

## **CHAPTER II**

### **USING PICTURE SERIES IN TEACHING DESCRIPTIVE TEXT WRITING**

#### **A. PREVIOUS RESEARCH**

1. Research from Muflikhafun Nisa Muyassaroh, with the title 'Developing Student' Ability in Writing Descriptive Text through Brainstorming'. This research is about developing students' ability in writing descriptive through brainstorming technique at ten grade students of SMA N 1 Boyolali in the year of 2013/2014. The background of the research is difficulties in generating ideas into written descriptive text. This study is aimed at responding the following question: Is the use of brainstorming effective to develop students' ability in written descriptive text? The objective of this research is to find out whether the use of brainstorming to develop students' ability in writing descriptive text effective or not. The population of this research was the ten grade of SMA N 1 Boyolali. The research method was an experimental research, which was conducted in two classes; experimental class (X MIA 7) and control class (X IIS 1). The class X MIA 7 was taught by using brainstorming before writing, while the class X IIS 1 was taught without brainstorming in the writing achievement. The method of data collection is test. There were two test; pre and post-test. Pre and post-test which both are in the form of written test. All data then were analyzed b

using t-test to determine whether there was significances difference between two classes after treatment. This research showed that after collecting data, it was found that the pre-test average of the experimental class was 69.06, and control class was 70.17. While the post test average of experimental class was 77.78 and control class was 72.75. The obtain t-test were 2.539, whereas the t-table was 1.67 for a: 5%. The t-test score was higher than the t-table ( $2.539 > 1.67$ ). It means that  $H_a$  was accepted while  $H_o$  was rejected. In conclusion, brainstorming is effective to develop students' ability in writing descriptive text in SMA N 1 Boyolali.<sup>1</sup>

The writer's thesis with the title Using Picture Series in Teaching Descriptive Text Writing, explain about the effectiveness of using picture series on the students writing ability of descriptive text. This research tried to answer the research question as follow; Is there any effectiveness of using on the students' writing ability of descriptive text and picture series? There were two tests, pre-test and post-test in control class and experiment class, in the form of written test. The data that has been collected analyzed using t-test.

The differences between the previous research and this research can be seen from several aspects like the independent variable and dependent variable, and method of data

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<sup>1</sup>Muflikhafun Nisa Muyassaroh, *Developing Student' Ability in Writing Descriptive Text Through Brainstorming Technique*, (Semarang: UIN Walisongo, 2014), Unpublished Thesis

collection. Independent variable from Muflikhafun Nisa Muyassaroh's thesis is students' ability in writing descriptive and the dependent variable is writing method using brainstorming.

Then the similarity of this previous research and the writer's research is the urgency and difficulties of student's writing ability of some kind of text in generating ideas into descriptive text.

2. Research from Sutrisno with the title 'The Influence of Students' Ability in Constructing Sentences in the Simple Past Tense on Writing Narrative Text'. This research is an empirical research to investigate whether or not there is correlation between students' ability in constructing sentences in the simple past tense and ability on writing descriptive text. This research tried to answer the research questions as follows: 1. how is student's ability in constructing sentences in simple past tense? 2. How is student's ability in writing simple descriptive text? And 3. Does student's ability in constructing sentences in the simple past tense influence student's writing of descriptive text? In investigating the correlation, descriptive quantitative approach was employed and the instrument to collect data was a test. To know the correlation, the data obtained from the test was analyzed by employing correlation product moment. The number of the

research subject was 55 students of eight grades in the academic year of 2014/2015. In this research, it was found that the students' ability in constructing sentences in the simple past tense was good enough. It was proven by the total score of students was 4263 and mean value was 77.5. The students' average score of writing descriptive text was 78.5 meaning that the students' ability in writing descriptive text was good. Based on the statistic calculation, there was significant correlation between the ability in constructing sentences in the simple past tense and student's writing ability of descriptive text. It can be seen from correlation result that the price of  $r_{xy} > r_{table}$ . The value of  $r_{xy}$  is 0.617 and  $r_{table}$  is 0.266 with  $N=55$  and 95% coefficient level.<sup>2</sup>

The writer's thesis with the title Using Picture Series in Teaching Descriptive Text Writing, explain about the effectiveness of using picture series on the students writing ability of descriptive text. This research tried to answer the research question as follow; Is there any effectiveness of using on the students' writing ability of descriptive text and picture s,eries? There were two tests, pre-test and post-test in control class and experiment class, in the form of written test. The data that has been collected analyzed using t-test.

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<sup>2</sup>Sutrismo, *The Influence Of Students' Ability In Constructing Sentences In The Simple Past Tense On Writing Narrative Text*, (Semarang: UIN Walisongo, 2013), Unpublished Thesis

The differences between the previous research and this research can be seen from independent and dependent variable. Independent variable of Sutrismo's research is students' ability in construction sentence and the dependent variable is the simple past tense on writing Narrative text. Other difference was the design of research.

The similarity are both of the researches find the correlation between two variables (dependent variable and independent variable) or the influence of media to improve the students writing ability. Then the instrument of collecting data was test.

