

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. THEORETICAL FOUNDATION**

In this chapter the writer describes some related theories and literature to the problems of this study in order to give relevant knowledge in the field.

##### **1. Writing Skill**

###### **a. The Definition of Writing Skill**

In academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Through writing we can tell about people, remember facts and ideas. Generally, writing is a way to send message from the writer to the reader. The writer expresses his thoughts, ideas and feeling through writing.

Olsthain, as quoted by Murcia, defines writing as “an act of communication which takes place between the writer and the reader via text”.<sup>23</sup> Through writing people can communicate with others around the world in different place and time by text.

Phelps-Gunn and Phelps-Terasaki said that

“Writing is a useful, effective, enjoyable, above all necessary component of the modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and

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<sup>23</sup>Celce and Olstain, *Teaching English as a Second or Foreign Language*.....p. 207.

financial importance in the composition of a resume or a business letter.”<sup>24</sup>

Based on the statement above, writing plays important role for the students’ future. Through writing the students can be successful because writing always needed in all aspects of life.

Myklebust stated,thatwriting is composed of successful development in three other language modes, deriving its focus from aural, oral, and receptive components. <sup>25</sup>From these definitions, it can be said that in writing there are three things that were built by aural, oral and receive components. Therefore, to be able to write well the students should be able to master these three things.

Meyer explains that writing also an action – a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.<sup>26</sup>It means that writing has many processes; first thinking about what one is going to say, write the idea down, then, after finished writing, the writer needs to re-read to the written text and make changes and corrections when necessary.

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<sup>24</sup> Trisha Phelps-Gun and Diana Phelps-Terasaki, *Written Language Instruction*, (London: An Aspen Publication, 1982), p.1

<sup>25</sup> Trisha Phelps-Gun and Diana Phelps-Terasaki, *Written Language....*, p. 7

<sup>26</sup> Alan Meyers, *Gate away to Academic Writing: Effective Sentences, Paragraph and Essays*(New York: Longman, 2005) , p. 1.

## **b. The Purpose of Writing**

Every activity has a purpose, writing also has a purpose. According to Cox, the purposes of writing are<sup>27</sup>:

### 1. To express ideas

A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

### 2. To provide information

It means to give information and explain it. This purpose is to focus on the materials being discussed.

### 3. To persuade readers

It means to convince readers about a matter of an opinion. This also focuses on the readers' point of view.

### 4. To create literary work

It means that a work which is based on one's point of view (opinion, attitude, and observation) of other matters occurring in one's environment.

## **c. The Characteristic of A Good Writing**

A good writing is a product of careful thinking. White puts forward that, there are four characteristic of a good writing, they are:<sup>28</sup>

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<sup>27</sup> Martha Heasley Cox, *Writing From Process Purpose* (Chicago: Science Research Associates, Inc, 1962), P. 23.

- 1) *To engage the readers.*The author should be able to make the readers have a passion to read his or her writing. The passion of readers is a characteristic of good writing make the reader want to read on and on till end.
- 2) *A coherent structure.*Coherent structure make the readers easy to understand the text.
- 3) *A smooth, detail development.*To make the readers understood easily, developed the idea in detail and write down the idea sistematically.
- 4) *An appropriate, well articulated style.*Diction or appropriate word in the sentences is important. Appropriate word and no ambiguous sentence are also strong characteristics of a good writing.

#### **d. The Process of Writing**

Sebranekstated that, the writing process provides an opportunity for someone to state and share their thoughts until they have expressed themselves as clearly as possible<sup>29</sup>. The process of writing has many steps not only writing down the ideas but also doing have some other steps to make the writing better. There are some

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<sup>28</sup>Fred. D White, *The Writer's Art* (California: Wardsworth publishing company, 1986), p. 7-9

<sup>29</sup>Patrick Sebranek, *A Student Handbook for Writing and Learning*. (New York: Houghton Mifflin Harcourt, 2005), p. 24

versions in steps of writing. First, there are five writing processes in action, they are<sup>30</sup>:

1) Prewriting

Prewriting is the first process to get the idea what the writer wants to write. To get the idea the writer may uses brainstorming, cluster, semantic webs, or charts.

