

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains several theories through reviewing some literatures related to this study. The theoretical build up as follows:

A. Review of Related Literature

1. Writing

a. *Writing Skill*

Writing is one of the skills that have correlation with another skill such as listening, reading, and speaking. But, writing is the skill that we can produce through the text. In writing, we can imagine and use our ideas that produce through the text. The creative writing is also depend on many factors such as the Genre of writing, the ideas of the writer, the sight of the writer and many things. But, in other hand we can produce creative writing for our students to make them are motivate to write something.

Language production means that students should use all and any languages at their disposal to achieve a communicative purpose rather than be restricted to specific practice points¹. Therefore, the form of language produced is different among those two. Speaking produces language in oral

¹ Harmer, J. 2001. *The Practice of English Language Teaching*. London: Longman, 249

form while writing does in written form. That's why those skills belong to productive skill². When considering how people to write, we need to consider the similarities and differences between writing and speaking, both in terms their forms and in the process that writers and speakers go through to produce language³.

According to Harmer, in writing, there are problems with grammar, vocabulary, handwriting, spelling, layout, and punctuation⁴. It means that good content of writing only is not enough. A writer must also have sufficient language components like grammar, vocabulary, punctuation, and spelling to facilitate him/her in expressing his/her ideas, experiences, thoughts, and feelings. The writing should be organized well, too, in order to be able to be easily read and understood by the readers.

b. The Process of Writing

Writing is not as simple as putting text on paper. It needs a long process from planning until producing the final version of the writing. The process of writing consists of 4 steps: (1) planning, (2) drafting, (3) editing (reflecting and revising), and (4) final version⁵.

The first step of writing is planning. Before starting to write or type, writers need to plan what they are going to say. It can be done by making

² _____ . 2001. *The Practice of English Language Teaching*. London: Longman, 246

³ Jeremy, H. *How to Teach Writing*. (Essex: Pearson Education Limited 2004), p. 6

⁴ _____ *The Practice of English Language Teaching*. (London: Longman 2001) , p. 255

⁵ _____ *How to Teach Writing*. (Essex: Pearson Education Limited 2004), p. 4

detailed notes, jotting words down, or simply planning in the head⁶. There are three main issues writers should think about when planning to write: (1) the purpose of the writing, (2) the audience they are writing for, and (3) the content structure of the piece⁷.

The second step is drafting. In this step, a writer writes what he/she has been planned before. This writing is called the first draft because it is not finished yet. The writer should check it minutely and make changes and corrections before considering it as the final version of the writing. Checking the first draft will direct the writer to edit it. This is the third step of the writing process. In this step, the writer makes changes and corrections due to the ambiguity, grammatical errors, disorganized orders, etc of the writing⁸.

The last step of writing process is writing the final version. This final draft of writing is written after the writer has done with editing and revising the first draft⁹. However, writing process is recursive. It means that writers revise throughout the process, frequently moving back and forth among the

⁶ Dafi, K. The use of Facebook to Improve Students' skill and Increase their Motivation in Writing Recount Texts. (*An action research of tenth Grade of SMAN 1 Kajen in academic year of 2012/2013*), p. 15

⁷ Jeremy, H. *How to Teach Writing*. (Essex: Pearson Education Limited 2004) , p. 4

⁸ Dafi, K. The use of Facebook to Improve Students' skill and Increase their Motivation in Writing Recount Texts. (*An action research of tenth Grade of SMAN 1 Kajen in academic year of 2012/2013*), p. 15

⁹ _____ The use of Facebook to Improve Students' skill and Increase their Motivation in Writing Recount Texts. (*An action research of tenth Grade of SMAN 1 Kajen in academic year of 2012/2013*), p. 15

steps¹⁰. For example, when writers think that they have done the final version; they may change their mind and go back to re-edit, re-draft, even re-plan the writing. Even when they get to what they think is their final draft they may find themselves changing their mind and replanning, drafting, or editing¹¹.

c. Types of Writing

There are three types of written text. Here are the types of writing text:

1) The Informative Text Type

The informative text type is such narration which is the telling of a story; the succession of events is given in chronological order. The main purpose of a narrative is to entertain, to gain and hold a readers' interest. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience and of course, fantasy stories.

2) The Expository Text Type

It aims at explanation, i.e. the cognitive analysis and subsequent syntheses of complex facts.

¹⁰ Jeremy, H. *How to Teach Writing*. (Essex: Pearson Education Limited 2004), p. 5

¹¹ _____ *How to Teach Writing*. (Essex: Pearson Education Limited 2004), p. 6

3) *The Argumentative Text Type*

This kind of text is based on the evaluation and the subsequent subjective judgment in answer to a problem. It refers to the reasons advanced for or against a matter, such as essays, articles, etc. Other types that are based on generic structures and language features dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genres.

4) *The Descriptive Text Type*

Descriptive writing provides an illustration of people, places, events, situations, thoughts, and feelings. Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination.

