CHAPTER II
REVIEW OF RELATED LITERATURE

A. General Concept of Writing

When the word writing is mentioned, may be some people think that writing as the act of picking up a pencil and forming letters either by printing or writing them in cursive. And they could think about the act of composing piece of text or they could think of writing as an act completed by someone else, as in the writing of William Shakespeare.

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involve producing language rather than receiving it.[1] According to Sokokik Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Olson said that the concept that writing is a process is very useful to young writers. In my experience, young learners like to know that writing is done in steps which are as important as the steps necessary to cook something such as chicken or eggs[2]

Writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step; you polish your rough draft by editing it and making revisions[3]

Writing itself is considered as a means of communication. Communication in writing tends to involve a thinking process.

Writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a product.

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[1]Mary Spratt, *et. al.*, *The TKT Teaching Knowledge Test Course*, (UK: Cambridge University Press, 2005), p. 26.

[2]Kathryn Z. Weed*, Practical English Language Teaching: Young Learners*, (New York: Mc Graw-Hills Companies, 2006), p. 98.

[3]Alice Oshima and Ann Hogue, *Writing Academic English,* (New York: Pearson Education, 2006), 4th Ed, p. 265.

There are four main stages in writing process: prewriting, planning, writing and revising draft and writing the final copy to hand in[4].

1. Prewriting
   a. Choosing and narrowing
   b. Brainstorming
2. Planning
   a. Brainstorming by listing
   b. Grouping
   c. Writing topic sentence
   d. Simple outlining
3. Writing and Revising Draft
   a. Writing the first rough draft
   b. Revising content and organization
   c. Proofreading the second draft for grammar and mechanic
   d. Writing final copy

   According to Meyers there are six steps how to write well:[5]

a. Explore Ideas

   First, writing involves discovering ideas, before we start to write, let your mind explore freely, and record these thoughts by writing on whatever you can. Though, you should focus your exploration more systematically. As in speaking, you must have something to say, a reason for saying it and someone to say it to. Ask yourself these three questions:

2. Your Subject

   What is my subject, the material I want to write about and what do I know about it? The subjects that are most interesting to your audience are usually those that you find most interesting.

[4]Alice Oshima and Ann Hogue, *Writing Academic English, A Writing and Sentence Structure Handbook,* (New York: Addison-Wesley Publishing company, 1981), 2nd Ed, p. 3.
[5]A Meyers, *op. cit.,* p. 3.

3. Your Purpose

What is my purpose? Communicating always has a purpose: to inform, to persuade, to entertain or maybe to do all three[6].

4. Your Audience

Who is my audience? The answer to that question will determine what you say about your subject and what purpose you hope to achieve.[7]

b. Prewriting

Second, writing process involves writing your thoughts on paper or on the computer. Do not worries about grammar, exact word choice, spelling, or pronunciation because you will probably change your mind and your wording later, there are three steps:[8]

1. Brainstorming

One way to capture your thoughts is by brainstorming or listing thoughts as they come to you. You might also brainstorm a second or third time to generate more ideas.

2. Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you.

3. Free writing

You simply write about the subject without worrying about sentence structure, spelling, logic and grammar. For free writing maybe disorganized, but that is all right. It is just a way to put ideas into words that you can look at, expand on, change or limit. Getting words on the page will help you generate ideas, even if you know you will change them later.[9]

c. Organizing

After you have put your ideas into words, you can begin to organize them, the process involves:

1. Selecting (including sub tracking and adding)

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[6]A Meyers, *op. cit.*, p. 4.
[7]A Meyers, *op. cit.*, p. 5.
[8]A Meyers, *op. cit.*, p. 6.
[9]A Meyers., *op. cit.*, p.7.