2) Drafting

According to Meyers, “drafting is perfecting of writing product from the first draft”. First draft is the writer’s writing in the first time. Then, writer read over and make everything perfect and right form, paragraph well organize, right spelling, punctuation and grammar.

3) Revising

Revising is the third step after drafting. In the revising the writer re-think about the writing product. It can be in the form of adding or omitting information. The writer may also adding ideas, write some sentences longer or write some sentences shorter.

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<sup>30</sup>Alan Meyers, *Gateway to Academic Writing: Effective .....*, p.11-12

4) Editing and proofreading

After revising the next step is editing and proofreading. The writer asks some else to read and look for mistakes in spelling, capitalization, and punctuation.

5) Publishing

The last step is publishing, after all steps have done the last step is publishing the writing product to others.

According to Scholes and Comley, there are three phases in the process of writing, they are<sup>31</sup>:

1) *Pre-writing*, Pre-writing is the first stage of writing proses.

Usually begin by outlining, clustering, listing and many more.

2) *Drafting*, drafting is like a framework, it is important part of successful writing.

3) *Revising*, Revising means reading and changing with the aim of “improving or correcting.” Revising make the writing product is perfect.

White, on the other hand, stated that there are five stages of process of writing, they are:<sup>32</sup>

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<sup>31</sup>Robert Scholes and Nancy R. Comley, *The Practise of Writing*, (New York: ST. Martin’s Press, 1985) 10-12

<sup>32</sup> Fred D. White, *The Writer’s Art*,.....p. 16-19

- 1) *Invent.* To find a topic, important information details about the topic, and what a writer especially want to say about it.
- 2) *Gather and Plan.* Gather information that related with the topic And plan exactly what will be written.
- 3) *Organize and Outline.* Writing should have a framework or any folder to be written starting from the beginning, middle and end. This is necessaryso that the writing can be coherent each other.
- 4) *Write a first draft.* Developing the idea and focus on write down the idea than on the style and correctness.
- 5) *Revise.* The next step is revised to increase the accuracy. Revise can be conducted anytime, but it is more appropriate after completed the first draft.

The process of writing by Scholes and Compey is used in this study because the English language teacher in SMA PGRI 2 Bangkalan claimed that many of writing classes consist of three steps in writing process at this school. The process of writing based on Scholes and Compey are pre-writing, drafting and revising. The researcher implements writing descriptive text using photographs from *National Geographic* in the first process that is pre-writing. The reason is because this is the first process in which students think about what they want to write down. Moreover the students' difficulty in

writing mostly happen at the beginning when they started to write. Because of that, *National Geographic* photographs are expected to help them stimulate their ideas.

**e. Teaching Writing**

Teaching writing is seen as difficult since it takes time to manage the composing process. Because of this difficulty, teachers must help the students in generating ideas and providing practice in composing the texts. Teachers realize that the students' difficulty in writing mostly happen at the beginning when they started to write. In this case, the role of the teachers is very important in helping the students.

Authenticity in teaching writing can be a consideration. Sometimes, English teachers are reluctant to provide authentic materials in teaching English, especially writing. The close relationship between writing and thinking makes writing a valuable part of any language course<sup>33</sup>. In this case, thinking before writing will help the students to learn what they want to write. Students need to be able to imagine their readers and motivate themselves to write for them. There are as many answers as there are teachers and teaching styles, or learners and learning styles.

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<sup>33</sup>Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), 3



In this study the researcher uses visual media that is photographs. The photographs are from *National Geographic*. This media is expected to help the students stimulate their ideas and make it easier for them to write, especially, descriptive texts.