3. Research from Katia Gregoria Contreras Gutierrez, Miriam Nino Puello, and Luis Alberto Perez Galvis from Institution Educativa Dulce Nombre de Jesus and Universidad de Sucre, Sirenlejo, Columbia with title Using Picture Series to Enhance Descriptive Writing among Ninth Grade Students at Institucion Educativa Simon Araujo. This study report an action research on the use of picture series technique to develop EFL descriptive writing among a group of ninth grader at Institucion Educativa Simon Araujo. It involves experimental and control group. During the implementation of the strategy the Experiment group was taught writing with picture series technique and the process-based approach to determine whether the program of intervention achieved the intended result concerning the research question to resolve the

problem of investigation while the control group was taught only with process-based approach. After sixteen weeks of instruction, a post test was administered to both group to measure the effect of the intervention process. The obtained result through descriptive statistics indicated there was a significant difference between the group which was taught through picture series technique and process-based approach over the one which only received process-based instruction.

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The similarities between two researches are to tested students' writing ability of descriptive text. Then the difference is the technique analysis of data and treatment during the research. The similarity is the technique that both of researcher using in the research, that is picture series.<sup>3</sup>

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<sup>30</sup>English Language Teaching; Vol. 8, No. 5; 2015  
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## **B. THEORITICAL REVIEW**

### **1. General Concept of Writing**

We cannot underestimate the importance of writing because modern civilization depends on the written word. Education transforms lives and societies, the ability to read and write, and being numerate gives adults and children a huge advantage. In the context of education it is also worth remembering that most exams often rely on the students writing proficiency in order to measure their knowledge.

Write activity is a form of manifestation of abilities and language skills are mastered most recently by learners after listening skills, speaking and reading. Compared with the other three language skills, writing ability more difficult in controlled even by native speakers of the language in question though. This is due to the ability to write requires mastery of various linguistic elements and lements outside the language itself will be content writing.<sup>4</sup>

Talking about writing, some of the components of writing itself are paragraphs and text. A paragraph is a short part of text consist a group of word minimally one sentence that develops one main point or single event. A paragraph has unity when all of its sentences are related to main point. A text is a unit of meaning which has coherent and appropriate for its context.

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<sup>4</sup> Iskandarwassid and Dadang Senendar, *Strategi Pembelajaran Bahasa*, (Yogyakarta: Remaja Rosdakarya , 2008), p. 248-251

In order to make a good writing, there are some elements that writer should consider about like coherence, cohesive, and unity of the text.

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle.<sup>5</sup> The sentences are put in order so that the reader can understand the ideas easily. The principles for ordering depend on the type of paragraph. For descriptive paragraph, writer must use good chronological ordering of sentences. This means that supporting sentences tell the events of a story in the order that happened. In other words, the events must be ordered according to time to prevent reader's misunderstanding.

There are four ways to achieve coherence, writer should repeat key nouns of the paragraph, use consistent pronouns so the reader not confuse with the paragraph, use transition signal to link ideas and arrange the ideas in logical order.<sup>6</sup>

b. Cohesion

When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.<sup>7</sup> To make a good paragraph, writer has to arrange

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<sup>5</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays Third Edition*, (New York: Pearson Longman, 2008), pg. 18

<sup>6</sup>Alice and Ann Hogue, *Writing Academic English*, (New York: Pearson Longman, 2006), pg 26

<sup>7</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays Third Edition*...pg. 23



the sentence in the correct order and support each other. As possible writer should avoid write sentence that out off the topic or not support the sentences before.

c. Unity

The final characteristic of a well written paragraph is unity. All the supporting sentences should relate to the topic sentence.<sup>8</sup> In one paragraph should discuss only one main idea. Writer should not combine two or more ideas into one paragraph. Supporting sentence affirm the one main topic to the last paragraph. Supporting sentences must directly explain and prove the main idea.

Apart of the three elements above, there are still many elements that writer can used and develop in the writing, like grammar and punctuation. Those three elements, coherent, cohesion, and unity, are the basic element to create a paragraph. By combine that three element writer can produce a good writing. A writing which can unite the coherent, cohesion, and unity of text can avoid damage in text and make the text meaningless. Added, if writer combine it with a correct grammar and punctuation, writer can create a good and interesting writing that reader can enjoy.

Writing is used for wide variety of purposes and it is produces in many different forms. It is means of expressive activity as productive written aspect in language skills. We need to express

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<sup>8</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays Third Edition*... pg. 25

our thought by writing something. It means that writing is the process to break out ideas in mind into a piece of paper. Writing is partly a talent, but it's mostly a skill that will improve by only practice. Writing is like speaking to other on the paper; also writing has also become more important as doctrine of communicative language teaching. Rather than becomes an object of study, today writing use as system of communication.

Harmer (2004: 6) explains the stages of the writing process are planning, drafting, revising, and final drafting. This four steps ingrates among stages and can be seen as a process wheel which it clearly shows the directions that the writers take during the process of their writing.