Think again about your purpose and audience. Return to your prewriting and do the following:

a) Underline or highlight the best in your brainstorming list. Then write the list, putting related ideas together.

b) Choose the part of the clustering diagram that has the best idea. Do a second clustering diagram that explores those ideas in greater detail.

c) Circle or highlight the best parts of your free writing. Do a second or even a third free writing on them.[10]

2. Outlining

After selecting, sub tracking and adding the writer can make an informal outline. After that you can begin the first draft after have done some.

d. Write a First Draft

You have done some pre writing, selected your best ideas, expanded on them and arranged them in some reasonable order. At this point do not worry about being "perfect". New ideas will come to you later and you may discover a better arrangement of ideas.[11]

e. Revise the Draft

Revising is among the most important steps of writing especially for people who write in a second language. It is the part of writing process that may take the most time. There are some tips for revising:

1. Make note in margin or write new material or separate sheets of paper.

2. Circle words you think you misspelled or will want them go.

3. Tape or staple additions where you want them go.

4. On the computer, use cut and paste or insert commands to move thing around.

5. Print out a double spaced copy for revisions: slow down and revise in pencil.[12]

f. Produce the Final Copy

After you have finished revising your paragraph, you can begin the final copy. There are some ways to produce the final copy:[13]

[10]A Meyers., *op. cit.*, p.8.
[11]A Meyers., *op. cit.*, p. 9.
[12]A Meyers., *op. cit.*, p.10.
[13]A Meyers., *op. cit.*, p.11.

1. Editing

   After have revised your work, you can edit it, check it carefully. Focus on grammar, word choice, verb forms, punctuation and spelling.

2. Proofreading

   Proofreading means carefully examining the final copy again. Notice that the final draft is more entertaining than the original. All of its content develops the main point. It is sentences are clear and it has plenty of details.

B. Text

1. Definiton of Text

We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. When you read, listen to or view a piece of text, you are interpreting its meaning[14].

Text is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences[15].

In other hand, the text is a sequence of paragraph that represents an extended unit of speech[16].

2. Descriptive Text

According to the school based curriculum, there are five text types (genre), which are taught in the eighth grade of junior high school. Each text has its own social function. Descriptive writing is writing that describes a person, thing, and certain place.

The purpose of the descriptive text is to describe what things are as they are or what things do as they do. In other words, descriptive text is to describe something naturally. The object that described is shape, size, substance and characteristic[17]

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[14]Mark Andersons and Kathy Andersons, *Text Type in English 1-2*, (Australia: Mac Millan Education, 2003), p.1.
[15]Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003), p. 3.
[16]Eugine E. Loos*, et. al* "What is a text" Www.Sil.Org/Linguistic/Glosaryof Linguisticterm/WhatIsAtext.Html.

a. The Generic Structure of Descriptive Text is:

1. Identification : thing, person or something that will be described.

2. Description : describing the features of that thing, for instance:

   the original, size, color etc.

b. Language Features of Descriptive Text are:

1. Certain nouns, for example: *teacher, house, my cat etc*.

2. Simple present tense

3. Detailed noun phrase to give information about subject, for example: It was a large open rowboat, a sweet young lady etc.

4. Some adjectives (describing, numbering, classifying), for example: two strong legs, sharp white fang etc.

5. Relating verb to give information about subject, for example: My mum is really cool, it has very thick fur etc.

6. Thinking verb and feeling verb to express the writer's perception about the subject, for example: Police believed the suspect armed, I think it is a clever animal etc.

7. Action verb, for example: Our new puppy bites our shoes etc.

8. Adverbial to give additional information about subject, for example: fast, at the tree house etc.

9. Figurative language style, for example; simile, metaphor (John is white as a chalk) etc[18].

The example of descriptive text is as follow:

My Pet

Identification   I have a pet. It is a dog, and I call it brownie.

Description   Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, brownie plays

[17]Tri Wiratno, *op. cit,* p. 25

[18]Departemen Pendidikan Nasional, *Kurikulum 2004, Standar Kompetensi*; *Mata Pelajaran Bahasa Inggris* (Pusat Kurikulum: Balitbang Depdiknas, 2004), p. 52.

with my cat. They get along well, and never fight maybe because brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.[19]

C. Teaching Writing

Teaching is that which goes on between teachers and learners in classroom, but it is also an activity which can take place in a variety of setting and with markedly diffaerent group of learners. Teaching involves the application of technical and professional skills and knowledge to particular situation. It must necessarily involve teachers making judgements in the light of these skill and knowledge.[20] Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

The important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all in its writing –for- learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.[21]

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differs significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text. Writing is often not time -bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language

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[19]Ibid, p. 12

[20]Graham Hitchcocks and David Hughes, *Research and The Teacher, A Qualitative Introduction to School-Based Research*, (London And New York: Rotledge, 1995), 2nd Ed, p. 4.