**f. The Importance of Teaching Writing**

English is important for students especially for their future, because English as an international language makes all aspects of the life need to be master in English. One of the example is applied for a job are required proficient in English. If the students have good English, it could be get a good job. Therefore, the students should be able to master in English. Nagin stated that, “Effective writing skills are important in all stages of life from early education to future employment”.<sup>34</sup>

Based on Nagin’s book entitled *Because Writing Matters*, proficient in writing skills could help the students conveying their ideas, delivering instruction, analyzing information and motivating others. Unfortunately, the ability of eleventh graders of SMA PGRI 2 Bangkalan as teacher’s claim was still unsatisfactory.

The similar statement with Nagin from Ann Raimés states that writing is the effort of express ideas and the constant use of eye, hand,

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<sup>34</sup> Nagin C, *Because Writing Matters: Improving Writing in our Schools* (Sanfransisco), 3

and brain is a unique way to reinforce learning<sup>35</sup>. So, it is not only seen as a way of recording thoughts, feelings, and ideas, but also as the key of generating and exploring new thoughts and ideas.

On the other hand, writing can offer more opportunities to learn English. It can offer students considerable opportunities to increase their vocabularies, to refine their knowledge of the grammar, and to develop their understanding of how things are best expressed and how their message is understood.<sup>36</sup>

Therefore, teaching writing is important for students because writing is one of the skills which make us able to express the ideas and to deliver the message to the readers. Also, it is a key to get success at school, at work and in the personal life and many more. Therefore, the students should be master in writing skill. If the students cannot master in English then they will be replaced with others and difficult to get a good career.

#### **g. Assessing Writing**

According to Hughes, there are two basic approaches to scoring: holistic and analytic.<sup>37</sup> Holistic scoring is assessing the whole

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<sup>35</sup> Ann Raimes, *Technique in Teaching Writing*....., 3

<sup>36</sup> Adrew, *Writing Student's Book*....., p. 79.

<sup>37</sup> Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), 94

text as a unity, while analytic scoring is assessing the various components of a piece of writing separately.

There are a number of advantages to analytic scoring. First, analytic scoring more reliability than holistic scoring, second, the construct validity of analytic scoring more appropriate for second language writers as different aspects of writing ability develop at different rates and third, scorers are complete to consider aspects of performance which they might otherwise ignore. Besides the main disadvantage of analytic scoring is consuming long time, it takes longer time than holistic scoring. Because of some reason above analytic scoring was chosen by researcher.

In order to have clear grading of students' writing skill, the rubric of scoring is adopted from the ESL Composition Profile. ESL composition profile is consisting of five components; these five components are content, organization, vocabulary, language use, and mechanics. These components are important to know in order to produce a good writing.

## 2. TEXT

### a. Definition of Text

Feez and Joyce stated that, a text is “any stretch of language which is held together cohesively through meaning”.<sup>38</sup> It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

Halliday and Hasan explain that a text is “a social exchange of meanings”.<sup>39</sup> The meaning of a sentence may have different meaning according to the context. For example, *I am buying a drink for everybody here*, and the meaning of that sentence is either *one drink for all* or *one drink for each* depending on the context. It can be said that a text has different interpretation.

There are many type of text, they are: descriptive, narrative, recount, record, spoof, news item and many more. In this study the researcher focuses on descriptive text because in this school the students’ ability in writing descriptive text as the teacher claimed is still unsatisfactory.

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<sup>38</sup>Susan Feez and Helen Joyce, *Text-Based Syllabus Design*(Sydney: Macquarie University, 2002), 4.

<sup>39</sup>M.A.K. Halliday, & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*(Hongkong: Oxford University Press, 1984) , 11.

## **b. Genre**

Hyland stated that genre is “a term for grouping texts together, representing how writers typically use language to respond to recurring situations”.<sup>40</sup> It means that the term of genre is used to classify or categorize in written text for example descriptive text, narrative text, recount text and many more. In the other word genre is types of text.

