

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research

The researcher has some relevant previous researches that support, there are:

1. Thesis entitled “The Effectiveness of Using Songs in Teaching English Articles. (A Experimental Research with the Third Graders of MIN Purwokerto in the Academic Year of 2010/2011)”, by Nur Aziz Asma Sangadah (073411092) final project of Tarbiyah Faculty, Walisongo State Institute Islamic Studies Semarang.¹ He did this study because he wants to describe the used of songs to teach English articles. The similar between her research and the researcher’s are on the research approach that is experimental research, the media which used to teach that is songs and, the collecting data that use observation and test, and calculate the achievement of study. The previous researcher also using method in her research, it is same with the researcher. The difference on this previous researcher is material that is English articles while the research that is material of descriptive text.
2. Thesis entitled, “Facilitating Student’s Understanding on Descriptive Writing Using Music Video (An Experimental

¹ Nur Aziz Asma Sangadah (07341092), “The Effectiveness of Using Songs in Teaching English Articles”, Final Project of Tarbiyah Faculty, (Semarang: Walisongo State Institute For Islamic Studies, 2011), Unpublished.

Research with the Eight Grade Students of MTs NU 01 Cepiring Kendal in the Academic Year of 2010/2011), by Arina Fardani (073411036) final project of Tarbiyah Faculty, Walisongo State Institute Islamic Studies Semarang.² She did this study because he wants to describe the using music video to improve students' understanding in descriptive writing. Beside, it was to find out the significant difference of students' achievement by using music video.

The similarities between her research and the researcher's are on the research approach that is experimental research, the object of the study that is writing, and the data analysis that use writing test, the material of the research that is descriptive, the collecting data that use observation and test, and the calculate the achievement of study. The differences are on the media which is used, she use the music video as her facilitation.

3. Thesis entitled, "Teaching Writing Recount Text Through Movie (An Experimental Research at the Tenth Grade of SMAN 6 Semarang in the Academic Year 2010/2011), by Ika Aries Tantiya (073411015) final project of Tarbiyah Faculty, Walisongo State Institute Islamic Studies Semarang.³ The

² Arina Fardani (073411036), "Facilitating Student's Understanding on Descriptive Writing Using Music Video", Final Project of Tarbiyah Faculty, (Semarang: Walisongo State Institute For Islamic Studies, 2011), Unpublished.

³ Ika Aries Tantiya (073411015), "Teaching Writing Recount Text Through Movie", Final Project of Tarbiyah Faculty, (Semarang: Walisongo State Institute For Islamic Studies, 2011), Unpublished.

similarities between her research and the researcher's are on the research approach too that is experimental research. the differences between her research and the researcher's are on the object of the research. the researcher doing the research at the eight grades of SMPN 28 Mangkang but her research at the tenth grades of SMAN 6 Semarang.

B. Literature Review

1. Definition of Text

Text is the language unity that expresses the meaning contextually.⁴ We can learn about the history, sciences, social knowledge etc. from the text. The readers can take some informations that have some important advantages in their lifes from the text too. And we can get the knowledges greatly from the text because almost all of the knowledges can we get from it.

Text-types is the types of the text that are not classified according to their traditional literature, but aimed at their social functions.⁵ There are many types of the text-types (Genre) that classified into story genres and factual genres.

The story genres such as narrative, news story, exemplum, anecdote, recount, and spoof. The factual genres

⁴Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003), p. 3.

⁵ Mongot Jaya, Alexander, *English Revolution*, (Jepara: Mawas Press, 2006), p. 2.

such as procedure, explanation, report, exposition, discussion, description, review, news item, and commentary.⁶

2. Descriptive Text

Descriptive text is the text that describes the features a person, thing, and particular place.⁷ The text will explain or describe an object till the readers like look, hear and feel about it by themselves. There are some criteria in the generic structure and language features of descriptive text.

a. Generic structure

1) Identification (Subject Introduction).

It contains introduction about subject generally.

2) Description (Describe Something).

It contains about subject features such as physic display, quality, habit, and the specific characteristic which is possessed.

b. Language features

1) Particular nouns, such as: *my car, my dog, my new house*, but may not just use *car, dog, dolphin, etc.*

2) Use 'simple present', example: I live in a simple house; the house is very beautiful; it has a wonderful park.

3) Detailed 'Noun Phrase' to define something in details; such as *I have a white skinned girl friend.*

⁶ Mongot Jaya, Alexander, *English Revolution*, (Jepara: Mawas Press, 2006), p.2.

⁷ Mongot Jaya, Alexander, *English Revolution*, p.11.

