CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter covers the entire theoretical framework of this study. It covers writing, teaching writing, descriptive text, scrapbook, and previous relevant study. The following explanation in every topic will be conveyed in detail as follow.

2.1 Writing

Writing is important when we want to master a language. It is particularly part of the productive skill and known as an active skill because the learners need to produce language. It has a function to improve learners’ communicative competence of learning language through the written way. They can invent and organize ideas in a paragraph that shows their expression.

Nation (2009) states that writing is an activity that can be usefully prepared for other skills such as listening, speaking, and reading. The preparation of writing can make it possible for words that have been used receptively to come into productive use. In this part will also explain about the definition of writing for EFL, the process of writing, writing ability and assessing writing. The detail explanation for every topic will be conveyed as follows.

2.1.1 Definition of Writing for EFL

According to Rao (2007), writing for EFL is to stimulate thinking, push the students to concentrate and organize their ideas, and develop their ability to summarize, analyze and criticize. In an EFL context, it needs more practices in writing English. For the EFL, English is not their first language, that is why the
degree of writing complexity is greater than the context where English is a first language. Gebhard (1996) states that EFL (English as a Foreign Language) is an English which is learned by people who live in places where English is not the first language. The main goal for studying English is to pass the examination only. Then, the children can continue their study to the high schools and universities. In this notion, Raimes (1991) named “writing for display” but not “writing for learning”. They just learn to write only to pass the examination and to get marks.

Based on the aforementioned situation above, it can be concluded that writing for EFL students is a complex activity which has some stages to produce written work. It should be meaningful for the readers. As a result, to improve EFL students’ writing skill, the teachers should understand students’ needs, ability, and capacity.

2.1.2 The Process of Writing

Harmer (2004) divides the process of writing into four main elements such as planning, drafting, editing (reflecting and revising), and final version.

1. Planning

It is better to try and decide what we are going to say before starting to write. The writers must decide the topic. First, they must define the purpose or their writing, the used language and source of the information. Second, writers will think the influence of their writing to their audience not only from the content but also from the choice of language. Third, the writers must consider the content structure by sequencing the facts, ideas, or arguments which they have decided to write.
2. Drafting

After planning, the writers will make a piece writing as a draft. In drafting, the writers will put the concept of their writing such as topic, theme, thesis statement and the controlling ideas.

3. Editing (reflecting and revising)

After writers have produced a draft, they should read through what they have written. It is important in order to know the writing errors. Reflecting and revising are often held with the help of other readers by giving comment and making suggestions. Then, from the other reader's reaction will help the author to make appropriate revisions on the piece of writing.

4. Final Version

When the writers have edited their draft, it will make the changes to be necessary for their readers and they will produce their final version. This looks considerably different from both the original plan and the first draft because the piece of the writing has changed in the editing process. But the writers are ready to send the written text to their audiences.

2.1.3 Writing Ability

In case to have good writing, the writers should have good writing ability. The meaning of writing ability is the skill to bring out ideas, thoughts, and feelings to other people in written symbol to make the readers understand the ideas. In other words, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. According to Brown (2007), there are two aspects are needed in writing
such as micro and macro skills. Actually in writing descriptive text, for the micro skills consist of the use of acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules. For the macro skill, it appropriately accomplishes the communicative functions of written text according to form and purpose.

The mastery of those skills determines the type of writing that can be made by the students. Generally, the micro skills are suitable for imitative and intensive writing. Meanwhile, the macro skills are essential for the successful mastery of responsive and extensive writing. In conclusion, both of the micro and macro skills have important roles in order to make students’ writing better.

2.1.4 Assessing Writing

In writing, it should be a scoring as the students’ assessment. It is important to know students’ development. According to Brown (2004), there are three scoring methods in writing. They are holistic scoring, primary portrait scoring, and analytic scoring. Holistic scoring is the way of scoring in the form of points which is in a holistic scale. It is given a systematic set of description. The teacher only needs to match scale with the overall impression of the students’ written work to get the score. Primary trait scoring just points on the score based on the goal that has been achieved. For the example in writing an essay, the function is persuading the readers to do something. So it becomes the goal that should be achieved. Actually the score in the form of point scale ranging from zero (no response) to 4 (accomplished purpose).
While in analytic scoring, there are five major elements of writing that are scored. It is analyzed from the micro and macro skills of writing. This scoring makes the students are easy to evaluate their weaknesses in writing. According to Brown (2007), the analytic scoring rubrics for writing descriptive text can be drawn below:

