

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

Considering the topic discussed in this thesis, there are some research have been done related to this topic are:

1. The research entitled “*The Use of 2D Animation-Based Media to Improve the Students’ Ability in Writing Descriptive Text (An Experimental Study at the Eight Grade Students of SMP Kesatrian 1 Semarang in the Academic Year 2014/2015)* by Ernawati (2201410101).<sup>1</sup> This research was an experimental research that aimed at knowing whether there was any significant improvement in the students’ ability in writing descriptive text by using 2D animation-based media, and finding how well 2D animation gave contribution to writing descriptive text: grammar, vocabulary, mechanics, fluency and relevance. According to the data analysis, the writer concluded that there was significant difference between the experimental group and the control group. The students who got treatment got better achievement in writing descriptive text.

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<sup>1</sup> Ernawati (2201410101), *The Use of 2D Animation-Based Media to Improve the Students’ Ability in Writing Descriptive Text (An Experimental Study at the Eight Grade Students of SMP Kesatrian 1 Semarang in the Academic Year 2014/2015)*, thesis, (Semarang: English Department Faculty of Languages and Arts Semarang State University, 2014)

The similarity with this thesis is the research design and both of them focus on descriptive text. The differences can be explained as the thesis used the 2D animation-based media. While the writer used strategy of Diction Chain Technique.

2. A similar research entitled “*The Use of Diction Chain Technique to Improve Students’ Ability in Writing Report Text (A Case Study of the Eleventh Grade Students of SMA N 2 Kendal in the Academic Year of 2010/2011)*” by Yenny Puspita Rini (2201406526).<sup>2</sup> This study was an action research; the diction chain technique was suggested in teaching report text. The results of research showed that using the diction chain technique could improve students’ ability in writing report text.

The similarity between her research and the writer’s is using Diction Chain Technique in writing skill. While the differences between her research and the writers’ are she conducted her research by classroom action research to improve students’ ability on report text. Though, the writers’ uses experimental research to teach writing and focus on descriptive text.

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<sup>2</sup> Yenny Puspita Rini (2201406526), *The Use of Diction Chain Technique to Improve Students’ Ability in Writing Report Text (A Case Study of the Eleventh Grade Students of SMA N 2 Kendal in the Academic Year of 2010/2011)*, thesis, (Semarang: English Department Faculty of Languages and Arts Semarang State University, 2010)

3. Another research entitled *The Use of Picture Stories to Improve Students Interest and Ability in Writing Descriptive Text (An Experimental Study at the Eight Grade of SMPN 1 Pegandon in the Academic Year of 2012/2013)* by Reni Cahyani (2201409103).<sup>3</sup> She used picture stories to improve the students' ability in writing descriptive text focusing on organization, content, grammar, mechanics and vocabulary. The finding of the research showed that the picture stories could improve students' ability in writing, especially in descriptive text.

The similarities between her research and the writers' are the material of the study that focus on descriptive text and the research design is experimental research. Then the difference can be explained as thesis used the picture stories to improve students' ability in writing, while the writer used strategy of Diction Chain Technique to teach writing.

From those some previous researches, the writer concludes that writing becomes one of problematic skills in learning English. Teacher needs such of interesting medium and method to teach writing. Some of the previous researches concerned about the manual media in writing descriptive text, and

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<sup>3</sup> Reni Cahyani (2201409103), *The Use of Picture Stories to Improve Students Interest and Ability in Writing Descriptive Text (An Experimental Study at the Eight Grade of SMPN 1 Pegandon in the Academic Year of 2012/2013)*, thesis, (Semarang: English Department Faculty of Languages and Arts Semarang State University, 2014)

the rest of the previous research concerned about the technique in writing report text.

In this research, the writer tries to combine them. She is interested in conducting a research about the effectiveness of using learning technique to teach writing of descriptive text. The writer uses the diction chain technique in this research, because as far as the writer knows, a research that investigates the use of the diction chain technique to teach descriptive text in writing has less been conducted.

## **B. Theoretical Review**

### **1. Basic Concept of Writing**

#### **a. Definition of Writing**

Learning English involves the mastery of the four skills: listening, speaking, reading and writing. Writing is one way to communicate with other people. It is not spontaneous activity. Realizing that writing is one of the important things for English learners beside other skills, it is essential for students to develop their writing skill. As Meyers stated;

Writing is speaking to others on paper –or on a computer screen. Writing is partly a talent, but it's mostly a skill, and like any skill it improves with practice. Writing is also an action –a process of discovering and organizing the ideas, putting them on papers, and reshaping and revising them. Writing is much like speaking –a way to

discover and communicate the ideas. Unlike speaking, however, it doesn't happen all at once. We cannot see and hear the readers, so we must think about their reactions.<sup>4</sup>

In general, academic written English is more formal than spoken English. First, because the writer does not know the readers personally, the writer must write words and sentences that are clear for variety of readers. Second, because the audience for written English usually is not immediately present, the writer is unable to 'see' what the readers not understand (i.e.: by looking at the facial expression or by having the listener interrupt with a question). Therefore, the writer must explain ideas and opinions in more details. Third, because the writer cannot guess the audience's attitude toward the ideas or opinions in the written material, the writer must choose a more formal voice.<sup>5</sup> Form those reasons; it is exactly different between written and spoken English, written English is more formal and complicated.