- 4) It has adjectives, which describeable, numbering and classifying; such as *two strong legs*.
- 5) 'Thinking verb' and 'Feeling verb' to express the writer's personal opinion about subject which is described.
- 6) 'Action verb' such as; my cat *eats* mouse; dsb.
- 7) 'figurative' language; such as simile, metaphore; examples: John is white as chalk; her hair is black as ebony.⁸

Example of descriptive text

It was a cold grey day in late November. The weather had changed overnight, when a backing wind brought a granite sky and a muzzling rain with it, and although it was now only a little after two o'clock in the afternoon, the pallor of a winter evening seemed to have closed upon the hills, cloaking them in mist. It would be dark by four. The air was clammy cold, and for all the tightly closed windows it penetrated the interior of the coach. The leather seats felt damp to the hands, and there must have been small crack in the roof, because now and again little drips of rain fell softly through, smudging the leather and leaving a dark-blue stain like a splodge of ink. The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with

⁸ Mongot Jaya, Alexander, *English Revolution*, p.11.

such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint endeavour to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

The few passengers huddled together for warmth, exclaiming in unison when the coach sank into a heavier rut than usual, and one old fellow, who had kept up a constant complaint ever since he had joined the coach at truro, rose from his seat in a fury; and, fumbling with the window-sash, let the window down with a crash, bringing a shower of rain upon himself and his fellow-passengers. He thrust his head out and shouted up to the driver, cursing him in a petulant voice for a rogue and a murderer; that they would all be dead before they rached Bodmin if he persisted in driving at

breakneck speed; they had no breath left in their bodies as it was, and he for one would never travel by coach again.⁹

3. Teaching Writing

Writing in the target language can be introduced shortly after language learners have begun reading. There are different types of writing, depending on the levels of language performance. They may be classified as writing or composition. There are four types of writing: imitative writing, dictation, guided writing and controlled writing.¹⁰

a. Imitative writing

Writing may begin with the simple writing skill that is imitative writing. In this step, the beginning language learners begin writing by copying materials that they have already mastered by hearing, speaking and reading. In this writing, language learners only “imitate”. They write groups of words, sentence or phrases rather than single words.

b. Dictation

After language learners have had sufficient practice in imitative writing, they may begin with dictation. The teacher can read sentences or parts of the dialogues and the language learners fill the missing words or phrases. This

⁹ M. Solahudin, *Kiat-kiat Belajar Writing*, (Jogjakarta: DIVA Press, 2009), 1st Edition, P.172.

¹⁰ Setyadi, Bambang, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), 1st Ed., p.70.

method can improve the student competences in spelling words and also their listening skill too.

c. Guided writing

Guided writing is the third step for increasing writing ability after language learners have practiced imitative writing and dictation. In guided writing the language teachers guided language learners to write short responses.¹¹ The procedure of guided writing may take various forms. First of all, the teacher reads a passage twice and then he/she makes incomplete statements based on the passage. Language learners complete the statements. Secondly, the teacher reads a passage twice and asks a number of questions. Language learners write the answers to each questions. After that, the teacher reads a passage twice and asks language learners to rephrase the passage in their own words. Language learners write each passage read by the teacher in their own words. Fourth, the teacher reads a passage twice and asks language learners to change the tense, i.e. from simple present tense to simple past tense. Language learners change all sentences in the passage. Or, the teacher asks language learners to change all singular persons in the passage to the plural. Then, the teacher reads some questions and language learners to write their answers

¹¹ Setyadi, Bambang, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), 1st edition, p.70.

in a paragraph. Language learners write a composition based on the questions.

d. Controlled writing

If sufficient practice in guided writing has been given, language learners can begin with controlled writing. Like the previous steps of writing, controlled writing is also developed from a dialogue. It is similar to rewriting but in this writing language learners change a passage from dialogue to narrative or vice versa. Controlled writing may take a form of letter. This step may be given to more advanced learners after they have been given considerable practice in controlled writing. The practice in controlled writing can guide language learners to have composition in the target language.¹² In this step, the language learners can make their own writing based on their imaginations. They can express all of their views on the papers. Controlled writing usually used in the advance class.

Most students don't like writing. Why? Many don't know how to start and are afraid of the infamous blank page. Others think that some people are writers and some aren't (and they put themselves in the latter category). Some say, "I'm not going to be a writer, so why should I bother?" and finally, lots of students think that they should be able to just sit down and write a paper in one draft, and when this

¹² Setyadi, Bambang, Teaching English As a Foreign Language, (Yogyakarta: Graha Ilmu, 2006), 1st edition, p.71.

isn't possible, they get frustrated.¹³ Almost of the students think that write is difficult to begin. So their writing skills can not increase well.

