CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Literature Review

In this chapter, some related topics to this research would be discussed. The related topics would be discussed are:

1. General Concepts of Writing

   a. Definition of Writing

There are four skills that should be mastered by students in learning English. They are reading, listening, speaking and writing. Reading and listening include receptive skill, on the other hand speaking and writing include the productive skills. It is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skill.[1] But here, students are expected to be able to write well. Because by writing the writer can express what happen in her mind, so that the readers will know about it.

Writing skill are specific abilities which help students put theirs thought into words in meaningful form to mentally interact with the message. It helps the learner gain

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[1] Dra. Ma'rifatul Fadhilah, M.Ed *, The Effectiveness of Written Peer Review Towards English III Student's Writing Skill*,(Semarang: Islamic Education and Training Faculty, 2015), p.46

independence, comprehensibility, fluency and creativity in writing. When Learners have mastered these skills, they can write so that not only they can read what they have written, but other speakers of that language can read and understand it.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text. It is an important skill that can't ignore. Because in teaching writing students have to know how to write a grammatically correct text and need to realize the meaning of sentences.

b. Writing Process

There are six steps of writing process. They are explore ideas, prewrite, organize, write a first draft, produce the final copy[2].

According to Harmer, the process of writing has four main elements. They are planning, drafting, editing, and final version. The researcher write a planning what they are going to write. Before starting to write or type, they try and decide topic or idea. Second is drafting, the writer writes some sentences, after they plan idea or topic that will be written. Third writers have produced a draft, they read through what

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[2] Meyers, *Gateways to Academic Writing*, (New York: Pearson, 2005), p.11

they have written to see the information that is not clear, the sentences that are ambiguous or confusing, checking the individual words and grammatical accuracy. The last is final version. After the writers have edited their draft and have made the changes that are necessary. This may look considerably different from both original plan and the first draft, because things have changed in the editing process.

There are three steps in writing. They are prewriting, writing, and revising. Prewriting is thinking and writing draft about a topic as a guiding before writing paragraph. In this process, writing is begun by a topic sentence and some main ideas. After that developing the topic sentence to be some sentences, it calls supporting sentence. Then, arranging the sentences and using signal words and conjunction help the reader to understand the ideas of paragraphs. The last is revising. After the write completes the writ first draft, the writer revises the paragraph by adding new ideas to support the topic and changing the sentences, checking the punctuation, spelling and grammar.

2. Descriptive Text
   a. Kind of Genre
      There are twelve kinds of genre, they are:
   1. Recount
      Recount is a piece of text that retells events for the purpose of informing or entertaining.

2. Report

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

3. Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue.

4. Explanation

Explanation is a piece of text that explains the processes involved in the formation or workings of natural or socio cultural phenomena.

5. Exposition (Analytical)

Exposition: analytical is a piece of text that persuades the reader or listener that something needs to get attention.

6. Exposition (Hortatory)

Exposition: hortatory is a piece of text that persuades the reader or listener that something should or should not be the case.

7. News item

News item is a piece of text that informs readers, listeners and viewers about events of the day which are considered newsworthy or important.

8. Anecdote

Anecdote is a piece of text that shares with others an

account of an unusual or amusing incident.

9. Narrative

Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

10. Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

11. Description

Description is a piece of text that describes a particular person, place or thing.

12. Review

Review is a piece of text that critiques an art work, event for a public audience.

b. Descriptive Text

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and

detail.[3]

As the explanation above, descriptive text is kind of text which describe something especially in detail. Descriptive text has three categories. Those are social function, generic structures and language features. First of all is social function of descriptive text, it has function to describe a particular person, place, or thing. Secondly, the generic structures are identification and description. Identification is a general opening statement which identifies phenomenon to be described. Description is a series of paragraphs about the subject describe part, qualities, or characteristic. Thirdly, the language features are using present tense, adjective and relational verb, mental verb and action verb.

The grammatical Features of Descriptive Text

1. Present tense

When describing things from a technical or factual point of view, the present tense is predominantly used; for example: Has, eats, sings, lays, swim.

2. Relational verb

Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example: Eric the Red *is*

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[3] Bachtiar Bima M and Cicik Kurniawan, *Let`s Talk*, (Bandung: Pakar Raya, 2005), p. 15.

an old man. Eric the Red *has* a greatcoat. My favorite toy *is* a teddy bear because it *is* cuddly and friendly.