Based on Hartono the term genre is used to refer to particular text types, not to traditional varieties of literature. It is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose.<sup>41</sup>

According to Harmer genre is a type of writing which members of a discourse community would instantly recognize for what it was.<sup>42</sup>

Based on the explanation above, we can know that genre is type or kind of text which related to social function. By using genre, we can construct appropriate texts that can be understood clearly by others.

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<sup>40</sup>Ken Hyland, *Genre and Second Language Writing*. (Michigan : London, 2004) p.4

<sup>41</sup>Rudi Hartono, *Genre Based Writing*, (English Department of Semarang State University. Unpublished, 2005) p.5

<sup>42</sup>Jeremy Harmer, *How to Teach English*. (England: Longman, 2007) p.113

Based on School-Based Curriculum, there are many texts taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. Gerrot and Wignel explained that each genre has specific language features.<sup>43</sup>

a. Spoof

Spoof is a genre which has social function to retell an event with a humorous twist.

b. Recount

Recount is a genre which has social function to retell event for the purpose of informing or entertaining.

c. Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

d. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

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<sup>43</sup> Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p. 192.

e. News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

h. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description is a genre which has social function to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

l. Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.

m. Review

Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TVshows, books, plays, operas, recordings, exhibition, concerts, andballet.

**c. Descriptive Text**

Zahrowi explains that, A descriptive text is a text which list or describe the characteristics of something. <sup>44</sup>It means describing the characteristics of something in detail explanation. Explanation that being character of someone, something or certain place.

The similar definition is from Wilbur who stated that, descriptive writing is “to create a clear picture or impression of

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<sup>44</sup>Ahmad Zahrowi, *Descriptive Text*, (<http://descriptive text.PAZEDU.mht,2009>)



person, place or object”.<sup>45</sup> Descriptive text is like drawing with words, write detail about someone or something.

According to Hammond, the Generic Structure of Descriptive Text consists of Identification and Description. Identification text identifies phenomenon to be described. While description text describes parts, qualities, characteristics, and many more.<sup>46</sup>

Hammond also stated that, the language features of descriptive text often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore.<sup>47</sup>

Significant Grammatical Features:

1. Focus on specific participants

(My English teacher, Andini's cat, My favourite place)

2. Use of Simple Present Tense

Use of Simple Past Tense if Extinct.

3. Verbs of being and having 'Relational Processes'.

(My mum is really cool, She has long black hair)

4. Use of descriptive adjectives

(strong legs, white fangs)

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<sup>45</sup> Diane, A Wilbur. *Composition: Model and Exercise*, (New York: Harcourt, Brace & World, Inc, 1966), p. 41.

<sup>46</sup> Jemmy Hammond, *English for Special Purposes*, (National Centre for English Language Teaching and Research: Macquire University Sydney, 1992)

<sup>47</sup> Jemmy Hammond, *English for Special Purposes*.....

5. Use of detailed Noun Phrase to give information about the subject.  
(a very beautiful scenery, a sweet young lady, very thick fur)
6. Use of action verbs 'Material Processes'  
(It eats grass, It runs fast)
7. Use of adverbials to give additional information about behaviour  
(fast, at tree house)
8. Use of Figurative language  
(John is as white as chalk.)

Students should know about these grammatical feature of descriptive text because they can help them to write descriptive text easier and better.

#### **d. The Purpose of Descriptive Text**

Based on the definition of descriptive above, the purpose of a descriptive text is to present the reader with a picture of a person, subject or setting. White stated that there are several aims of descriptive text<sup>48</sup>:

- a. To help the reader to see the objects, persons and sensations.
- b. To explain the reader about a subject.
- c. To describes something to make the reader interested.
- d. To make the author make a return of the object that already exists in the form of writings

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<sup>48</sup> Fred. D White, *The Writer's Art*,.....p. 61-62

- e. To demonstrate something to a reader.