2. Descriptive Text

a. *The Definition of Descriptive Text*

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds¹². In addition, a good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. The generic structure of a descriptive text is as follows: (1) identification: an introduction to the subject of the description; (2) description of features: describe the characteristic features of the subject. While the language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer’s personal view about the subject or to give an insight into the subject’s thoughts and feelings; (6) use of action verbs to describe the subject’s behavior; (7) use of adverbials to provide more information about

¹² Oshima, A. & Hogue, A.. *Introduction to Academic Writing* (2nd Edition). (New York: Addison Wesley Longman 1997), Inc.

this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

b. The Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. Description 32 enables us to entertain, express feelings, relate experience, inform, and persuade. Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

c. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1) Description of people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you

have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

a) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

c) Character

Sketch More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch

delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

2) *Description of places*

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

3) *Description of Things*

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a) *Using Proper Noun*

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b) *Using Effective Verb*

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.

d. The Structure of Descriptive Text

1) The generic structures of a description :

Identification : identifies the phenomenon to be described.

2) Description of features : describes features in order of importance.

Parts/things (physical appearance), Qualities (degree of beauty, excellence, or worth/value), Other characteristics (prominent aspects that are unique).

3) The generic features of description are:

Adjective to describe the features of the subject Topic sentences to begin paragraphs and organize the various aspects of the description.

4) The factual description scaffold

A general opening statement in the first paragraph. This statement introduces the subject of the description to the audience. It can give the audience brief details about the when, where, who, or what of the subject.

5) A series of paragraphs about the subject

Each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Each paragraph should describe one feature of the subject. These paragraphs build the description of the subject .

6) *A concluding paragraph (optional)*

The concluding paragraph signals the end of the text.

3. Teaching Writing Using Technology

Social Network Media can be something that we need to easy understanding and learning through social environment. Not only for the advertisement, news, information and social interaction that we can get from the social media but also, the education learning process we can input in social media. There are many things that offered by social media such as Educational Application. We can adapt the application for our students in teaching and learning process.

Karlan, G state, the trends and findings from a descriptive analysis of 25 years of research studies examining the effectiveness of technology to support the compositional writing of students with learning and academic disabilities are presented. A corpus of 85 applied research studies of writing technology effectiveness was identified from among 249 items in the scholarly literature. The use of technologies to support each of the components of the writing process is reported in terms of the research designs

used, the writing processes supported, and the historical trends in research publication¹³.

Bowen Barbara argues that, Writing methods have evolved and continue to evolve in order to keep pace with advancements in technology and its' accessibility for students in the classroom. According to research, teachers who use technology in the classroom have students that are more engaged in learning and retain more information¹⁴. So, teaching writing using technology will be helpful for teaching and learning process.

Higgins said that, Technology can be as powerful as a short but focused intervention to improve learning, particularly when there is regular and frequent use (about three times a week) over the course of about a term (5 - 10 weeks)¹⁵. In other hand, Young state, as well as examining how students interact individually with the support features provided on electronic texts, there is a need for further research into the incorporation of electronic texts into specific classroom contexts¹⁶.

¹³ Karlan, G. Technology to Support Writing by Students with Learning and Academic Disabilities: (*Recent Research Trends and Finding* 2011) s, p. 39

¹⁴ Bowen, B. Ways to Use Technology to Motivate Students' Writing. (*International Journal of Arts and Commerce* 2014), p.2

¹⁵ Higgins, P. The Impact of Digital Technology on Learning. (*A Summary for the Education Endowment Foundation* 2012), p. 4

¹⁶ Rose, Y. *Using Technology Tools in the Public*. (A Research Paper Submitted in Partial Fulfillment of the Requirement for the Master of Science Degree in Education, December 2008), p.16

Another opinion comes from Xiao and Katsipataki the use of digital technology is usually more successful as a supplement rather than as a replacement for usual teaching. Technology is not introduced into a vacuum. It is therefore important to identify carefully what it will replace or how the technology activities will be additional to what learners would normally experience¹⁷.

From the definitions above, we can obviously state that the application such as MySpace, Friendster, Facebook, Twitter, Google+ and Launchora belong to social networking sites. In this era of technology, social networks become a part of human life. It is successfully integrated to human daily activity not only in social purposes, but also in business yet educational ones.

Teaching and learning process when it used electronic and online media we can say it CALL. There are several advantages that can improve learning by using CALL :

- √ Using combination of different sources and media (texts, images, audio, video, recording, Internet).
- √ Wider diversity of activities.
- √ A greater variety of linguistic input in context with authentic language models.

¹⁷ Xiao, Z. The Impact of Digital Technology on Learning. (*A Summary for the Education Endowment Foundation* 2012) , p.5

- √ Access to enormous linguistic corpora and databases.
- √ Inner interactivity with materials that make auto correction and negotiation of meaning possible and external interactivity with other channels of communication between class members and distant learners.
- √ Possibility of creating different itineraries of learning and tutorial feedback.
- √ Autonomous independent learning and individual control.
- √ Tools for the creation of individual and group projects.
- √ Learning comes out of the classroom and teaching acquires a ubiquitous dimension.
- √ A friendlier environment of learning is provided, where there are fewer risks of failing and learners can develop self-confidence with greater freedom to experiment and repeat as many times as needed.
- √ The students can publish their writings with an authentic audience.
- √ They can share their learning and knowledge with students from other countries and become part of the global web community by improving their digital literacy¹⁸.