However, writing has general purposes, and they can call occur in single essay, although usually one of the purpose dominant; to explain (educate, inform), to

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<sup>4</sup> Alan Meyers, *Gateways to Academic Writing: Effective, Sentences, Paragraphs, and Essays*, (New York: Pearson Education, 2015), p. 2

<sup>5</sup> Joy M. Reid, *The Process of Composition, Third Edition*, (New York: Pearson Education, 2000), p. 5

entertain (amuse, give pleasure), to persuade (convince, change the reader's mind).<sup>6</sup>

Based on the explanations above, writing is the most difficult subject in the school since the students have to provide a text by using English; they have to write about what they think in their mind and state it on a paper by using the correct procedure, and the content should be coherent that easily understandable for readers and cohesive.

b. Elements in Writing

1) Mastering vocabulary/Diction

Vocabulary mastery/diction plays an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writers' knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts. Mastery of vocabulary can be improved by reading and listening.

2) Mastering grammatical rule's/sentence structure

Mastering grammatical rule's/sentence structure consists of phonology, morphology and syntax. Phonological rules do not have any roles in the writing activity, while morphological and

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<sup>6</sup> Joy M. Reid, *The Process of Composition, Third Edition*, (New York: Pearson Education, 2000), p. 8

syntactical rules play some important roles in the writing activity. It deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentence.

### 3) Coherence

Coherence means that the writers' paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

### 4) Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling. To avoid this problem, the students are suggested to open dictionaries before they are going to write.<sup>7</sup>

From those four elements in writing, it can be concluded that mastery of vocabulary can be improved by reading and listening a lot. Mastering grammatical rule's/structure sentence can be improved by reading more

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<sup>7</sup> David P. Harris, *Testing English as a Second Language*, (Georgetown University, 1969), p. 68-69

about the phonological, morphological and syntactical rules. Then coherence means that the writer's paragraph is easy to read and understandable to the readers. While spelling system is one of the most difficult and confusing aspects of the English language, so the students are suggested to open dictionaries before they are going to write.

c. Definition of Paragraph

When the students want to write a term paper, research paper, dissertation, or essay, the body of paper will have paragraphs. Once a student learns how to write them, she/he is half way through in learning how to organize the paper properly. A paragraph is a group of related sentences that discusses one (and usually only one) main idea.<sup>8</sup> It has to be united (focus on single thing), coherent (easily understandable for reader), adequately developed, and neatly structured.<sup>9</sup>

Commonly, paragraph is defined as a collection of related sentences dealing with single topic. Before doing writing, students should think of an idea that they want to state in a paragraph. Next, they have to think of possible support that can develop the idea. Last, they have

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<sup>8</sup> Ann Hogue and Alice Oshima, *Writing Academic English, Fourth Edition*, (New York: Pearson Education, 2006), p. 2

<sup>9</sup> <http://custom-writing.org/blog/writing-tips/32.html> accessed on Monday, February 01, 2016 at 10.15 am

to try to outline the topic sentence, the support sentence, and conclusion.

There are three parts of paragraph; the topic sentence, supporting sentence, and concluding sentence.<sup>10</sup> The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. Then, supporting sentences develop the topic sentence. They explain or prove the topic sentence by giving more information about it. Then the concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

When the students want to write a paragraph, they do not only consider the definition and parts of paragraph that have been mentioned above, but also the other elements to make their paragraph become good. They are unity and coherence. Unity means that we discuss only one main idea from beginning to end. The main idea is stated in the topic sentence, and then each and every supporting sentence develops the idea.<sup>11</sup> Then coherence

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<sup>10</sup> Ann Hogue and Alice Oshima, *Writing Academic English, Fourth Edition*, (New York: Pearson Education, 2006), p. 3

<sup>11</sup> Ann Hogue and Alice Oshima, *Writing Academic English, Fourth Edition*, p. 18

from the Latin verb *cohere* means “hold together”.<sup>12</sup> So the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals.

From the definitions above, paragraph is a group that discusses one main idea. It consists of three parts, there are topic sentence, supporting sentence, and concluding sentence. A good paragraph has to be united, coherent, neatly structure and cohesive. So it would be easier to understand by the readers.