[21]Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Ltd, 2004), p. 31.

development as they resolve problems which the writing puts into their minds. However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

1. **Implications for Learning and Teaching**

A consideration of the writing process, and how speaking and writing are related to each other-especially in a world of changing communication Learning Aid-is not only of academic interest. It also has implications for the way we teach writing. Many traditional approaches, for example, failed to incorporate the kind of insight into the writing process that we have been discussing. In some teaching, for example, students write a composition in the classroom which the teacher corrects and hand back the next day covered in red ink. The students put the corrected pieces of work in their folders and rarely look at them again. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the rather than the how of text construction. Product approaches expected the student to only analyze texts in term of what language they used and how they were constructed[22].

2. **Strategy for Writing Teaching Process**

There are a number of strategies we need to consider for concentrate on the process of writing, they are:

a. **The way we get students to plan**

Before getting students to write we can encourage them to think about they are going to write-by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also

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[22]Jeremy Harmer, *Ibid*., p. 11.

about what the purpose of their writing is, and who the audience is they are writing for[23].

b. The way we encourage students to draft, reflect and revise

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. We may want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision.

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestion for changes, and so contributing to the success of the finishes product.

c. The way we respond to our students' writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version, they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, will other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in a computer at a time from a central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own

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[23]Jeremy Harmer, *Ibid.*, p. 11.

way. Such peer response may provide welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.[24]

D. Paragraph

1. Definition of Paragraph

Most English writing is organized into paragraph. A paragraph is a group of sentences that develops one main idea. It usually begins with a sentence that states the main idea. This sentence called the topic sentence. The other sentences in the paragraph explain the main idea. They add details and give support. These sentences are called supporting sentences. Sometimes paragraphs also have a concluding sentence. It is the last sentence of the paragraph.[25]

A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however the paragraph should be long enough to develop the main idea clearly.[26]

According to Meyers, paragraph is group of sentences that discuss a smaller idea. All paragraphs are alike and in this ways:

a. A paragraph is a unit. That means each sentence is related (usually about half-inch or about five spaces on a type writer or computer).

b. A paragraph looks like a unit that means each sentences related to and develops the central idea.

c. A paragraph hold together, that means each idea leads clearly and logically into the text.[27]

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

2. Three Parts of Paragraph

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

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[24]Jeremy Harmer, *Ibid.*, p. 12.
[25]Karen Blancard and Christine *Root, Ready to Write* (New York, Pearson Education, 2003) 3rd Ed. P. 8
[26]Alice Oshima and Ann Hogue 4th Ed, *loc. cit.*
[27]A Meyers, *loc. cit.*

a. The Topic Sentence

Topic sentence states the main idea of 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. The part of the topic sentence that announces the specific area to be discussed is called the controlling idea.[28]

b   The Supporting Sentences

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it.

c. The Concluding Sentence

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

1) By summarizing the main point of the paragraph

2) By repeating the topic sentence in different word.[29]

In writing process, we do not only involve a topic sentence and supporting sentence, but we also have to consider the characteristics of a good paragraph i.e. unity and coherence.

a) **Unity** means that you discuss only one main idea in a paragraph. The main idea is stated in the topic sentence, and then in each and every supporting sentence develops that idea. If, for example, you announce in your topic sentence that you are going to discuss two important characteristic of gold, discuss only those, do not discuss anything else such as the price of gold, the history of gold, or gold mining.

b) **Coherence** means that your paragraph is easy to read and understand because

1) Your supporting sentences are in some kind of logical
    order, and

2) Your ideas are connected by the use of appropriate transition signals. For example, in the paragraph about the gold, there are two supporting ideas; gold is beautiful and gold is useful. Each of these supporting ideas is discussed, one

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[28]Alice Oshima and Ann Hogue 4th Ed, *loc. cit.*
[29]Alice Oshima and Ann Hogue 4th Ed, *loc.cit.*

after the other, and an example is given for each one. This is one kind of logical order. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition words and phrases such as "first of all," "the second important characteristic," " for example" and "in conclusion."