3. Action verb

Action verbs are used when describing behaviors/uses; for example: An ant has three body parts. Some ants have wings. The queen ant *lays* the eggs. Ants live in colonies.

4. Mental verb

Mental verbs are used when describing feelings in literary descriptions; for example: She *felt* unhappy. He *liked* dancing.

5. Adjective

Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example: He has a *cool* hairstyle.

3. Graphic Organizers

a. Definition of Graphic Organizers

According to Katherine, Graphic organizers are teaching and learning tools that students better be able to understand new material. Creating a strong visual picture, graphic organizer support students by enabling them to literally see connections and relationships between facts, information and term.

A graphic organizer is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram. They are also informally used as a term to describe all visual learning strategies such as concept mapping, webbing, mind mapping, and more.

Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content.

b. Kind of Graphic Organizers

There are many variations and possible combinations of graphic organizers used in the classroom, most of them falls into four categories:

1. Cyclical organizers : showing the sequence of event of process. For example : circle organizers
2. Conceptual organizers: showing how a main concept is supporting by facts, evidence, and characteristics. For example: concept definition map

3. Sequential organizers : showing events in chronological order.

   For example : multiple time line

4. Hierarchical organizers: showing the relation between concept and its subordinate level of characteristics.

   For example: Hierarchy diagram

c. The Function of Graphic Organizer in Learning

Graphic organizers as learning tools are for critical and creative thinking. Graphic organizers help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.[4]

Graphic organizers as learning tools are for organizing information. It helps students to organize and stores information in a series connections. Students can use graphic organizers in the classroom to develop their ability independently as study tools for note taking, planning, presentation, and review.

In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article. Because they help the learner make connections and structure

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[4] Katherine S. McKnight, PhD, *The Teacher's Big Book of Graphic Organizers*, (San Francisco :Jossey-Bass, 2010), p.1

thinking, students often turn to graphic organizers for writing projects.

B. Previous Research

There are some researchers conducted in improving students' writing ability especially on descriptive text. Related to this research, the researcher chooses some literatures about previous research that relevant to improve students' writing ability on descriptive text:

1. Thesis by Siti Kurotun (113411005) entitle "Improving Student's Ability in Writing descriptive Text by using Picture (A Classroom Action Research at Seventh Grade of SMP Plus Az Zahro Pegandon In the Academic Year of 2014/2015)" Education and Teacher Training Faculty, UIN Walisongo Semarang.

On her research, the purposes of her study were to describe the implementation of using picture to improve the students' ability in writing descriptive text and to identify the improvement of the students' ability in writing descriptive text after being taught using picture. She was conducted at seventh grade of SMP Plus Az Zahro Pegandon. The result show this research show that the implementation of using picture to teach writing skill could improve students' ability in writing descriptive texts that was

indicated by their improvements of each test result.

Based on the research above, there are some similarities and differences between previous and this research. The similarity is focusing on student's ability in writing descriptive text and the research design in these researches. However, there are also some differences. The First is data participant. The previous research observed seventh grade students of SMP Plus Azzahro Pegandon and this research observes eighth grade students of MTs Nurul Islam Juwangi. The second difference, it is the media that used to improve student's writing ability. The previous research used picture whereas in this research uses graphic organizer.

2. Thesis by Lailatul Faizah (113411128) entitle "Improving Student's Ability in writing Procedure Text by Using Pictures (An Experimental Research of The 9th Grade of MTs Nahdlatusy Syubban Sayung Demak in the academic Year of 2014/2015)", Education and Teacher Training Faculty, UIN Walisongo Semarang.

On her research, the purposes of her study were to describe how well picture give contribution to teach procedure text at the ninth grade of MTs Nahdhatusy Syubban Sayung Demak and to search the different effect on writing procedure text achievement between those taught

using picture and those taught using traditional method. The research design was experimental research, which was conducted in two classes, the experimental class and the control class. The research used test to collect the data, there are pre-test and post test.