*Figure 1: The Process Wheel of Harmer*

Before starting to write the first thing writer should do is planning what they are going to write. In this step, writers have to consider the purpose of the writing. The purpose of the text will influence the language use and the information that the writer chooses to include in the text. In the classroom, students, in this step they will obtain new ideas through brainstorming and gather ideas that suitable with the planning and purpose of

the writing. After students gather the ideas and write it down in the paper, this can refer as a draft or the first version of the writing. Then, editing step means, students will revise what they have been wrote down. By read through what they have written to see where it works and where it doesn't and find out if the order of the information is not clear. Students need to put attention to the revising the text whether it is in coherent and cohesive manner or not, also, writer should check out any possible inadvertences. Once the students edited their work and making some changes after revise it, students will produce the final work. The first work or draft may different with the final work after some consideration in the editing process. It depends on how the ideas develop during the editing or revising process. Final work is the fruit of the writer consideration to put best work.

Then, Rumisek and Zemach (2003:3) said, when writer write, they do more than put words together to make a sentence, but a good writer will go through several steps to produce a piece of writing. Not much different from what has been Harmer explain about the process of writing which illustrated as wheel, Rumisek and Zemach explain it more deep about process of writing by put more attention to the pre-writing. Pre-writing is a process before writing begin. In this step writer is planning and deciding what they are going to write. This process is important for writer to start write and this step decide what will happen to

the next step and will put effect the writing. Pre-writing process break into three detail steps, there are choosing the topic, gathering the ideas and organize the ideas<sup>9</sup>.

There are six steps in the writing process based on Rumisek and Zemach:

a. Choose a topic

Before starting to write, writer should know and decide what they are going to write. It explains that before writer write, they should discover the ideas and topics. Generally, in this step writer must consider who the subject of the write, what the purpose of the text is and consider who audience or reader is. Writing is like making a decision. After the students decided to write, students must decide what to write and how to start to write and then compile them into a text.

b. Gather Ideas

Brainstorm is a way of gathering ideas about a topic. When brainstorm, writer write down every idea that comes. Writer should not worry about whether the ideas are good or bad, useful or not.<sup>10</sup> In this step writer gather as many as topic or ideas and filter it later. In a collecting the

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<sup>9</sup>Dorothy E. Zemach and Lisa A Rumisek, *College Writing From Paragraph To Essay*, (Macmillan: 2003), pg.6

<sup>10</sup>Dorothy E. Zemach and Lisa A Rumisek, *College Writing From Paragraph To Essay*, (Macmillan: 2003), pg.6

ideas, the writer should let all ideas come and write it on the list. The more ideas related to the main topic appear, the easier for the writer to write a sentence to be arranged later.

c. Organize

After gathering all the ideas, the writer should organize those ideas and decide which idea to use as a main idea. Choose what idea to talk in sequence, which one will talk first in the paragraph and which one will be talked as the last idea.

d. Drafting/Writing

In this step, the writer writes the first draft and writes quickly to record the writer's thought and put notes and new ideas in the margins. In this process, the writer should write as if they were talking to the audience. In this way, the author can produce the words more quickly. When writing the first draft, the writer shouldn't worry about being perfect on grammatical or content. Just let all the ideas that have been organized into words. Expand the ideas and arrange them in some reasonable order.

e. Review structure and content

Before finalization, check what has been written. Read again the text and look for any grammatical mistake. Besides checking the grammatical error, the writer can add information that is relevant to the text. The writer also can remove the information not related to the text.

f. Re-writing

Finalization step is to re-write the text that has been edited in the previous step. Writer can repeat the step five and step six many times to get the good and informational text to the reader. Once writer have edited their draft, making the changes they consider to be necessary, they produce the final version.<sup>11</sup> The result of final version may look considerably different from both the original plan and the first write/draft, because many things have changed in the editing process. The fifth and sixth step can be repeated many times until the context of text suitable.

In general, the writing process is divided into three stages, pre-writing, writing, and re-writing. Teachers usually more focused on the second stage, writing. They did not give special attention to how students can produce text and consider the stage of re-writing as a process of correcting errors and mistakes.

In fact, pre-writing process should not be underestimated. This process is the beginning of the writing process of the students will start how students can determine the content, purpose, and the first step towards the actual writing process. The three stages in the writing process is very important, all of this process help students to master the writing process by understanding the writing itself rather than to criticize the writing product without knowing how the process of writing. There is no step that more

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<sup>11</sup>Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004) pg. 5

important and less important than other steps. Three minimal step of writing are equally important to students and teacher can put the same action to all of them. Although the product of writing is important, but the process of writing is worth to putting more interest. Beside, teacher also should consider both process and product of writing in the classroom.

Nunan (1999:274) view process writing as a complex cognitive process that requires intellectual effort over a considerable period of time. As mentioned, the process of writing is not light work. Even native speakers are still experiencing difficulties when faced with the writing process, moreover for EFL student forced to meet the standards of the curriculum. Process of writing which is not short can cause a student to give up before trying writing. When facing writing the challenges for EFL students are enormous and extraordinary task.

The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements.<sup>12</sup> In the classroom, moreover the students' background in the classroom that different one another with difference cognitive capability be a great challenge for teacher to treat them same.