Table 2.1 The Rubric for Assessing Writing Descriptive Text

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (C) 30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Topic</td>
<td>4</td>
<td>The topic is complete and clear and the details are relating to the topic</td>
</tr>
<tr>
<td>- Details</td>
<td>3</td>
<td>The topic is complete and clear but the details are almost relating to the topic</td>
</tr>
<tr>
<td>- Details</td>
<td>2</td>
<td>The topic is complete and clear but the details are not relating to the topic</td>
</tr>
<tr>
<td>- Details</td>
<td>1</td>
<td>The topic is not clear and the details are not relating to the topic</td>
</tr>
<tr>
<td>Organization (O) 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identification</td>
<td>4</td>
<td>Identification is complete and descriptions are arranged with proper connectives</td>
</tr>
<tr>
<td>- Description</td>
<td>3</td>
<td>Identification is almost complete and descriptions are arranged with almost proper connectives</td>
</tr>
<tr>
<td>- Description</td>
<td>2</td>
<td>Identification is not complete and descriptions are arranged with few misuse of connectives</td>
</tr>
<tr>
<td>- Description</td>
<td>1</td>
<td>Identification is not complete and descriptions are arranged with misuse of connectives</td>
</tr>
<tr>
<td>Grammar (G) 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use present tense</td>
<td>4</td>
<td>Very few grammatical or agreement inaccuracies</td>
</tr>
<tr>
<td>- Agreement</td>
<td>3</td>
<td>Few grammatical or agreement inaccuracies but not affect on meaning</td>
</tr>
<tr>
<td>- Agreement</td>
<td>2</td>
<td>Numerous grammatical or agreement inaccuracies</td>
</tr>
<tr>
<td>- Agreement</td>
<td>1</td>
<td>Frequent grammatical or agreement inaccuracies</td>
</tr>
<tr>
<td>Vocabulary (V) 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Range</td>
<td>4</td>
<td>Effective choice of words and word forms</td>
</tr>
<tr>
<td>- Range</td>
<td>3</td>
<td>Few misuse of vocabularies, word forms, but not change the meaning</td>
</tr>
<tr>
<td>- Range</td>
<td>2</td>
<td>Limited range confusing words and word form</td>
</tr>
<tr>
<td>Mechanics</td>
<td>1</td>
<td>Very poor knowledge of words, word forms, and not understandable</td>
</tr>
<tr>
<td>-----------</td>
<td>---</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>(M) 15%</td>
<td>4</td>
<td>It uses correct spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Punctuation</td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Capitalization</td>
<td>2</td>
<td>It has frequent errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>It is dominated by errors of spelling, punctuation, and capitalization</td>
</tr>
</tbody>
</table>

Each unit of analytic scoring rubric for writing is scored from 1 to 4. It is based on its valuable to the final draft of the descriptive text. The content is gained 30% because it is the main aspect whether to know the coherence of the writing. The organization and the grammar are given 20% respectively as they have important roles in supporting the writing content. For the last two aspects, vocabulary and mechanic, it has the smallest percentage of the scoring because it is just the complementary of writing.

2.2 Teaching Writing

In teaching writing, there should be the learning objective. It is stated in *Badan Standar Nasional Pendidikan* (BSNP, 2006) that teaching and learning in writing skill at Junior High School has a learning objective. It is focused to accomplish the functional levels. It is expected that the students are able to communicate appropriately both in the spoken and written form and can develop their competence in linguistic such as using grammar and vocabularies. Furthermore, students can make some monologue of short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report.
According to Harmer (2004), teaching writing is the way the teacher giving some writing directions such as stimulating the students to write and supporting them with good vibes in writing. A teacher also has to give some suggestions to improve students’ writing and evaluate it by showing the students’ writing errors and the correction. Moreover, Harmer (2007) states that in teaching writing, the teacher focuses on the product of the writing or the process of writing itself. On the other hand, there are still many students who just focus on the main and the last part of their writing product and ignore the process of writing. If they concentrate on the process of writing, the teacher will be together with them on the process of pre-writing phase, editing, redrafting, and publishing students’ product.