The result of the research show that the picture was effective medium to improve student's ability in writing procedure text. The differences are the research design, medium of teaching writing text, the technique of data collection and data participant. In the previous research the research design is experimental research and this research is classroom action research. Then the medium of teaching writing text, the previous research was using picture in writing procedure text and this research uses graphic organizers. The technique of data collection of previous research is test and this research are documentation, observation and test. The last is data participant. The previous research conducted at ninth grade students of MTs Nahdhatusy Syubban Sayung Demak whereas this research conducted at eighth grade students of MTs Nurul Islam Juwangi.

3. Nurkhayatun (Student Number: 073411094). *USING BITS AND PIECES GAME TO* IMPROVE *STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXTS (A Classroom Action Research at the Seventh Grade of MTs Darul*

Mujahadah Prupuk-Margasari-Tegal in the Academic Year of 2010/2011) Thesis, Semarang: Bachelor Program of English Language Education of Tarbiyah Faculty of Walisongo State Institute of Islamic Studies (IAIN Walisongo), 2010.[5]

The objectives of this study were to describe the implementation of Bits and Pieces game to improve students' writing skill on descriptive texts and to identify the improvement of students' writing skill on descriptive texts after being taught using Bits and Pieces game.

The study was conducted at MTs Darul Mujahadah Prupuk-Margasari-Tegal. The number of the subjects was 26 students. This research is classroom action research. It was done through three cycles. The researcher used observation checklist, documentation and test to collect the data.

Result of the study shows that by using Bits and Pieces game can improve students' writing skill on descriptive texts at the seventh grades of MTs Darul Mujahadah in the academic year of 2010-2011. The result after getting all of the treatment using Bits and Pieces game, the students' average score increased in line with the

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[5] Nurkhayatun, *USING BITS AND PIECES GAME TO IMPROVE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXTS (A Classroom Action Research at the Seventh Grade of MTs Darul Mujahadah Prupuk-Margasari-Tegal in the Academic Year of 2010/2011)* 'thesis', (Semarang: IAIN Walisongo, 2010)

increase of the students' achievement in each cycle. Students' average score from the pre cycle was 46.71, first cycle was 51.41, second cycle was 63.83 and third cycle was 65.48. it means that students' writing on descriptive texts improved in each cycle after they were taught by using Bits and Pieces game. It was signed by their improvements of each test result.

C. Profile of MTs Nurul Islam Juwangi

This part describes not only the school's geographical location, historical development, vision, missions, but also explains the several of the entire subjects which involved the number of headmasters, teachers, students and the other employees.

MTs. Nurul Islam Juwangi was located on Margopati street No.01 Juwangi Boyolali. It was built on 654 m^2 ground which has two buildings on April 27, 1992 by social care of Juwangi Moslem which was included Yassi Institute. Geographically, it has built on the highland location. It was on border area. It was so far from the central of city and crowded people. So that people or society can't access easily. It can be seen as the following direction explanation.

1. From the east   : it was bordered on KUA office.
2. From the west   : it was bordered on hill of Pandean village
3. From the north : it was bordered on Puskesmas of juwangi.
4. From the south : it was bordered on Kr. Manis settlement

Based on the points of description above, it was inferential as the pleasant school which is far from the crowded city. It is able to create and to develop students' learning models during the teaching and learning process is running.

In the year of 2013, this school got the certified accreditation "B". In this academic year of 2016/2017, it was leaded by Ahmad Ali Masngudi, S.Pd.I as the headmaster. He was helped by a vice headmaster, 12 teachers and 3 employees. Moreover, a vision and missions has arranged to get the best students quality. A vision is to create students to have best attitude of Ahlu Sunnah Wal Jama'ah, religion skills, science and technology as the basics. The indicators of vision to create students who:

1. are able to recite Quran exactly,
2. do obligatory and meritorious worship persistently,
3. talk and do politely,
4. have the excellent academic and non-academic performance as the provisions to go forward the next educational higher level and/or to be living independently.

Besides that, the vision above was supported by the missions that was mentioned as the following:

1. infilling Islam faith of Ahlu Sunnah Wal Jama'ah through Islamic and Science educational process.
2. growing Islam doctrine in comprehension and implementation up.

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3. Developing Islamic knowledge of technology, language, sport and art based on the students' talent.

       In this academic year of 2016/2017, there are 3 groups that were divided as the following grades. (see Table 2.1)