In summary, a well-written paragraph contains five elements: a topic sentence, a supporting sentence, a concluding sentence, unity and coherence.[30]

E. Learning Aids

1. Definition of Learning Aids

Learning aids are instructional materials and devices through which teaching and learning are done in schools. Examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials and other two dimensional objects. There are also audio-visual aids. These are teaching machines like radio, television, and all sorts of projectors with sound attributes.[31]

Learning can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest learner's attention for a while during the instructional process.[32]

According to Daves as quoted by Syafi'i stated that there are some suggested in teaching learning process as follows:[33]

a. Real Thing and Toys.

Real things and toys are different sort, size and colors are useful to draw students' interest. Real thing can be presented to students by means of field trip or ringing the object to the class.

b. Chalkboard and Blackboard.

[30]Alice Oshima and Ann Hogue 2nd Ed, *loc.cit*.
[31]Adeyanju, *loc. cit.*
[32]Adenanju, *loc. cit.*
[33]H. Syafi'I, *The Effectiveness of Using Pictures as an Aid to Improve English Vocabulary, The Case of Fifth Graders of SDN KedungsariI Magelang in the Academic Year2005/2006.* A final Project: English Department oof UNNES. Unpblished, p. 26.

It is certain to be the most useful Learning Aids used in the class. It has the advantages of providing points of attention for the class and it can be used for many purposes.

c. Wall charts and Pictures

There are big papers with some pictures and words, useful presenting vocabulary to the class. To hang the wall charts or wall pictures, simply fix them on the board with rope or hang them on the nail over the blackboard. The pictures should be simple and big enough to be seen clearly by every student in the class.

Here picture or sketch as aids is needed in order to gain students' imagination about the material. It is hoped that by giving Learning Aids, students can explore what inside their mind and they become more creative and interesting in the lesson.

2. Function of Learning Aids.

It can be said that learning aids in education is important. Using learning aids in order to make their student more understand and interesting in their study help teachers transfer their ideas, minds even advises. According to Kemp as quoted by Apprilia the function of Learning Aids is as follow:[34]

a. The instruction can be more interesting.

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

b. Learning becomes more interactive

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

c. The length of time required can be reduced.

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

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[34]K. Apprilia, *Teaching Vocabulary Using Pictures as Teaching Aid.* A final Project: English Department of UNNES. Unpblished, p. 18.

d. The quality of learning can be improved.

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

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

F. Sketch

A Sketch is a simple, rough drawing or design, done rapidly and without much detail.[35] Based on Wikipedia the Sketch or picture is a rapidly executed freehand drawing that is not intended as a finished work.[36]

In other words, Sketch is a rough drawing representing the chief features of an object or scene and often made as a preliminary study or a tentative draft (as for a literary work) also a brief description (as of a person) or outline[37]

G. Writing Skill Teaching With Sketch

The use of sketch in teaching writing is meant to students in catching and expressing their ideas easily.

The aim of writing is to give the students the opportunity to express their own ideas using the language pattern they have learned. He also adds that the students need this opportunity in order to begin to use English in a way that enables them to express their ideas, interest, feeling and need clearly, correctly, and confidently. This is their goal in studying English and it is the teacher's role to help them reach it. One of the ways to teach writing is by using sketch.

Picture of all kinds can be used in a multiplicity of ways, as the following:

a. **Drills**

With lower level student a traditional use for picture-especially flash card-is in cue-respond drills. We hold one up (the cue) before nominating a student and getting a

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[35]John Wiley & Sons "Definition of Sketch." Http://www.yourdictionary.com/sketch.
[36]Wikipedia, "Definition of sketch" Http://En. Wikipedia.Org/Wiki/Sketch_%drawing.
[37]Meriam, Webster, Definition of sketch" Http://Www.Merriam-Webster.Com/Dictionary/Sketch.

response, then we hold up another one, and nominate a different student and so on. Flashcard a particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

Sometimes teachers use larger wall pictures, where pointing to a detail of a picture will elicit a response such as *There's some milk in the fridge* or *John swimming in the pool*, etc.