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<sup>12</sup> J. B. Heaton, *Writing English Language Tests*, (United States of America: Longman 1975), p.135

Writer concludes that writing is written form of verbal language. Writing represents the speaker to speak by paper and pen. Besides, writing is a process in which writer is required to use some variable of writing, such as content, format, sentence structure, vocabulary, punctuation, spelling and diction. The process of writing may be affected by the subject matter or content, types of writing and the medium of writing. But, after all writing is an activity to express writer feeling, thought, and ideas through media paper and pen that contain a message that writer brings to the readers by some step.

There are many different opinions about steps of writing based on the author itself. One of them explains the steps of writing in detail and other explain it in easy way to understood. Simply, there are three general steps that writer should do in writing; pre-writing, writing, and re-writing. In pre-writing step, writer will decide what they are going to write and finding the topic of the writing by gather many ideas. Then in the writing step writer start to break the ideas into the sentences and the last step is revising and correcting the writing. This is a cycles that can be repeated, so after writer revise and correct the writing, she/he can back to the pre-writing step or writing step to get the best writing. These three steps are equally important to students, so teacher not only focused on the outcome of student's writing but also income of students' writing.



Since the writing process need much time and complex process, the teacher should facilitate the students with the appropriate learning experience of writing so they are encouraged to explore more the ideas and pour it to the written form. Both process of writing and product of writing are important to students. Teacher ought to treat process of writing and produce of writing equally and not take side of one of them. At least, with consider both process of writing and product of writing, students can produce a more good writing.

## **2. Teaching Writing**

### **a. Teaching Writing**

Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much of the impetus for change in approaches to language teaching came about from changes in teaching methods. The method concept in the teaching – the notion of a systematic set of teaching practices based on the particular theory on language and language learning – is a powerful one and the quest for better methods was a preoccupation of many teacher and applied linguist throughout the twentieth century. Common to each method is the belief that the teaching practices it supports provide more effective and theoretically sound basis for teaching than the methods that preceded it.

In language teaching, there are four skills that students should master; they are speaking, listening, reading, and writing. By writing, people can express their thought, ideas, or wishes and conveyed to other. Writing is rely on language skill are active and productive. The ability to write is not ability that is obtained from birth as inborn factor. Writing skills can only be acquired through the exercise carried out continuously. With a lot of practice writing and after experiencing the process of writing repetitive, at the time writing skills a person can be measured and sharpened.

Here, the role of a teacher is needed. Teachers are expected to help students to be able to obtain the ability to write a good and true. In his book Harmer stated, that in the process of writing a student spends a lot of time to think of ideas that will be written by focusing on the elements of writing such as unity, coherence, cohesion, and grammar of a text.<sup>13</sup> Then, there are five tasks that should be fulfilled as a teacher in the writing activity. Among the tasks which have to perform before, during, and after students writing are demonstrating, motivating, supporting, responding, and evaluating. This is what writer stated from Harmer's book. Before students start to write, teacher should demonstrate first how to write and gives the example of writing. In the process if writing, students may get lost in the middle of writing. This

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<sup>13</sup>Jeremy Harmer, *How to Teach Writing*, ... p. 31

is the common things that usually writer face and the teacher task to motivate, support and provoke students to having the ideas and giving the ideas to them. Teacher also should respond into the content of students by giving suggestion to improve their work. Then, teacher task after the process of writing is evaluating. Teacher fixes the errors and corrects it to the right one.

In the teaching of writing we can focus on the product of writing or on the process itself. When concentrating on the product teachers are only interested in the aim of a task and in the result of product. Those who advocate a process approach to writing, however, put attention to the various stages that any piece of writing goes through. By spending time with learners on the pre-writing stages, editing, redrafting, and finally finalizing the work, a process approach aims to get the heart of the various skills that should be employed when writing.<sup>14</sup> Mostly teachers both for junior high school or senior high school only concern with the product of the writing rather than put attention on the process how students can produce the writing. It is because of the allocation time that insufficient, so teachers did not put more attention on the process of the writing.

Like stated above, process of writing is complex. Students need to break down the ideas into words with many

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<sup>14</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p.257

steps that should be followed and it needs much time. This is one of the reasons why teacher leans to focus on product of writing than the process of writing. Pre-writing itself is a process that takes much time, choosing the topic, collecting idea, and then organizes it. Comparing with oral activity, written activity needs more time than speaking activities. It is because while doing the writing activity, students or writer deal with the words by using dictionary and should construct sentences with right grammar to produce readable text. We also can see from the teacher side, there are more tasks that teacher should do in the process of writing than the beginning and final of writing. Teacher should give motivation, support, and feedback to the students' work. It can be deduced that the process of writing is equally important whether it is pre-writing or process of writing itself.

#### **b. Assessing Writing**

The scale that is used in assessing performance tasks such as writing test represents, implicitly or explicitly, the theoretical basis upon which the test is founded; that is, it embodies the test or scale developer notion of what skills or abilities are being measured by the test.<sup>15</sup>

There are three types of rating scale in the composition literature, primary trait scale, holistic scale, and analytic scale.

