

## CHAPTER II

### REVIEW OF RELATED LITERATURES

This chapter presents the review of related literature concerning review of previous study, the general concept of writing, definition basic questioning, the use of basic questioning, definition of picture, picture as teaching media, picture to teach writing, teaching writing descriptive text by using basic questioning with picture.

#### A. The Theoretical Foundation

##### 1. The General Concepts of Writing

Oxford defines writing as the activity to make words or number on a surface, especially using pen or pencil<sup>1</sup>. It is an activity in arranging words, phrases, and sentences in grammatically correct forms and appropriate with its purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil.

According to Harmer, writing is a technique to make language and to show idea, feeling and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities<sup>2</sup>.

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<sup>1</sup>Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press, 2003), 3rd Ed., p. 502.

<sup>2</sup>Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p .31.

Writing has the elements that must be learned in learning activities. It means that there are elements of writing that have to be learned by the students in order to make their writing good, such as grammar, vocabulary coherence. The correct use of grammar and vocabulary are very required in writing to show how well the students master writing. The students must think about the process and the use of language also.

From the definitions of writing, it can be concluded that writing is the way of producing language and expressing ideas, feelings, and opinions in the form of letters, symbols, or words on a piece of paper by using a pen or pencil. Writing requires students to use grammar and vocabulary correctly to express what they want to say clearly. Students' writing shows how well they are mastering the language.

## **2. Basic Questioning**

### **2.1. Definition of Basic Questioning**

According to Oxford Learners Pocket Dictionary, basic is the important part of something from the other things develop. While, question is sentence used to ask for information<sup>3</sup>. Linguistically, a question is an expression of request for information requiring an answer.<sup>4</sup> So, the basic

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<sup>3</sup>Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press, 2003), 3rd Ed., p. 351

<sup>4</sup>Question, [http://en.Question#Questions\\_and\\_answers](http://en.Question#Questions_and_answers), accessed on Friday May 24th, 2013 at 14.54.

question is the basis sentence, phrase or gesture that is used to get or ask information about the topic.

Sinclair and Coulthard found that the one of commonest types of word in the discourse of classrooms is question. Basic questions can have different purposes, for example in socializing, scene setting, checking vocabulary, checking learning and seeking opinion<sup>5</sup>. From the explanation above, it can be concluded that basic questioning is a key aspect of the teaching and learning process. Basic questioning is crucial way teachers can use manage the class, engage students with content, encourage participation and increase understanding. Basic question can be used to get the information, check the students understanding, stimulate the students to think more, and asking the students opinion. This indicates that basic questioning can also be used to development of students' critical thinking.

## **2.2. The Use of Basic Questioning**

Nunan, et.al. state that teachers ask a lot of questions. In fact, the one of standard interactional in the classroom is teacher asking question, and one or more students responding to the question and, next, the teacher evaluating the response. In terms of management of learning, questions fulfill numerous

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<sup>5</sup>Ruth Wajnryb, *Classroom Observation Task (A resource book for language teachers and trainers)*. (Cambridge University Press. 1992, p, 46,

functions such as to elicit the information, to check understanding, and to control behavior<sup>6</sup>.

Patsy and Nina Spada also state that basic questions are the main interesting ways in stimulating students interaction and in exploring how much they understand<sup>7</sup>. It means that basic questioning could use to know and to measure the students understanding. Question can help the teacher to measure the effectively pupils are learning, and can be used to involve students work in the class, giving students opportunities to articulate their understanding, improving the students in communication skills, stimulating the imagination into creative thinking.<sup>8</sup>

Basic questioning skills are necessary to good teaching. Teachers often use basic questions to make sure that the students are caring and engaged and to evaluate students understanding. To achieve this purpose, teachers not only need to have a clear purpose for questioning, but also need to learn how to ask the right questions. To guide students on the learning

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<sup>6</sup>David Nunan and Clarice Lamb, *The Self-directed Teacher (Managing the Learning Process)*, (Cambridge University Press, 1996), p ,80,

<sup>7</sup>Patsy M. Lightbown and Nina Spada, *How Languages are Learned*, (New York: Oxford University Press, 2006 ), 3rd Ed., p. 130.

<sup>8</sup>Learning and Teaching Toolkit Questioning, From <http://www.highland.gov.uk/learninghere/supportforschoolstaff/ltt/issuepapers/ltt-questioning.htm>, accessed on Wednesday, march 29th, 2013,

process, is important to question on learning outcome as well as student thinking and learning processes<sup>9</sup>.