## 2. Genre

### a. Definition of Genre

Ken Hyland states that “Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, generic structure, and specific linguistic features of the

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<sup>12</sup> Ann Hogue and Alice Oshima, *Writing Academic English, Fourth Edition*, (New York: Pearson Education, 2006), p. 21

text.”<sup>13</sup> On the other hand, Harmer states that discourse community would instantly recognize for what it was.<sup>14</sup>

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write. Genre has attracted growing interest because the idea of genre can help us to understand the ways individuals use language to engage in particular communicative situations and to employ this knowledge to help student create communicatively effective text.<sup>15</sup>

Based on the explanations above, the writer concludes that genre is the grouping of the text. It can be recognized from social function, schematic structure and language feature. Genre helps the students to create communicatively effective texts.

#### b. Kinds of Genre

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.<sup>16</sup> Actually, there are two

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<sup>13</sup> Ken Hyland, *Teaching and Researching Writing 2<sup>nd</sup> Ed*, (London: Person Education Limited, 2009), p.15

<sup>14</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Person Education Limited, 2004), p. 31

<sup>15</sup> Entika Fani and Siti Musarokah, *Writing 3 (Handout and Assignments)*. (Semarang: IKIP Semarang. 2010), p. 10

<sup>16</sup> Ken Hyland, *English for Academic Purpose: An Advanced Resource Book*, (London and New York: Routledge, 2006), p. 46

different kinds of genres or text types. Moreover, every kind of genre has different social function, different schematic or generic structure, and different language feature.<sup>17</sup>

**Table 2.1**  
**Kinds of Genre**

<b>STORY GENRE</b>	<b>FACTUAL GENRE</b>
1. Narrative	1. Procedure
2. News story	2. Explanation
3. Exemplum	3. Report
4. Anecdote	4. Exposition
5. Recount	5. Discussion
6. Spoof	6. Description
	7. Review
	8. News item
	9. Commentary

**Table 2.2**  
**Texts Probing**

<b>TEXT TYPE</b>	<b>PROBING</b>
1. Recount	Showing memory of a series of events.
2. Explanation	Why it is as it is.
3. Narrative	Reflecting on experience of why and what happened and how it ends.
4. Procedure	How something is accomplished or done.
5. Description	Giving account of imagined or factual events.

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<sup>17</sup> Entika Fani and Siti Musarokah, *Writing 3 (Handout and Assignments)*, (Semarang: IKIP Semarang. 2010), p. 11

TEXT TYPE	PROBING
6. Report	What it is as it is.
7. Discussion	Explaining how something is considered right or wrong.
8. Exposition	How arguing or considering for why something has been proposed.
9. Spoof	Something funny with expected ending.
10. Anecdote	Something funny with expected ending.
11. Review	Critique or complain about an artwork or public performance.
12. News story/ Item	Elaborating sensational and dramatic events of the day.
13. Commentary	How the processes of something involved in evolution.

### 3. Descriptive Text

#### a. Definition of Descriptive Text

Descriptive text is one of the English genres that are taught in Senior High School. It is kind of text which describes a particular person, place or thing.<sup>18</sup> Descriptive as an adjective here meant “saying what somebody or something is like”.<sup>19</sup> It could be said that descriptive text

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<sup>18</sup> Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Sydney: Gred Stabler AEE, 1995), p. 208

<sup>19</sup> *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2010), p. 395

has role to describe someone or something including its physical appearances and characters.

In descriptive text, it usually uses the simple present tense. The structure of a text is called generic structure, and descriptive text consists of identification and description. One way in understanding descriptive text is by identifying the generic structure, social function and language features of that text.

By the explanation above, descriptive text is one of the English genres which describe a particular person, place or thing that including the physical appearances and characters which consist of identification and description as the generic structure.

b. Features of Descriptive Text

1) Social Function

The purpose of descriptive text is to describe a particular person, place or thing.<sup>20</sup>

2) Generic Structure

The generic structure of descriptive divided into two elements, namely identification and description.<sup>21</sup>

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<sup>20</sup> Alexander Mongot Jaya, *English Revolution, Fifth Edition*, (Jepara: Mawas Press, 2012), p. 9

<sup>21</sup> Otong S. Djuharie, *GENRE Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV. Yrama Widya, 2007), p. 24

a) Identification

This part identifies phenomenon to be described. Identification usually answering the following questions: what is the topic of the text? What is the text about?

b) Description

This part describes parts, qualities and characteristics. For example: describes about Best Friend, Cat, or Indonesia.