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<sup>15</sup> Sara Cushing Weigle, *Assessing Writing*, ...p. 109

The three types of rating scale can be categorized into two distinct features, first, whether the scale is intended for the task of writing or in general a class assignment, second, whether single or multiple score is given for each task writes.<sup>16</sup>

Primary traits scoring aims to understand the development of students and how students write a text within a narrowly defined. The kinds of text or genre that suitable with this type of scoring are persuasion and explanation. In this kind of rating scale, rating scale is defined with respect to the specific writing assignment are judges according to the degree of success or not of students to able to carry out the content is important. While type Holistic scoring rate a writing assignment by reading fast text and then rate based on the rating scale. Holistic type of scoring is commonly used to assess the results of TEOFL writing. This type of scoring is very fast as it assesses the writings in a once read, this assessment does not take a concerted appraiser to read the writing several times to assess some aspects of that is in writing. This assessment is intended the strength of the writing, not on its deficiencies, so that writes are rewarded for what they do well.

The third type of rating scale is analytic scoring. This assessment is reserved equivalent to holistic scoring. If the

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<sup>16</sup> Sara Cushing Weigle, *Assessing Writing*, ...p. 109

holistic scoring gives a single score then put the score, but not with analytic scoring, assessment evaluates several aspects of writing such as content, organization, cohesion, vocabulary, grammar, or mechanics of writing.

Analytic scoring schemes thus provide more detailed information about the students' performance in different aspects of writing and are for this reason preferred over holistic schemes by many writing specialists. The primary advantage of an analytic scoring scheme over a holistic is that it provides more useful diagnostic information about students' writing ability.

Bachman and Palmer make a comparison of holistic and analytic scales on five qualities of test usefulness; there is reliability, construct validity, practicality, impact, authenticity.<sup>17</sup> Holistic scale has lower reliability than analytic scale. Just as reliability tends to increase when additional items are added to a discrete point test, so a scoring scheme in which multiple scores are given to each script tends to improve reliability<sup>18</sup>. Then from the construct validity analytic scale is more appropriate for second language writers or students as different aspects of writing ability develop at different rates while the holistic scale assumes that all relevant aspects of writing ability develop at the same rate and can thus be

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<sup>17</sup>Sara Cushing Weigle, *Assessing Writing...* p.121

<sup>18</sup>Sara Cushing Weigle, *Assessing Writing...* p.120

capture in single score. Holistic scores correlate with superficial aspect such as length and handwriting. As explain above that analytic scale give more details information about students' development of writing ability in several aspects of writing. It makes holistic scale take long time since there are many aspects that should be analyze more than once, compared with holistic scale that relatively fast and easy with single scoring.

Then, seen from the impact of the use of the rating scale, holistic scale with the single score may mask an uneven writing profile and may be misleading for placement, while in analytic scale more scales provide useful diagnostic information for placement and/or instruction and more useful for rater training. It explains that if scores on different scales are combined to make a composite score, a good deal of the information provided by the analytic scale is lost. It may also be the case that raters who are experienced at using a particular analytic scoring system may actually rate more holistically than analytically if scores are combined into a single score. Experienced rater may target their ratings towards what they expect the total score to come out to be, and revise their analytic scores accordingly.<sup>19</sup>

The choice about kind of rating scale to use is not always clear-cut. Every rating scale has advantages and the

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<sup>19</sup>Sara Cushing Weigle, *Assessing Writing*, ... p.120

disadvantages. The three kinds of rating scale can used to scoring but depend on what kind of work or writing that would be analyzed. This study, stresses the work of students on junior high school who still lack of writing skill and need more practice to improve their ability in writing. So, analytic scoring may be suitable for this case because this kind of rating scale provides more useful diagnostic information about students' writing. Analytic scoring also score each of writing aspect so can be used as guidance and information for both teacher and students to evaluate the work. One of the best known and widely used analytic scales was created by Jacob et al.

**Table 1:**  
**The Rubric for Assessing Writing Descriptive**

### ESL COMPOSITION PROFILE

SCORE	LEVEL	CRITERIA
CONTENT	27-30	EXCELLENT TO VERY GOOD Knowledge, substantive, thorough, development of thesis, relevant to assigned topic
	22-26	GOOD TO AVERAGE Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail
	17-21	FAIR TO POOR Limited knowledge of subject, little substance, inadequate development of topic
	13-16	VERY POOR



		Does not show knowledge of subject, non-substantive, non-pertinent, not enough to evaluate
<b>ORGANIZATION</b>	18-20	<b>EXCELLENT TO VERY GOOD</b> Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	14-17	<b>GOOD TO AVERAGE</b> Somewhat choppy, loosely organization but main ideas stand out, limited support, logical but incomplete sequencing
	10-13	<b>FAIR TO POOR</b> Non-fluent, ideas confused or disconnected, lack logical sequencing and development
	7-9	<b>VERY POOR</b> Does not communicate, no organization, or not enough to evaluate
<b>VOCABULARY</b>	18-20	<b>EXCELLENT TO VERY GOOD</b> Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	<b>GOOD TO AVERAGE</b> Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	<b>FAIR TO POOR</b> Limited range, frequent errors of word/idiom form choice/usage, meaning confused or obscured
	7-9	<b>VERY POOR</b> Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
<b>LANGUAGE USE</b>	22-25	<b>EXCELLENT TO VERY GOOD</b> Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronoun, prepositions
	18-21	<b>GOOD TO AVERAGE</b> Effective but simple construction, minor problems in complex construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meanings seldom obscured
	11-17	<b>FAIR TO POOR</b> Major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles pronouns, prepositions and/or