### **3. Media**

#### **a. Definition of Media**

Media is the plural form of medium. According to Murcia, “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in its more complete communication complex”.<sup>49</sup> It can also be said that media is important in teaching and learning English because media help teachers to deliver the material being taught. Besides that, the students can understand the material more easily because media is a good way to engage the students in learning English.

#### **b. The Roles of Using Media in Writing Teaching-Learning Process**

Media play important roles in writing teaching learning process. The followings are the brief explanation on the roles of media:<sup>50</sup>

- 1) To serve as an important motivator in the language teaching process.
- 2) To provide the students with content, meaning and guidance.
- 3) To lend authenticity to the classroom situation.

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<sup>49</sup>Celce and Olstain, *Teaching English as a Second or Foreign Language*, 142.

<sup>50</sup>Jeremy Harmer, *The Practice of English Language Teaching (4th Ed.)*, (London: Pearson Education, 2001), p.214

4) To provide the teacher with a way of addressing the needs of both visual auditory learners.

**c. Classification of Media**

According to Arsyad, media can be classified into three categories. They are:<sup>51</sup>

1) Visual Media

They are media that can be seen. Arsyad stated that, “Visual media would captivate visual sense eyes mostly. It can be formed of picture, photograph, moving picture or animation and flashcard, and many more”.

2) Audio Media

They are media that can be listened to. It means that audio media has sound which is listened by us. The contents of audiotape can stimulate thought feeling and idea of students that happen on teaching and learning process.

3) Audio visual media

They are media that have both sound and picture. Video is an example from audio visual media in teaching and it has a sound because it is produced to get to appear the reality picture in the original form it describes science theory and animated.

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<sup>51</sup> Arsyad, *Media Pembelajaran*, 3.

#### **d. Visual Media**

According to Ganguly, visual media is a colloquial expression used to designate things like TV, movies, photography, painting, and so on.<sup>52</sup> Visual media have played a significant role. Visuals help people remember what they hear. The trick is in relating what people hear to a picture. For a majority of people it is easier to remember pictures than to remember just words. People like to put into pictures what they are hearing. People can say that visuals play the following key roles in their life.<sup>53</sup>

##### 1) Relevance

Visuals can give accurate representation of ideas.

##### 2) Visuals save time

As a teacher gives explanation using visual aids to the students it will be easier and save time.

##### 3) Visuals help memory

Visuals help people to remember and recall much better.

##### 4) Visuals can stimulate the imagination

Visual aids can often be used as a starting point for discussions and debates, a picture can make people think and react.

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<sup>52</sup>S Ganguly, *Communication Media, Systems and Strategy*, 143.

<sup>53</sup> S Ganguly, *Communication Media , Systems and Strategy*, 146.

#### 5) Visuals provide a shared experience

Visuals get two people thinking on similar lines about the same subject. It cuts down the possibility of there being ambiguity about the subject under discussion.

Visual media has a visual message in the form of sketch, picture, photograph, diagram, table, and so on, that can be used to make a verbal message, such as information clearer.

Visual media make the explanation clearer so that the students can be easier to receive and understand the explanations on the teaching and learning process. This is because the visual media can provide an important message that seems to be real object.<sup>54</sup>

The advantages of using visual media are generally easy to get, make and apply, and interesting for the students. Because of reasons above the writer conducted the study using visual media in teaching writing descriptive text. The writer uses photographs as media because it can motivate the students to learn and make them excited to the material.

#### **4. Photograph**

Photograph and picture are different; A photograph is a picture that is made using a camera, while, a picture consists of lines and shapes which are drawn, painted, or printed on a surface and show a person, thing, or

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<sup>54</sup>Sudjana N and Rivai A, *Media Pengajaran*. (Bandung: Sinar Baru Algensindo. 2007) p.8

scene.<sup>55</sup> In the other source, photograph is picture made by using a camera that has film sensitive to light inside it. While, picture is painting, drawing, that shows a scene, a person or thing.<sup>56</sup>

Sieber stated that,“teaching with photographs shares many of the rewards of teaching with objects. The chance to learn from primary sources catches students’ interest, they experience the excitement of participating in detective work, and they discover that they already have the skills and knowledge to learn from these items”.<sup>57</sup>Photographs as teaching media has many advantages, it can makes the students interest with the lesson and it can makes them generate their ideas.