In conclusion, the teacher has a big role in determining the ability of students’ writing. Hopefully, it will be helpful for the students. Also, the students are expected to write a descriptive text in order and grammatically. To produce good descriptive writings, the students should be stimulated in expressing ideas and to be guided by the teacher in their writing process. In addition, they also need to be supported by providing adequate and understandable inputs.

2.2.1 The Tasks of The Teacher in Teaching Writing

The success of students’ writing is not far from the roles of the teacher in classroom. The teacher has some tasks in teaching writing. According to Harmer (2004), there are some teacher’s tasks in teaching writing class as follows:
a. Demonstrating

Before asking the students to start their writing, the teacher should make some agreements in writing such as the type of the text that will be written, the generic structure and the language features. It is important to explain it in a clear way because it is as the students’ guidance in writing.

b. Motivating and Provoking

Motivate and provoke are very important to do. The teacher motivates and provokes the students in order to stimulate them in collecting their ideas. So the students stay focus on their written work.

c. Supporting

A teacher should support the students by knowing students’ problems in writing and also giving the solutions on it. It is important to do in order to keep the students comfort while they are writing. So the students can also produce good written works.

d. Responding

Giving some responses to students’ written work can be in form of responding. It is done by giving feedback to the students such as suggestions for its improvement, and there should not be any grading of students’ written work.

e. Evaluating

A teacher can get the real ability of the students’ writing when she or he evaluates students’ writing result. An evaluation also can be used as a reflection to teacher’s teaching success in teaching and learning process. If the teacher finds
the most students have bad written works, it may be caused from the way of the teacher teaching the students in writing.

Those are the explanation of the teacher’s tasks in teaching writing. Hopefully, by fulfilling the tasks, such as demonstrating, motivating and provoking, supporting, responding, and evaluating, it can make the students have better abilities in writing.

2.3 Descriptive Text

In this part will explain more about descriptive text such as the definition, types, generic structure, linguistic features and characteristics. The detail explanation for every topic will be conveyed as follows.

2.3.1 Definition of Descriptive Text

Descriptive text is one of many texts which is learned by the students at schools. It is because the students usually describe person, animal, or something by seeing the object in their daily life. It is also found in written form when the students write it. So, someone who reads that written form will get the emotion of the writing. According to Friedman (2010), descriptive intends the details to grab the reader’s attention. Descriptive text is deliberated as the simplest and easiest writing form actually for the beginning writers compared to other types of text.

2.3.2 Types of Descriptive Text

According to Utami (2014), there are three types of descriptive text such as description of place, person, and things. Basically, the way to describe all the
types of descriptive text is just the same. It just uses the variety of adjectives to make the description more alive. It is explained as follows:

a. Description of People

People are different and also in writing the description of people is different too. You are probably already conscious of some the details because you do not know what it is and what it is like. You may explain the identification, an impression, or a character sketch, depending on the situation as the answer. Each of the topics is described in the following parts:

1) Identification

Although you have provided identification, you will need more details. You should use the main 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).

2) Impression

Impression may not identify a person, but it conveys the overall idea of him or her. Many details may be missing when a writer provides it in a few broad strokes a general feeling about the subject. Impression is usually less complete and informative than identification, but it is more effective in capturing an individual’s eye-catching or distinctive characters.

3) Character Sketch

The more complete descriptions of people are usually called character sketch. They may also be referred to the profiles, literary portraits, and biographical sketches. In the process, it may include identification and an
impression, but it will be more telling about what people *look* or *seem* like. A character sketch may be about a type rather than an individual, revealing the characteristics of person.

b. Description of Places

In describing a place, it is not necessary to begin with one area and then continues to another. Nevertheless, the sentences should not be randomly arranged. The description should be well-organized so the reader can vividly imagine the scene being described. In order to make the paragraph more interesting, it can also be added by a controlling idea that states an attitude or impression about the place that is described. The way you arrange the details in your description depends on your subject and purpose.

c. Description of Things

To write a description of something, the writer should have a good imagination about the thing that he or she will be described. However, to make our subjects as interesting and as vivid to our readers as they are to us such as using proper nouns and effective verbs.