		fragments, run-ons, deletions, meaning confused or obscured
	5-10	<b>VERY POOR</b> Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
<b>MECHANI</b>	5	<b>EXCELLENT TO VERY GOOD</b> Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>GOOD TO AVERAGE</b> Occasional errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused not obscured
	3	<b>FAIR TO POOR</b> Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	<b>VERY POOR</b> No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate
<b>Total Score</b>		

In the assessment of writing there are some aspects of writing or criteria that must be taken into account and not just using one aspect or assess students' writing objectively, but subjectively and carefully rate each aspects and elements of writing. Using analytic scoring may be the best choice for teacher when assess students' writing. It may take longer time than usual assessment, but by using analytic scoring teacher can see the progress and capability of students. For teacher it also can be used as a guidance to see the progress that students made.

Jacob's analytic scale was used widely, script are rated on five aspects of writing; content, organization, vocabulary, language use, and mechanics. The five aspects are differently weighted to emphasize first content 30 points and next language use 25 point, with organization and vocabulary weighted equally 20 points, and mechanics received very little emphasis with 5 points. Weight value differentiated by the level of difficulty that students will face in writing. Each aspects has its own level, there are four degrees, they are very poor, fair to poor, good to average, and very good to excellent. Given this level can facilitate the evaluator to provide point. The minimum value will be between 34-46 and students get the highest score that can be achieved is between 90-100 points.

### **3. Descriptive Text**

Genre can be defined both in term of intended form and the intended function of the writing.<sup>20</sup> Genre classification is influenced by purpose of writer, function of text, and structure of linguistic used in the text. Function of writing can be thought of in the term of communicative function. When learning genres, most of time will spend to study the generic structure and language feature is as a distinguish factor of any text. Those genres are define into genre that tell the story including; descriptive, recount, spoof, anecdote, news story, and exemplum,

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<sup>20</sup>Sara Cushing Weigle, *Assessing Writing*, ... p.96

the other is genre that tell the factual thing, including descriptive, report, explanation, procedure, news item, , review, discussion, analytical exposition, and hortatory exposition.

Alan Meyers explains that description is a useful tool in many kinds of writing. In descriptive writing it will help to create a sense of realism of the scene of the story of descriptive text. Through the right word choice, reader also can feel the scene. Describing also useful to clarify argument and appeal reader's emotions in persuasive writing, while in the report or explanation, it clarifies makes ideas more specific.<sup>21</sup>

There are three purposes of writing; informative writing, descriptive writing, and persuasive writing.<sup>22</sup> Students need to breakdown the purpose in order to plan and compose a text. The genre defines the style that the writer will use and suggest about the language and structure of each genre. Informative writing used to share or give knowledge and information. Descriptive text include to the informative writing. it is because descriptive text tell and explain the description of people, things, or place based on fact and writer visual experiences of sound, shape, and feel of it.

Descriptive writing is often based on observation of people, places and things or objects and includes creative

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<sup>21</sup>Alan Meyers, *Gateways to Academic Writing*, (United States of America: Pearson Education, 2005), p.60

<sup>22</sup>J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner Practical Approaches for Teachers*, (United States of America: Addison-Wesley Publishing, 1996), p.137

speculations and interpretation. This is personal or imaginative expression that produced by the writer. Writer will allow reader to see, hear, and feel the subject matter clearly based on the description.

Based on the curriculum, there are three subject matter that students need to master while study descriptive text, there are describe particular people, place, and thing. When describing particular people, writer should know the person personally or at least they know each other. Because writer can write the internal characteristics or physical characteristics of the person and can make reader feel closer and know the person that writer describe. It is also work when describing place and thing. In writing descriptive, writer claimed to convey the assents of the writing and make reader feel and hear what written in the text as if the reader does what the writer do.

The generic structures of descriptive text are:<sup>23</sup>

a. Identification

This part introduce the subject matter that writer will write about, whether it is particular people, place, or thing.

b. Description

After being identified and introduced, then in this part the particular people, place and thing will be describing clearly.

In the description, there are many adjective words that

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<sup>23</sup>Ken Hyland, *Teaching and Researching Writing*, (London of United Kingdom: Pearson Education, 2002), p.16

explain the characteristics, qualities, shape, sound, or feel of the subject matter (particular people, place, and thing)

The language features of descriptive text are:

a. Uses simple present tense

Simple present tense tell the factual and reality of something. It is used to describe general action, event and states when we have no reason to think of them as being in any way temporary or limited in time. Simple present tense also used to repeat the event that occur every day and general facts.

The form of simple present tense divided into two form, verbal form and non-verbal form.<sup>24</sup>Verb with third person singular subject the *s* or *es* that add to the main verb is often called ‘the third person s’.