## 5. *National Geographic Photograph*

The *National Geographic* was founded on January 1888 in Washington, DC, and its journal, entitled the National Geographic Magazine until 1962, first appeared in October: a drab publication, very different from the vibrant magazine it later became. At the beginning of the 21<sup>st</sup> century it has an estimated international readership of 40 million, and the society holds an archive of over 10.5 million photographs.<sup>58</sup>

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<sup>55</sup> Collins Cobuild Advanced Electronic Dictionary.

<sup>56</sup> Oxford Advanced Learner’s Dictionary (Newyork: Oxford University Press) P.817

<sup>57</sup> Ellen Sieber, *Teaching With Object and Photograph second edition* (Nigeria: Indiana University, 2012) , 15.

<sup>58</sup> <http://photography.nationalgeographic.com/photography/> on Wednesday, 23rd of March 2013 at 6.19 p.m

*National Geographic* photograph is a source which provides fascinating photographs. *National Geographic* also provides scientific picture that appropriate for students and also easy to get. Besides, *National Geographic* receives the TOP ASME awards for photojournalism and essay because its photographs are more artistic than other have become one of the highest-quality photojournalism in the world.

*National Geographic* Photograph has many categories those are; people and culture, nature and weather, animals, landscapes, travel, underwater and more. The researcher chooses people and culture as the main concern for this study because this category is seemed to be the most interesting one. In this category, the photo showed people and their culture, so that the students not just learn about writing descriptive text but also learn about different cultures around the world. One of the examples of people and culture photograph is *Traditional Home, Libya*.

## **6. Effectiveness**

Effectiveness (educational) is an output of specific review/analyses that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected



to achieve specific requirements.<sup>59</sup> In other word the effectiveness is the policy achieves what it intended to achieve.

The means of effectiveness in this study is the students' improvement in writing descriptive text who were taught writing descriptive text using photographs from *National Geographic* got higher score in writing descriptive text than those who were not. The data of this study is analyze using T-test formula and the result is the using of photographs from *National Geographic* to improve students' ability in writing descriptive text is effective because T-value is higher than T-table. It supported by Sugiyono stated that, effectiveness means that effective to improve students' ability through score. If T-value (the result of research) is higher than T-table it means that the treatment is effective.<sup>60</sup>

## 7. Response

According to dictionary response is a spoken or written answer.<sup>61</sup> In this study the researcher focuses on written answer by giving questionnaire to the participants to know whether the students were active or passive in learning.

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<sup>59</sup> Vlăsceanu, L., Grünberg, L., and Pârlea, D. *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* (Bucharest, UNESCO-CEPES) Revised and updated edition. ISBN 92-9069-186-7. [http://www.cepes.ro/publications/pdf/Glossary\\_2nd.pdf](http://www.cepes.ro/publications/pdf/Glossary_2nd.pdf), accessed 29 January 2011,

<sup>60</sup> Sugiyono. *Statistika untuk Penelitian*. (Bandung: Alfabeta, 2010).

<sup>61</sup> Oxford Advanced Learner's Dictionary (Newyork: Oxford University Press) P. 1000

According to Boyd, response is participants reaction to a particular treatment.<sup>62</sup> Response in this study is to know the students' reaction to the applying photographs from *National Geographic* to improve students' ability in writing descriptive text in written answer by giving questionnaire. According to Sugiyono, to collect the data of students' response is using questionnaire and analyse by likert scale.<sup>63</sup>

Students have some characteristic who had interesting in learning. It needed to know the characteristics of motivated students since motivation was come of major factors for the students to be activated in learning activities.