Before starting the lesson, the teachers can use the basic questioning to stimulate the students in order to involve them in the teaching learning activity. For example, when the teacher teaches about descriptive text, first of all, the teacher is better to ask some questions related to the topic. Then the teacher may ask the students to share their experience with their friends and discuss it together. After that, the teacher explains about the descriptive text. Those activities will make all the students have a guideline to write. Also, it will make the lesson more effective and interesting. The teacher could give an example first for the students, and then give some questionings. Here, the use of basic questioning is to give a stimulus to make the students get an idea about the lesson that will be discussed. The teacher starts the lesson from the easiest to the most difficult one. So there is a systematic pattern that is used by the teacher.

### **3. Picture**

#### **3.1. Definition of Picture**

Picture is a description that gives the idea in our mind of what something is like; it gives the information that enable us to understand a

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<sup>9</sup>Nachamma Sockalingam, Questioning Skills to Engage Students, from <http://www.facultyfocus.com/articles/teaching-and-learning/questioning-skills-to-engage-students/>, accessed on Tuesday, April 20th, 2013, at 20.00

situation<sup>10</sup>. In classroom context, picture can represent situation which would be impossible to create in any other way. Many actions can be demonstrated in a classroom, many objects can be brought into the classroom like toys, tools, clocks, etc. Picture is one of the varieties of teaching aids which is used to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. In teaching writing, teachers can use pictures – whether drawn, taken from books, newspaper and magazine, or photographs to facilitate learning<sup>11</sup>.

From the definition above, it can be concluded that picture is one of the media in teaching learning process to support the presentation of the material by emphasizing the students visual sense that can be used to motivate and increase the students interest in teaching and learning process.

### **3.2. Picture as Teaching Media**

Media are kinds of substances that are used by a teacher during teaching and learning process to support the presentation of the lesson. Media have important roles in teaching and learning process. Azhar Arsyad states that media is the tools that can send and transmits learning messages.<sup>12</sup>

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<sup>10</sup>Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford Universitypress, 2003), 3rd Ed., p. 322.

<sup>11</sup>Jeremy Harmer, *The Practice English Language Teaching*, (London: Longman, 2001), 1st Ed., p. 134.

<sup>12</sup>AzharArsyad, *Media Pembelajaran*, (Jakarta: PT. Raja GrafindoPersada, 2003), p. 4.

Students motivation can be increased by using media in teaching. Media not only can send learning messages but also sometimes entertain students. For example, occasionally, teacher gives the students pictures in their lesson in order that students will be comfortable and enjoyable.

Using media is the main point in teaching learning process, particularly in teaching writing class. The use of media or aids in learning process should be matched with curriculum used and students level ability. Thus, a teacher must have knowledge about media in teaching learning process. Media which is used should be easy to be understood and known by the students in order to help them mastering the material or competence which is taught<sup>13</sup>. One of media which is widely used in teaching is picture.

Picture is one of the teaching media that can make the students enjoy the lesson. By showing pictures, students can focus on their activities or they will be interested in learning. They should be able to try to understand picture about. It can be used to create situation for English classroom more freely. Picture can help the students to understand the material easily and motivate the students in teaching and learning process also.

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<sup>13</sup>AzharArsyad, *Media Pembelajaran*, (Jakarta: PT. Raja GrafindoPersada, 2003), p. 15

#### 4. Teaching Descriptive Writing by Using Basic Questioning with Picture

Before starting the lesson, the teachers can use the basic questioning with picture to stimulate the students involvement in the teaching and learning activities, like when the teacher teaches about descriptive text. Rob Traver states that basic questioning can direct the student's idea in the process of learning writing.<sup>14</sup> To do basic questioning with picture in teaching descriptive writing, first of all, the teacher explains about the descriptive text it self and gives some examples of descriptive text. Then, the teacher shows the students a picture related to the topic and then asks some questions about the picture. The question that given to the students related with the picture and the topic. The example of the question are:

1. What do you think about the picture? The picture is about teaching learning in the class room,
2. How many students in the class room? There are 10 students in the class room.
3. What is the teacher doing in the picture? The teacher writes on the black board<sup>15</sup>.

After that the teacher asks the students to make a descriptive paragraph based on the questions and pictures given.