Teaching writing has the different ways based on the age steps of the students and the level of language performance. It is done to avoid the misunderstanding about materials which is given to them. So, the writing purpose can reached effectively and efficiently. if the teacher want to teach the beginner class, he/she shouldn't use the controlled writing. The teacher must understand about their level language competences and their ages.

4. Definition of Paragraph

A paragraph is a group of related sentences that discuss one (and usually only one) main idea.¹⁴ There is just one main idea that is usually developed to be some sentences. To make the paragraph more clearly, the sentences should support the main idea appropriately.

The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.¹⁵ There is no limitation about number of sentences to make a paragraph. More sentences be better because the

¹³ Shelley O'Hara, *Improving your Study Skills*, (Canada: Wiley, 2006), P.1

¹⁴ Alice Oshima and Ann Hogue 4th Ed, *Writing Academic English*, (New York: Pearson Education, 2006), 4th ed., p.2.

¹⁵ Alice Oshima and Ann Hogue 4th Ed, *Writing Academic English*, (New York: Pearson Education, 2006), 4th Ed., p.2.

paragraph can be more rich of the words, but the sentences must more specific than main idea.

Based statements above the writer concluded that a paragraph is a group of related sentences that consists of a single topic and the topic is then developed by the supporting sentences.

a. Three Parts of Paragraph

All paragraphs have a topic sentence and supporting sentences, and some paragraphs have a concluding sentence.¹⁶

1) The Topic Sentence

A topic sentence is the most important sentence in a paragraph because it is the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea. The topic is the subject of your paragraph. The controlling idea limits the topic of your paragraph.¹⁷ The controlling idea limits the topic to be discussed completely. Example: Gold, a precious metal, is prized for two important characteristic. The word “Gold” is called the topic. the sentence “two important characteristic” is called the controlling idea.

¹⁶ Alice Oshima and Ann Hogue 4th Ed, *Writing Academic English*, (New York: Pearson Education, 2006), 4th Ed., p.2.

¹⁷ Cynthia A. Boardman, and Jia Frydenberg, *Writing to Communicate*, (united states of America: Pearson Longman, 2008), 3rd Ed.,p.4.

2) The Supporting Sentences

Supporting sentences explain or prove the topic sentences. one of the biggest problems in student writing is that student writers often fail to support their ideas adequately.¹⁸ Supporting sentences should develop the topic sentence clearly. Because the function of the supporting sentences is to explain the topic sentence. They also discuss about controlling idea in the topic sentences.

3) The Concluding Sentence

A paragraph does not always need a concluding sentence. For single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points.¹⁹ It is needed to conclude the long paragraph. So the reader can find out the points in the paragraph easily from the concluding sentence.

Concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. It can do this in two ways:

1) By summarizing the main point of the paragraph

¹⁸ Alice Oshima and Ann Hogue 4th Ed, *Writing Academic English*, (New York: Pearson Education, 2006), 4th Ed., p.11.

¹⁹ Alice Oshima and Ann Hogue 4th Ed, *Writing Academic English*, (New York: Pearson Education, 2006), 4th Ed., p.13.

2) By repeating the topic sentence in different word.²⁰

A well-written paragraph has three separate part that is topic sentence, supporting sentences, and a concluding sentence. In addition about organization, writing in English must also have three characteristics of coherence, cohesion, and unity.²¹

i. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the type of paragraph you are writing.

ii. Cohesion

When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors, definite articles, personal pronouns, and demonstrative pronouns.²²

²⁰Alice Oshima and Ann Hogue 4th Ed, *Writing Academic English*, 4th Ed., p.13.

²¹ Cynthia A. Boardman, and Jia Frydenberg, *Writing to Communicate*, (united states of America: Pearson Longman, 2008), 3rd Ed.,p.18.

²² Cynthia A. Boardman, and Jia Frydenberg, *Writing to Communicate*, (united states of America: Pearson Longman, 2008), 3rd Ed.,p.23.

1) Connectors

There are many kinds of connectors that provide cohesion such as coordinating conjunctions, subordinating conjunctions, and prepositions.

2) Definite articles

A second way to connect sentences is to use the definite article 'the'.

3) Personal pronouns

Another way to help a paragraph have good cohesion is by using personal pronouns. A pronoun usually refers back to a previous noun.²³

4) Demonstrative pronouns

Another way to provide cohesion is to use the demonstrative adjectives and pronouns *this, that, these, and those*.

iii. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence.