According to Anderson and Faust suggested the characteristics the students who had interesting in learning as follows:<sup>64</sup>

- a. Having motivation in learning.
- b. Being persistant in facing learning difficulties.
- c. Having self confident in learning.
- d. Not being easy to be satisfied with the learning result.
- e. Wanting to get feedback and assessment on task.
- f. Competing positively with themselves and others to get the best result.

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<sup>62</sup> Boyd, HH. *How to Get Respectable Response Rate*, (WI: University of Wisconsin-Extention, 2002)

<sup>63</sup> Sugiyono, *Statistika Untuk Penelitian*,.....page 93-95

<sup>64</sup> Anderson Neil J, *Practical English Language Teaching Reading*, (New York: McGraw – Hill Companies, 2003)

- g. Having high discipline in using time and learning activities.
- h. Having willingness to work.

## **B. Previous Studies**

In this part, the researcher will review some previous studies related to this research.

### 1. Some studies about teaching writing with media:

- a. The first research was done by Ayuningtyas and Wulyani.<sup>65</sup> The study aimed at knowing how the ability of eleventh graders\ at SMAN 1 Srengat in writing narrative texts could be improved by using picture sequences as instructional media. The researcher used classroom Action research (CAR) design and took XI IIA students as the participants of the study. This study was conducted in one cycle consisted of two meetings. The data was obtained through two observation checklists, questionnaire, and the students' writing product. The results of this study showed good improvements in terms of the students' attitudes and the students' writing product.
- b. The second research was done by Rahman.<sup>66</sup> This thesis specifically focused on using photos as a teaching media to improve the

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<sup>65</sup>Bety Dwi Ayuningtyas and Anik Nunuk Wulyani, *Using Picture Sequences To Improve The Ability Of Eleventh Graders At SMAN 1 Srengat-Blitar In Writing Narrative*, (Blitar: State University of Malang)

<sup>66</sup>Marita Laila Rahman (D35207001), *Photos As Teaching Media To Improve The Competence Of Students With Different Ability In Mastering English Vocabulary At SMPLB Gedangan, Sidoarjo*, (Surabaya: State Institute For Islamic Studies Sunan Ampel Surabaya Tarbiyah Faculty, 2011), Unpublished thesis.

competence of students with different ability in mastering English vocabulary. The main objectives of this paper were to analyze the implementation of using photos in mastering English vocabulary for students with different ability and to examine the effect of using photos in mastering English vocabulary for students with different ability. This thesis used experimental research. Based on the data the writer concluded that, the use of photos as teaching media to improve the competence of students with different ability in mastering English vocabulary was effective.

- c. The third study was about teaching writing with one of instructional media which is used to facilitate the students' writing skills by Aini.<sup>67</sup> This study was intended to investigate how flip chart can improve in writing sentences. The study was designed as a Classroom Action Research (CAR). Based on the findings, the implementation of flip charts improved the students' writing performance from cycle to cycle. The improvement of the students' quality in writing sentences from the preliminary study to the Cycle 1 was not significantly high. On the other side, the improvement of students' quality in writing

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<sup>67</sup>UmariaNurAini, *Using Flip Charts to Improve Students' Ability in Writing Sentences at SDN 1 MimbaanKecamatanPanjiKabupatenSitubondo*. Unpublished Thesis. English Education Department of Undergraduate Program, State University of Malang. 2012

sentences from Cycle 1 to Cycle 2 was significantly high because of two reasons, the change of topic and their better understanding in writing the sentences.