**Table 2:**  
**Simple Present Tense in Verbal Form**

	<b>Question word</b>	<b>does or doesn't</b>	<b>Subject</b>	<b>does not or doesn't</b>	<b>Base form</b>	<b>Main verb +s</b>	
Affirmative			The race			starts	in Paris
Question	5W+1H	Does Doesn't	this machine		make		a noise?

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<sup>24</sup>Martin Parrott, *Grammar for English Language Teacher*, (Cambridge: Cambridge University Press, 2000), p.188

Negative			She	doesn't	get up		Early
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**Table 3:**

### **Simple Present Tense in Non-Verbal Form**

	<b>Question word</b>	<b>does or doesn't</b>	<b>Subject</b>	<b>does not or doesn't</b>	<b>Main verb</b>	
Affirmative			I She		eat leaves	banana Early.
Question	(5W+1H)	Do Don't	you you			
Negative			I	don't	believe	you.

#### **b. Uses adjective**

Adjectives are often called descriptive word because they provide information about the qualities of something described in a noun phrase or a noun clause.<sup>25</sup> In descriptive written, there are many adjective that will be used. It is because writer will describe the subject matter clearly. Adjective will describe the characters of the subject matter, whether it is physical character or quality of the subject matter, shape, sound, taste.

A lot of adjective related to nouns and verbs.<sup>26</sup> Adjective which take from the noun for example, beautiful from the noun beauty and dangerous from the noun danger. And for adjective that related to the verb, for example talkative from

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<sup>25</sup>Martin Parrott, *Grammar for English Language Teacher*, (Cambridge: Cambridge University Press, 2000), p. 51

<sup>26</sup>Martin Parrott, *Grammar for English Language Teacher*, (Cambridge: Cambridge University Press, 2000), p. 52

the verb talk. Adjective also can be attached by suffix, -able, -al, -ate, -an, -ant, -ent, -ful, -ist, -ive, -less, -ory, -ous, -some, -wise, and -y, like examples, impeccable, paternal, immaculate, Anglican, fragrant, intelligent, truthful, socialist, impressive, useless, obligatory, courageous, winsome, streetwise, and misty.

c. Uses relational process

Descriptive text uses relational process means using verb that describe situation or condition of the participant or using signal preposition, for an example: the house has 5 rooms and pool, my doll is really cute.

d. Uses figurative language

Descriptive text uses figurative language such as simile and metaphor to give illustration to the reader. For an example its teeth is sharp as knife.

Example of descriptive text:

### **My Family**

#### **[Identification]**

Family is very precious because nothing can replace the role of the family in this world. That's a place where I could find a peaceful and everlasting affection. I really love my family. My family consists of four people they are my father, mother and sister. Although we are just a small family, our affection



to each other is very large. I'm very proud of them. And now I'll tell you about my family.

### **[Descriptions]**

My father is a disciplined person. He always teaches me and my sister not to waste our time. My father is so different with other disciplined person. Even though he is so discipline, he remains friendly and understands our needs. My father is a lawyer who is quite famous for its decisiveness. He always decides a case fairly and impartially person or group. My father is almost always busy with his work but he never forgets his family. He always invites us to go to vacation every weekend. He thinks our happiness is his happiness too.

My mom is just a housewife. She is a woman who is very patient and diligent in taking care of the family. She always does her task with full of love. I think my mother is also the best chef. She always cooks delicious food for us. However, sometimes she is very fussy but I realizes that it was all for our own good.

My sister named Putri. She is a sister who is very spoiled. Sometimes she is annoying and often makes me angry. Even though, I am very fond of her. She is still study at Junior High School grade 2<sup>nd</sup>. She has a dream to become a lawyer like my father.

That's my little family. A family which I love the most, we always support and love each other. I wish we could stay together in joy and sorrow.

### **My Classroom**

**[Identification]**I learn in 8D class. **[Description]**It is a class with size about 20 m<sup>2</sup> with white paint that covered all the walls. In my classroom there are about 16 tables and 32 chairs arranged well. In front of tables and chairs, there are two sufficiently large Whiteboards. Above the whiteboard, there is pair of photos of President of republic Indonesia and Pancasila symbol. Besides the photos of president, there are also so many heroes' pictures who stuck to the wall of my classroom. At the corner of my classroom, there is janitorial tools such as brooms, feather duster, and others. Right next to there is a teacher's desk which is covered with blue table cloth. On the teacher's desk, there is a beautiful flower vase and a pile of books that ordered well.

My classroom is a clean and comfortable class for learning. Even my classroom always wins the cleanness and completeness competition held in my school every year. The cleanliness in my school always maintain because we always hold a picket schedule. Every morning, my class is always cleaned before the lesson begins. Therefore, my class always

becomes the most favorite class for teachers. They are very fond of being in my class because the atmosphere which so comfortable.