5. Learning Aids

a. Definition of Learning Aids

Learning aids are instructional materials and devices through which teaching and learning are done in

²³ Cynthia A. Boardman, and Jia Frydenberg, *Writing to Communicate*, (United States of America: Pearson Longman, 2008), 3rd Ed., p.23.

schools. Examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials and other two dimensional objects. There are also audio-visual aids. These are teaching machines like radio, television, and all sorts of projectors with sound attributes.²⁴

b. Function of Learning Aids

It can be said that learning aids in education is important. Using learning aids in order to make their student more understand and interesting in their study help teachers transfer their ideas, minds even advises. According to Kemp as quoted by Apprilia the function of Learning Aids is as follow:²⁵

1) Learning becomes more interactive

Many activities can be created through applying pictures in the teaching learning process. A teacher can bring pictures in the classroom and ask the students to do a role. This activity is relatively more

²⁴Lade Adeyanju, "Definition of Learning Aid", retrieved on 01/10/2012, <http://ultibase.rmit.edu.au / Articles / nov03 / adeyanju 1.htm>

²⁵K. Apprilia, *Teaching Vocabulary Using Pictures as Teaching Aid*. A final Project: English Department of UNNES. Unpublished, p. 18.

interesting than the activity of listening to or writing the teacher explanation.

- 2) The instruction can be more interesting.

Learning Aids, i.e. sketch or pictures can attract the students, interest. If they are interested, they will give much attention to what is taught or discussed. They will be curious to know about the lesson.

- 3) The length of time required can be reduced.

Most Learning Aids require a short time to transmit their messages, so does pictures. During the brief period, much information can be communicated to students.

- 4) The quality of learning can be improved.

If there is a good preparation of using aids, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant; as a result, the students' knowledge and skill can be improved.

The positive attitudes of students toward what they are learning and to the learning process itself can be improved. One of the ways in improving their attitudes is by giving pictures in teaching learning process. The students of junior high school are interested in learning aid such as pictures.

6. Songs

Songs are part of daily life for most people. Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language.²⁶ Songs can amuse the listener at all conditions. When we sad, we can lost this feel with the happy songs. people need the songs to make their life more comfortable.

Everyone need songs to amuse themselves whenever. Songs can make our feelings more comfort and fresh. It happens to the students too, they often feel bore in the class. The researcher wants to use the songs as a media to teach them, so they can understand the matter well and feel comfort.

7. Using Songs to Teach Descriptive Text Writing

Language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students.²⁷ Classroom management should be given attention by the teacher, so the student motivations to study can be increased. By using the

²⁶ Mol, Hans, *Humanising Language Teaching*, retrieved on 31-07-2012, www.hltmag.co.uk/apr09/less01.htm

²⁷ Lynch, Larry, *9 Reasons Why You Should Use Songs to Teach EFL*, retrieved on 17/07/2012, <http://www.eslbase.com/articles/songs>

variety of media especially using songs, the situation of the classroom can more interesting.

Choosing the right music is vitally important.²⁸ Choosing the songs that suitable with the materials is very important to do because can influence the study result. Not all of songs can be used to teach in the classroom. It mean, the teachers must choose the songs selectively.

Most of students feel bored and confused when they study about descriptive writing. Based on this condition, the teachers try to use the games, quiz and other way to teach it effectively. Nowadays, the traditional ways such as dictation, reading loudly, re-writing the text is not enough to used in the classroom. So, the media must we used to teach them. The researcher wants to use English songs to teach descriptive writing.

The steps that the researcher uses to teach descriptive writing through English songs is :

- a. The teacher plays the songs that describe particular thing.
- b. After that, the students are given the song's lyrics by the teacher.
- c. The teacher and the students paraphrase the song's lyrics together become descriptive text correctly.
- d. Writing descriptive writing based on the student's own words.

²⁸ Harmer, Jeremy, *How to Teach Writing*, p. 65.

8. Experimental Research

In this study, the researcher uses an experimental research. According to Margono, experimental research uses an experiment that is designed specifically to rise the data which is needed to answer the research questions. The research that use the experiment design has been claimed as the research type that is needed by a researcher. The meaning of “experiment” is the part of the research that compares between two group of object research. One group is given a particular action and one group again is controlled at one condition that the influence is became a control.²⁹

The writer uses an experimental research as an effort to develop English teaching learning process and to compare the differences between experimental class and control class in learning English writing.

This study will be focus on using English songs to teach descriptive writing. The result will be measure of students’ ability in composing descriptive writing.

C. Hypotheses

Based on the description above, there are some action hypotheses that can be appeared as follows:

²⁹ Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2005), 5th Ed., p. 110.

1. The use of English songs can be applied as an alternative way to teach descriptive text writing.
2. The use of English songs in teaching descriptive writing more effective than conventional method.