3) Language Features

- a) Focus on specific rather than generic participants
- b) Use simple present tense
- c) Verb being and having
- d) Use of descriptive adjective to build up long nominal group

#### 4) Example of Descriptive Text

**My Best Friend**

**Identification** { I have a lot of friends. But, my closest friend is Prabu Perdana.

**Description** { Prabu is my classmate. He is so handsome and cute. He has short wavy but blonde hair, which is always combed neatly. His skin is white. He has bluish back eyes with thick eyebrows and outstanding eyelashes. His round face makes him more impressive. Although Prabu is not so tall, he has a well-built body. People frequently think he is a European or American offspring, but he is actually a Sundanese genuine. He looks more handsome when he is smiling.

Prabu is a pleasing peer. I am happy to spend my time with him. He is always available to help his friends who are in trouble. He is never angry with friends who try to annoy him. Because he is so smart, most of his classmates seek him to explain any difficulties in any school subjects. I am proud of having such best friend.

*(Djuharie.2007:25)*

#### 4. Basic Concept of Diction Chain Technique

In any language rule, if we want to write a sentence or a paragraph we have to consider the choice of words or the dictions. “Diction” as the technical here meant the choice and use of words in literature.<sup>22</sup> Then “Chain” as noun here meant the connected things, a series of connected things or people.<sup>23</sup> In this research, the writer uses term chain to connect one word to other words.

According to Weaver, “diction may be defined simply as the choice of words, and good diction enables us to express our meaning and feeling in the best way suited to the purpose we have undertaken.”<sup>24</sup>

There are four levels usage of diction based on Weavers’ statement. First is Literacy level, diction on this level tends to be ornate as compared with much writing today, even of the serious kind. Second is Formal level, here the diction reflects education, but it is less to be learned, while the third is Informal level, it is defined broadly as the level of conversation of educated people. The last is Vernacular level, it is also called as illiterate level which is the speech of uneducated or the very careless.

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<sup>22</sup> *Oxford Advanced Learner’s Dictionary*, (New York: Oxford University Press, 2010), p. 404

<sup>23</sup> *Oxford Advanced Learner’s Dictionary*, p. 228

<sup>24</sup> Richard Weaver, *Composition: A course in Writing and Rhetoric*, (New York: Pearson Education, 1957), p. 223

The advantages of using Diction Chain Technique are this technique can be applied at all of grade of students with some benefits:

- a. Diction Chain Technique made students felt happier and more interested in teaching learning process.
- b. Students were more active in doing writing activities.
- c. Diction Chain Technique could help students to enrich their vocabularies.
- d. Diction Chain Technique could train the students to write, especially for students that have difficulties to find out the meaning of the words.

Beside the advantages of using Diction Chain Technique, this technique also has the weakness when applied in classroom. The limitation of time in teaching learning process can reduces the chance of students to think more and write their idea.

By the explanations above, words or lexicons are the basic tool for writing. We need to know whether the diction is suited or not. It is surely does not get the writers' messages across. Therefore, the students enjoyed to join teaching learning process, because the diction chain technique was very interesting. The students more active when using diction chain technique, it can help them to enrich some new vocabularies and comprehending the lesson easily.

## 5. Teaching Writing

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>25</sup> As a part of learning language, writing is considered as the most complex skill compared with other skills. Writing has general purpose, and they can all occur in single essay, although usually one of the purposes is dominant; to explain (educate, inform), to entertain (amuse, give pleasure), to persuade (convince, change the reader's mind).<sup>26</sup>

The aim of English teachers of writing is to teach the students to be self-sufficient writers. Students must have competencies in applying English theories into a product that are writing or speaking. In this case, teacher has to evolve any interesting way in teaching writing. They need to spend some time building the writing habit that is making students feel comfortable as writers in English, enjoy and be stimulated in the learning process.

Based on the definitions above, teaching writing is guiding someone to learn and write how to do something to know and understanding knowledge. The purpose of teaching

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<sup>25</sup> H. Douglas Brown, *Principle of Language Learning and Teaching 2<sup>nd</sup> Edition*, (New Jersey: Prentice Hall, 1987), p. 6

<sup>26</sup> Joy M. Reid, *The Process of Composition, Third Edition*, (New York: Pearson Education, 2000), p. 8

writing is to give information and education to the students so they will be interested in building writing habit, enjoy and be stimulated in the learning process.

### **C. Hypothesis**

Hypothesis is defined as the provisional answer toward the research problem or research question.<sup>27</sup>

Based on the statements above, the working hypothesis of the research can be stated as a follow:

The effectiveness of using diction chain technique to teach writing of descriptive text was effective for tenth grade students of MA Darul Ulum Semarang in the academic year of 2015/2016.

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<sup>27</sup> Sugiyono, *Metode Penelitian Pendidikan, pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 96.