#### **4. General Concept of Media**

Media in teaching learning process is important to help students to become active in the learning process. A medium is any person, material or event that establishes condition, which enable learners or students to acquire knowledge, skill and attitudes.<sup>27</sup> The media can be used to engage the students on the topic discussed in the teaching learning process. There are three forms of media:

##### **a. Visual Media**

Visual media is media that can be seen and the function of visual media is distributing the message from the sources to the receiver. Some of the examples are picture, photograph, sketches, diagrams, charts, graphs, cartoons, poster, maps, globes and flannel board.

##### **b. Audio Media**

Audio media is connected with one of the five senses that are ears to hear something produced by sound. What is meant by audio media here is media that is useful because of its sound. The examples are radio, tape recorder

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<sup>27</sup> Vernon S. Gerlach and D.P. Elly, *Teaching and Media a Systematic Approach*, (New York: Prentice Hall, Inc., 1980), p.241

c. Audio-visual Media

Audio-visual media is media that are useful because of their sound and picture, for examples television and video.

Media is everything in the form of audio, visual or audio-visual that establishes condition which enables the learners to acquire knowledge, skill and attitude and engage the learners in a topic. Media will be very useful if they are used carefully and creatively prepared by teacher, and then they are used to support the teaching and learning process.

## 5. Picture Series

Picture series is one of the media that is support the process of brainstorming during the process of writing as visual aids that stimulate to provide inspiration to express something. Brainstorming first popularized by Alex F. Osborn in early 1940. Based on Merriam-Webster dictionary, brainstorming is a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group. In the classroom activity, brainstorming is technique to help the students to gather ideas and generate the ideas in the stage of writing process.<sup>28</sup>

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<sup>28</sup>David B. Guralnik, *Webster's New World Dictionary of the American Language*, (United States of America: Warner Books Paper Back Edition Chief Warner Books, 1983), p. 57

Pictures are common thing in the daily life and can be found everywhere and every time. Picture can give clear explanation or strengthen the writing text. The reason why teacher can use picture in teaching on the classroom is because pictures are easy to prepare therefore, pictures can be found everywhere.

Pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of overall experience teacher must help the students to cope with. Besides, pictures specifically contribute to give interest vibe and motivation to the student by various colors, a sense of the context of the language, and a specific reference point or stimulus.<sup>29</sup> Picture can be used in every material and whatever the emphasis of the syllabus that teacher is following. Language teacher are concerned to help the students to develop their ability in writing skill of foreign language or second language. After all, verbal language is only a part of the way we usually get meaning from contexts. Things see play an enormous part in affecting and in giving information.

Picture series is a series of pictures that capture the important event and put it together in sequence as represent of the whole story. Picture series intended to help students to develop their imagination. Specifically, picture series contribute as visual to take interest and motivation of students, a sense of

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<sup>29</sup>E-book: Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 2004), pg.2

the context of the language, and a specific reference point or stimulus. The way of working of picture series is similar to comic strip. Reader can easily understand the story plot by see the images and the title description. By using picture series, the attention of students to be focused on the picture, so picture creates their inspiration.

Picture certainly be subjected to some practical criteria for assessment of their value, but such criteria should apply to all activities whether they involved picture or not.

a. Easy to prepare

Nowadays we can get a picture easily through book or internet that provides many pictures with various kinds of size, color that we need. To prepare picture series does not take a long time so that teachers do not waste time just to prepare the picture series.

b. Easy to organize

Not all methods or media used by teachers in the classroom is easy to organized and implemented smoothly on the students. Among the advantages of a learning method has certainly no short age in the way to organize it in the classroom. By using images or picture, the teacher facilitated in organizing classes because picture series does not require students to move from a sitting or doing activities that require time to organize it.

c. Interesting

Often heard that image or picture is only suitable for beginning students or young students who are just learning and do not suitable to intermediate students who are preparing for the exam. This statement cannot be a manual and guide because classroom activities undertaken in the classroom should be effective and efficient and more, classroom activity should interest students' eyes. Picture should certainly fulfill the criteria to be interesting media for students in the classroom.

d. Meaningful and authentic

Students are going to gain more if the language they use is vital to the situation; there should be some reaction or result if they use the language appropriately or inappropriately.<sup>30</sup>

Using picture series to language teaching and learning has positive effects on the improvement of learners' communication skills. Picture series will encourage students to use the target language by providing support or reference point to write or talk about. It also gives students motivation to write and information or guidance for students to start the writing.

Added with the work way of picture series is similar with comic strip which familiar for the student. Even though picture series not as detail as the comic strip, but it can explain the plot of

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<sup>30</sup>E-book: Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge Press, 2004), p.3

story clearly. So, using picture series can help students to write their sentences with help from picture. Besides giving stimulus to students, occasionally it is boring for some students. In another side, picture series just a picture that do not give much benefit and deliver little knowledge to students. picture series has advantages and disadvantages.

### **C. HYPOTHESIS**

Hypothesis testing will bring the conclusion to accept or reject the hypothesis.<sup>31</sup> In this research, writer assume that there is an effectiveness of using picture series to teach descriptive text writing at the eighth grade of SMP Negeri 23 Semarang in academic year of 2016/2017, because picture series can help students to improve their writing ability of descriptive text.

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<sup>31</sup>Sudjana, *Metode Statistika*, (Bandung: PT. Transito Bandung, 2002), p.221-222