your writing rich and interesting.
4. For yet and nor are three additional coordinating conjunctions that you can use to make compound sentences.
5. One way to make your writing more interesting is to vary your sentence openings. Occasionally move a prepositional phrase to the beginning of a sentence. (you can not move any prepositional phrase, however).
6. Clustering is another prewriting technique you use to get ideas.³⁸

This theory is applied in this study to support the teaching of writing theory. Besides that, in order we know that there are six important points have to be understood in descriptive writing.

C. Previous Studies

In this study, the researcher related some previous studies. First, the title is “the effectiveness of using diary writing to improve students’ writing skill at SMA Al- Azhar Menganti Gresik” this research was done by Neneng Fauziyah student of IAIN Sunan Ampel Surabaya. The researcher used qualitative -

³⁸ Alice oshima, *introduction to academic writing* (pearson education: USA, 2007), 73-74.

quantitative research method. She collected the data and analyzed students' writing work of SMA Al – Azhar class x bilingual, Menganti Gresik. The research problems are: first, how is the students' writing skill at SMA Al- Azhar Menganti Gresik, second, how is the effectiveness of using diary writing on students' writing skill at SMA Al-Azhar Menganti Gresik.³⁹ The result of the study is; the effectiveness of using diary writing can help students in writing easily. This technique can motivate the students to active and creative in writing.

And for this research, under the title “ The Implementation Outdoor Activity to Improve English Writing Ability of Students at SMP Suryonugroho Surabaya” the differencess with between this research and the previous study above is the object of the research, the level of the students which is researched, the research design, and the method which is implemented. And the similarities between this research and the previuos reseach above are, both of them are foceses on writing skill, both of them were implementing a method. And the results were the method can help the students to improve their English ability especially in writing skill.

Second, the title is “The implementation of concept mapping to improve the performance of the eight grade students of SMPN 4 Malang in writing descriptive text”. This research was done by Shanti Chandra Dewi student of state university of Malang. In her study, the research design used is classroom action

³⁹ Neneng Fauziyah, *the effectiveness of using diary writing to improve students' writing skill at SMA Al- Azhar Menganti Gresik* (IAIN SA Surabaya: unpublished, 2010)

research. The subject of this study is the eight grade students of SMPN 4 Malang in the first semester of 2008/2009 academic year. The strategy involved in the writing process including prewriting, writing and post writing. The data gained from the students' writing scores were analyzed in terms of content, organization, and language use by scoring rubric.⁴⁰ The result of this study is: in cycle 1, the implementation of the action was not fully successful; the mean score of the students' writing for all the the three assessed criteria did not significantly increase compared with the score in the preliminary study and there were some students producing descriptive writing below the standard level. In cycle 2, significantly increased compared with the previous cycle ; however there were some students producing descriptive writing below the standard level. And in cycle 3, the implementation of the action was fully successful, the students' writing performance was better and there was no students producing below the standard level.

And for this research, under the title “ The Implementation Outdoor Activity to Improve English Writing Ability of Students at SMP Suryonugroho Surabaya” the differencess with between this research and the previous study above are the reseach design, the level of students which is researched and the method which is implemented to each school, the school which is researched in this research is has implemented the activity before but the school of the previous

⁴⁰ Shanti Chandra Dewi, *the implementation of concept mapping to improve the performance of the eight grade students of SMPN 4 Malang in writing descriptive*(state university of Malang: unpublished, 2008)

study which is researched has never done the method before. And the similarity between this research and the previous study above are both of them are focuses on descriptive writing, both of them are chooses SMP as the object of the reseach, both of them are implementing a method to help the students improving their writing.

Third, the title is” the implementation of print of advertisement in teaching writing analytical exposition text to the eleven grader of SMAN 1 Porong Sidoarjo”. This research was done by Rina Sudarwanto student of UNESA Surabaya. The writer used descriptive qualitative research in doing her study. The subject of this study was students of XI – A3 SMAN 1 Porong Sidoarjo. The research problems are: first, how is the implementation of print advertisement in the teaching writing analytical exposition text, second, how are the students’ responses toward the implementation of print advertisement in teaching writing analytical exposition text. The writer concluded that the implementation of print advertisement was interested for student in writing analytical exposition text. It is known that the students’ compositions were arisen and they made less of errors.⁴¹ The result of the study is the implementation of print advertisement helped the students in writing analytical exposition text and made students easily to get the ideas in writing analytical exposition text. The use of print advertisement made the students more actively to ask and answer question. Furthermore, the students

⁴¹ Rina Sudarwanto, *the implementation of print of advertisement in teaching writing analytical exposition text to the eleven grader of SMAN 1 Porong Sidoarjo* (UNESA Surabaya: unpublished, 2009)

really enjoyed to write an analytical exposition text by using print advertisement, beside it created ideas, print advertisement also introduced new vocabularies. The students' score composition were arisen and they made less errors. Most of the students were agree that the implementation of print advertisement was really helpful in getting the ideas to write analytical exposition text.

And for this research, under the title “ The Implementation Outdoor Activity to Improve English Writing Ability of Students at SMP Suryonugroho Surabaya” the differences with between this research and the previous study above are the school and the students' level which is researched, the method that implemented to improve writing the students, the writing text which is focused in the research. And the similarity between this research and the previous study above are both of them are uses qualitative method as the research design, both of them are focuses on writing skill, both of them are implementing a method to help student improving their writing skill.

And the last is “using peer feedback technique to improve students' writing Ability at the first grade of MAN Lamongan”. This research was done by Muslikhotin student of IAIN Sunan Ampel Surabaya. In this research, the design was collaboration classroom action research. The research problems are: first, how is the implementation of peer feedback in teaching of writing, second, can the peer feedback technique improve the student writing ability in language use and mechanic and the last, how are the students' response toward the implementation of peer feedback technique. The students' score showed that there

are significant improvements of the students' score from rough draft until final in tense.⁴² The result of this study is, for question number 1: the teaching and learning process when using peer feedback technique can be done based on the planning which was planned. For question number 2: the students' score showed that there are significant improvements of the students' score from rough draft until final rough draft in each cycle in language use, especially in tense. And for question number 3: 83, 72 % students' answered that they felt enjoy with the implementation of peerfeedback technique and they hoped that peer feedback technique need be applied in their school.

And for this research, under the title “ The Implementation Outdoor Activity to Improve English Writing Ability of Students at SMP Suryonugroho Surabaya” the design is qualitative method. The research problems are: first, how is the implementation of outdoor activity to the improvement students' writing ability. Second, how are the students' writing toward the implementation of outdoor activity. The subject of this study is students of VII SMP Suryonugroho. The researcher will collect all the data and analyzed students' writing result by using rubric. The instrument of this research is observation, interview, tests (pre-test and post- test) and documentation. The result of this study, the implementation of outdoor activity can help the students to write descriptive

⁴² Muslikhotin, *using peer feedback technique to improve students' writing Ability at the first grade of MAN Lamongan* (IAIN SA Surabaya: unpublished, 2010)

writing easily. This activity can motivate the students to more active and interest in learning english especially in writing.

There are many differences and similiarities between this study and all those previous study. The differences are the methods and the techniques which are implemented and used in teaching english, the subject which is observed, and the research methodology. And the similarities are all the studies are focused on the improving students writing ability, all the reserachers used SMP or SMA students as the subject of their studies. And for this study, the researcher chooses SMP Suryonugroho because in that school has done this method in teaching and learning activity.