1) Using Proper Noun

In writing descriptive text, it should be filling with concrete details and figures of speech. It may also be included with a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things that readers easily understand about what we are describing more familiar to them.
2) Using Effective Verb

We know the important verbs are to narration, but effective verbs can also give the detail description. Writers use verbs to make the descriptions more specific, accurate, and interesting. In English, a verb has its own meaning and effect that is why there are so many verbs that almost have the same meaning but it has a certain expression.

2.3.3 The Generic Structure of Descriptive Text

A descriptive text also has a generic structure that can make the writers write the descriptive text systematically. According to Wardiman et al. (2008), specified the generic structure of descriptive text into introduction and description. Introduction is used to introduce the character of the text. While description gives the detail explanation or description of the character that has been mentioned in introduction. Both introduction and description are the important elements in descriptive text. Hopefully, the students are able to decide which one the general information and specific information in describing person, animal or something.

2.3.4 The Linguistic Features in Descriptive Text

According to Zahara (2014), descriptive text usually includes the following linguistic features:

a. Present tense verb

b. Adjectives to describe the subject’s features

c. Topic sentences to begin the paragraph and organize well the aspects of description.
The linguistic features play a significant role to assist in producing a good descriptive text. Also the use of adjectives is necessary to give the vivid image to the readers about person, thing, and animal that the students’ want to describe. For instance, all the linguistic features are conveyed to construct vivid description.

2.3.5 The Characteristics of Descriptive Text

Descriptive text has its own characteristics that make it different from the other text. According to Zahara (2014), the characteristics of descriptive text are as follows:

a. Using figures of speech (see, hear, taste, smell, touch). It will make the description more alive and interesting.

b. Using a vivid picture to make the description more clear.

c. Using the variety of words means that it uses the variety of adjectives, nouns, adverbs, and phrases to suggest color, movements, expressions, and feeling.

d. Using any details. It means that it should not just describe its physical features but also it also describes its habit, characteristics, and relationship.

e. Using simple present tense.

f. Using various adjectives to describe the feature of the subject.

2.4 Scrapbook

According to Debnam (2005), scrapbook is a memorial or book for storing information or memories in the form of photographs or decorations, using used materials. Ornaments or photos can be obtained from magazines, newspapers, pictures or photos posted on books. Whereas Knoninch (2007) states that
scrapbook is a sticky art that is useful for remembering or storing information from magazine pieces, newspapers, decorated used books and combining with writing in one book. Moreover, Avenue (2013) defines scrapbook is a technique of combining stories or memorial in a book, each page has a picture or writing. Along with the development of time, the form of a scrapbook can be in the form of decorative knick-knacks, photos, design drawings, paper folding techniques, etc. Based on the definition from the experts, it can be concluded that scrapbook is the art of combining memorabilia or pictures in a book that can be used to memorize or store something important, by adding techniques to fold and arrange paper.

Based on the definition above, this study uses scrapbook as the media in teaching descriptive text for the writing skill of students. At first, the students are asked to bring their family picture. It can be the whole family or person by person. Then, they should prepare a thick paper as the base to stick their family pictures. So they can stick their family picture and write the description. They can also decorate it using colorful pen, crayon, or marker and put the fold or arranged paper on it. Then they will find the description of their family in an interesting scrapbook form. Hopefully, it can be applied appropriately for teaching writing skill in descriptive text.
The figure above is the example of scrapbook. It is used as the teaching media in teaching descriptive text. It consists of the description about a family which is also provided the real picture of the family and designed based on creator’s creativity.

From a previous study, using scrapbook as a media gives an improvement for the junior high school students. The previous study was conducted by Widiyanto, Ulfah, & Zia (2015), entitled *The Effectiveness of Scrapbook as A*
Media to Improve Students’ Ability in Writing Recount Text “a Case of The Eight Grade Students of SMP N 2 Gubug in the 2015/2016 Academic Year”. The result of the research is proven that scrapbook as a media helps junior high school students in improving their ability in writing recount text. The researchers use experimental design as the research methodology. They use two classes which are experimental and controlling class. For the experimental class, they give a treatment and use the scrapbook. For the controlling class, they just give the students a slide presentation.