- d. The fourth study was done by Purwanitasari<sup>68</sup>. The objective of this study was to improve students' ability in writing recount using comics strips, which was focused on the improvement of the content, language use and spelling. This study used collaborative classroom action research. The result of the research showed that comic strips successfully improved the students' ability in writing recount text.
- e. The fifth study conducted by Nurliana<sup>69</sup>. The objective of this study was to improve students' achievement in writing descriptive texts by increasing their motivation to write through the use of Facebook, and to increase their ability in writing through the writing process. This study used collaborative classroom action research. The result of the research showed that the integration of Facebook that the integration of Facebook in the teaching of writing without leaving writing process

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<sup>68</sup>Lili Purwanitasari, *Using Comic Strips To Improve The Ability Of Students Of Smp Negeri 2 Malang In Writing Recount*. Unpublished Thesis. English Education Department of Undergraduate Program, State University of Malang. 2012

<sup>69</sup>Yurita Nur Aini. *Using Facebook to Improve Students' Achievement in Writing a Descriptive Text at State Senior High School 1 at Karanganyar, Trenggalek, East Java*. Unpublished Thesis, English Education Department of Undergraduate Program, State University of Malang. 2012

successfully improved the students' achievement in writing a descriptive text.

2. The next studies are about teaching writing with strategy, those are:
  - a. The first research was done by Suryana.<sup>70</sup>The objective of this research was to find out whether or not teaching writing by using Direct Method teaching approach can improve students' writing ability. The research used quantitative research method. The instrument used in this research was tests (pretest and posttest). The population of this research was 32 of the first grade students of SMPN 2 Pedes-Karawang and the sample was the entire population. The data was collected from tests (pretest-posttest) to the students sample. The collected data was analyzed by using t test formula. The results of data analysis showed that: the mean score of pretest was 51.41, the mean score of posttest was 73.63 and the t observed was 21.57. The t critical value with degree of freedom 32 and level of significance at 5% (0,05) is 2.02. Based on the data analysis above, the alternative hypothesis was accepted because the t observed was higher than t table ( $21.57 > 2.02$ ). It also meant that Teaching Speaking by Using Direct Method was effective to improve students' speaking ability.

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<sup>70</sup>Yayan Suryana (10220609), *Teaching Writing Descriptive Text by Using Direct Method at First Grade Students of SMPN 2 Pedes-Karawang*, (Karawang: English Education Study Program Language And Arts Department Sekolah Tinggi Keguruan Dan Ilmu Pendidikan (STKIP) SiliwangiBandung 2012)

- b. The second study conducted by Rizal<sup>71</sup>. For its purpose, it employed Collaborative Action Research in which both the researcher and his collaborator worked together in planning, implementing, observing the action, and reflecting on the data collected from the teaching and learning process and the students' writing products. The findings indicated that using the PWIM Strategy could improve the students' ability in writing descriptive paragraphs. For the future researchers, it is suggested that the future researchers conduct research using the PWIM Strategy with some changes in terms of text types, instructional media, and the procedures of the presentation of the PWIM Strategy or different skills such as listening, speaking, and reading.

Based on the previous studies above, the researcher can conclude that media brings good effect in English teaching. Media help the teacher teach and make the students more interested to the lesson. It can make teaching and learning process to be more efficient and effective.

However, all of previous studies above are different with this study. This study concerns with using media to improve students' writing descriptive text.

The researcher using photograph from *National Geographic*. Photographs from

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<sup>71</sup>Syamsul Rizal. *Improving the Writing Skill of the Second Graders of MTs NahdlatulWathan 2 Rensing Lombok through the Picture Word Inductive Model Strategy*. Unpublished Thesis. English Education Department of Undergraduate Program, State University of Malang. 2011

*National Geographic* has many fascinating pictures, it is expected to be able to stimulate students in writing descriptive text.

This study focused on descriptive text which was based on the preliminary research that students have problem in writing descriptive text. Moreover, the differences between previous studies above and this study was this study used photographs from *National Geographic* as media to improve students' writing ability in descriptive text, the method in conducted this study was experimental method, it means that the researcher determine whether a method or media had the intended causal effect on the participants.

The sample of this research was eleventh graders of SMA PGRI 2 Bangkalan. To collect the data of this study the writer collected the data from tests to know students' improvement. Questionnaire was used to know students' response.