¹⁸ K. Beatty, *English Teaching Lab*, (November 13, 2006).
<http://englishteachinglab.blogspot.com/2006/11/does-language-lab-improve-learning.html>

4. Launchora Application

Launchora application is one of educational application that we can download easily in Playstore. Playstore is Google's online store for downloading music, games, movies, e-books and Android apps. In March 2012, Google consolidated its Android Market app store, Google Music and Google eBookstore into Google Play, or "Play Store" as it appears on Android devices. Android Market was Google's first app store brand, launched in late 2008¹⁹. For that time, it offered the unique service of downloading apps directly to the phone rather than going through a computer.

Launchora has many features that enable the users to interact, communicate and share the text of written with others. Read, write and share stories on the go with Launchora app. Launchora is a free community based on creating, sharing, and exploring stories. Here, anyone can write anything short stories, poetry, love stories, novels, fan fiction, life stories in any language and share it with other writers and readers from all over the world. Launchora user has a page for himself/herself called "timeline". This timeline consist of the information of the user such as Share truth, fiction, or opinion with the world, Create your own category or post to popular ones, Add Chapter to form a book or a blog, and Build up the Following.

¹⁹ Computer Dekstop Encyclopedia. (The indispensable Reference on Computers 2017), p. 1
<http://www.yourdictionary.com/google-play>

According to the explanation above, I conclude that Launchora is a feature that functions as a place to share ideas between people with same interests, and this function make it possible to be utilized in a writing class as a place where students share their writing product to be reviewed and commented by other members of the group. It is expected that Launchora will be effective in increasing students writing result score.

B. Previous Studies

This part of reviews is about several previous studies conducted by other researcher that have similar focus with review some previous studies related to my research entitled “Using Launchora Application in descriptive writing text at SMP PGRI Wringinanom Gresik”.

The first study was conducted by Khusnita entitled, “*The use of Facebook to Improve Students Skill and Increase their Motivation in Writing Recount Text*”. This Collaborative Classroom Action Research aimed to find out The effectiveness using Facebook to Improve Students Skill and their Motivation in Writing Skill. The population was the tenth grade of SMAN 1 Kajen. The students of X 2 class of SMAN 1 Kajen was chosen as the sample of the study. The result showed that the use of Facebook contributes to the

improvement of students' skill and the increases in their motivation in writing recount texts²⁰.

The second study is Action research study conducted by Lutfian, his study was entitled, "*Improving Students' Writing skill through English Web Blog Among Year X Students of SMA Negeri 7 Purworejo*". This action research study aimed to find out Students increasing writing skill through English Web Blog. The population was the tenth grade of SMAN 7 Purworejo. The Students of X.6 class of SMAN 7 Purworejo was chosen as the sample of the study. The result showed the use of Web Blog English is effective to improve students' writing skills. The learning process became more interesting and the students enjoyed the writing process. The students' problems in writing can be reduced by using web blog in the teaching learning process and applying writing stages through web blog²¹.

The third study was conducted by Yulianti. Her study was entitled, "*Improving The Writing Skills Through Diary Writing Of The Tenth Grade Students Of SMAN 1 Ngemplak*." This action research study aimed to implementing diary writing as a medium to improve the writing skills of the tenth grade students of SMA N 1 Ngemplak in the academic year of 2013/2014. The population was tenth grade of SMAN 1 Ngemplak. The

²⁰ Dafi, K. The use of Facebook to Improve Students' skill and Increase their Motivation in Writing Recount Texts. (*An action research of tenth Grade of SMAN 1 Kajen in academic year of 2012/201*)

²¹ Lutfian, A. Improving student's Writing skill through English Web Blog Among Year X students of SMA Negeri 7 Purworejo in Academic Year of 2010/2011. *A Thesis*.

Students of X.D class was chosen as the sample of the study. The result showed that there were an improvement on the student's writing skills in the five aspects, namely the content, organization, vocabulary, language use, and mechanics²².

According to the studies mentioned above, it can be seen that there are some researches which have been done by investigating new ways in improving the quality of teaching recount texts. The researchers successfully used interesting media as a strategy to make student interest to improve their writing ability. The media varied from paper-based media such as semantic map, journals, and pictures; computer software like Movie Maker Digistory; yet online media like blog. The utilization of online media in teaching English has not been optimized yet, whereas this field has good potential to gain the better result of teaching. Thus, I am willing to use an online media named Launchora as an alternative medium to teach and increase student's skill in writing text. In this context, the researcher measured the final score between the experimental group and control group.

²² Yulianti, N. Improving the Writing skill through Diary Writing of the tenth grade students SMAN 1 Ngemplak. *A Thesis*,