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<sup>14</sup> Rob Traver, "Educational Leadership" ASCD March 1998, <http://smallshoolproject.org>, accessed on July 10, 2013

<sup>15</sup> Ben Johnson, "The Right Way to Ask Question in the Classroom", from <http://www.edutopia.org/asking-questions>, accessed on Thursday, April 24th, 2013



Those activities will make all the students have a guideline about descriptive text, so it will make the lesson more effective and interesting. Give an example first, and then give some questionings. According to Danielson, teacher's skill in questioning and in leading discussions is precious for many instructional purposes. It is also an essential way in eliciting the student reflection and challenging deeper student engagement<sup>16</sup>. The steps of eliciting here are giving or showing picture or the other tools that can lead the student imagination. After that teacher give question related to the picture. It means showing the picture first, then giving the question to the students to reinforce the student understanding.

Here, the use of basic questioning with picture is to give a stimulus to make the students get an idea about the lesson that will be discussed. The teacher starts the lesson from the easiest to the most difficult one. The main point of this method is that the teacher gives stimulus in order the students will give feedbacks from some questions that are given by the teacher, and the teacher can lead them to think more, or we can say writing by guiding them using basic questioning with picture.

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<sup>16</sup><http://www.deil.uiuc.edu/QuestioningTechniques/> accessed on, 25 July 2013

## B. The Review of Previous Studies

There are some previous studies intended to enrich or increase students writing ability by using basic questioning with picture technique. They are presented as follows.

The first research was conducted by AnindaNidhommilHimafromState University of Malang entitled”*Using Questioning Technique to Improve the Ability of Eight Grade Students of SMPN 10 Malang in Writing Recount Text*” this research was conducted in 2011. In her study, the research design used was Classroom Action Research (CAR). The result of this study indicates that questioning technique improves the student ability in writing recount paragraph especially in generating and developing students’ ideas. The improvement can be seen from students’ writing score in cycle 2 that had matched the criteria of success above 70<sup>17</sup>.

The second previous study in writing skill was done by Muhayyinah, State Institute for Islamic Studies SunanAmpel Surabaya with the title ”*The Effectiveness of Guiding Question Technique in Teaching Writing Among Students Year X of SMK NU Lamongan*” . This research was conducted in 2012. This study has the similarity with this research, both of them focus on writing skill and both of them use question technique. The difference this research and the previous two researches are on the object of the research and the students’

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<sup>17</sup>AnindaNidhommilHima, *using questioning technique to improve the ability of eight grade students of SMPN 10 Malang in writing recount text*, (State University of Malang, 2011)

level. This study by Muhayyinah shows that there is significant improvement in student writing achievement that is taught by guiding question technique. Guiding question technique helps the students arrange their idea in the processing of writing<sup>18</sup>.

The third previous study in writing skills was done by RistyanaPrimadani, State Institute for Islamic Studies SunanAmpel Surabaya entitled "*The Effectiveness of Using Short Note in Teaching Writing at SMP Negeri 1 BangsalMojokerto*". This research was conducted in 2011. This current study is similar with this previous study in that both used experimental research design. The difference this study with this previous study is the subject of the research; this study used basic questioning with picture while the previous study used short note. The result of previous study shows that teaching and learning using short note is more effective than traditional technique<sup>19</sup>.

A similar study was conducted by KhoiruddiYanuarSyam, State University of Malang entitled "*Using Fotonovela and Guiding Question to Improve the Ability in Writing Narrative Text of Grade VIII Studies of SMP Negeri 21 Malang*". This research was conducted in 2011. This study investigated teaching writing narrative text using fotonovela and guiding question technique. The similarity this research and the previous study are both

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<sup>18</sup>Muhayyinah, *the effectiveness of guiding question technique in teaching writing among students year X of SMK NU Lamongan*, (State Institute for Islamic Studies SunanAmpel Surabaya, 2012)

<sup>19</sup>RistyanaPrimadani, *the effectiveness of using short note in teaching writing at smpnegeri 1 bangsalmojokerto*, (State Institute for Islamic Studies SunanAmpel Surabaya, 2011)

of them using picture or photo as a media to teaching writing, and both of them used question technique in teaching writing. The differences of this study and the previous study are the object of this research and the research methodology used. The previous study used Classroom Action Research (CAR). Interview, observation, field notes and students' writing result were used to collect the data. The result of this study shows that fotonovela and guiding question effectively and successfully in helping student writing an English composition regarding students' problem in generating and organizing ideas<sup>20</sup>.

The focuses of the previous research are on either on the use of questioning to improve text types other than descriptive or the use of other technique to improve students writing. This study focuses on the use of basic questioning with picture to improve students' ability in writing descriptive.

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<sup>20</sup>Khoiruddi YanuarSyam, *using fotonovela and guiding question to improve the ability in writing narrative text of grade VIII studies of SMP Negeri 21 Malang* (State University of Malang, 2011)