Sometimes teachers put students in pairs or group and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests. Thus the students pick up a picture of a piece of cheese and has to make the question; *How much cheese have you got*?; the next students pick up the picture of eggs and has to ask *How many eggs have you got*? And so on.[38]

b. Communication (Games)

Pictures are extremely useful for a variety of communication activities, especially where they have a game like a feel, such as describe and draw activities where one student describes a picture and paired classmate has to draw the same picture without looking at the original. We can also divide a class into four groups (A, B, C, D) and give each group different picture that shows a separate stage in a story. Once the members of group have studied their picture, we take it away. New groups are formed with four members each-one of group A, one of group B, one of group C and one of group D. by sharing the information they saw in their pictures, they have to work out what story the pictures together are telling.

Teachers sometimes use pictures for creative writing, they might tell student to invent a story using at least three of images in front of them (one cue card for example). They can tell them to have a conversation about a specific topic, and various stages during the conversation, they have to pick a card and bring whatever that card shows into the conversation[39].

c. Understanding

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[38]Jeremy Harmer, *The Practice of English Language Teaching,* (England: Pearson Education Ltd, 2001), p. 134.

[39]Jeremy Harmer, *Ibid.* p. 135.

One of the most appropriate uses for picture is for presenting and checking of meaning. An easy way of explaining the meaning of the word aero plane, for example, is to have a picture of one. In the same way it is easy to check students' understanding of a piece of writing or listening by asking them to select the picture (out of, say, four) which best corresponds to the reading text or the listening passage.

d. Ornamentation

Pictures of various kinds are often used to make work more appealing. In many modern course books, for example, a reading text will be adorned by a photograph which is not strictly necessary, in the same way as in newspaper and magazine articles. The rationale for this is clearly that pictures enhance the text, giving readers (or students) a view of the outside world.

Some teachers and materials designers object to this use of pictures because they consider it gratuitous, but it should be remembered that if the pictures are interesting they will appeal to at least some members of the class strongly. They have the power (at least for the more visually oriented) to engage students.

e. Prediction

Pictures are useful for getting students to predict what is coming next in a lesson. Thus student might look at a picture and try to guess what it shows (are the people in it, brother and sister, husband or wife, and what are they arguing about-or are they arguing? etc). They then listen to a tape or read a text to see if it matches what they expected on the basis of the picture. This use of picture is very powerful and has the advantage of engaging students in the task to follow[40].

f. Discussion

Pictures can stimulate questions such as: what is it showing? How does it make you feel? What was the artist's/photographer's purpose in designing it in that way? Would you like to have this picture in your house? Why? Why not? How much would you pay for the picture? Is the picture a work of art?

Picture can also be used for creative language use, whether they are in a book or on cue cards, flashcards, or wall pictures. We might ask students to write a description of a picture; we might ask them to invent the conversation taking place between two

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[40]Jeremy Harmer, *Ibid.* p. 135.

people in a picture, or in particular role-play activity, ask them to answer questions as if they were the characters in a famous painting.[41]

H.   Using Sketch in the Classroom

Based on the fact that English is not our mother tongue. It is still hard for some students to understand English lesson. In language teaching learning process, especially in teaching learning process of the foreign language, the use of sketch is important. The students are more interested in learning process and it makes them concentrate in the process. They also understand and retain the meaning of a word better when they have been shown or have touched some object associated.

Sketch is one kind of Learning Aids that can help teacher avoids teaching learning boredom. By using sketch, they will not always explain the lesson continuously. In other hand, teacher must not only depend on learning aid which will they use in classroom.

I.   Classroom Action Research

Research, therefore, refers to the process of obtaining and analysing information and data.[42]

The term "Classroom Action Research" is come from the term "Action Research". Generally, action research is used to find the problem solving that faced someone in his or her duties whenever his or her live such as in office, hospital, class etc. Thus, the researcher "Action Research does not assume that the result of their research will make a new theory that can be used generally. The result of action research is limited in the importance of the researchers to make their duty better.

By adding the "Classroom" in "Action Research" the activity is aimed to solve the learning problem through application in the class although the term of class is not only in the classroom but also in the place which the teacher can do the teaching and learning process.[43]

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[41]Jeremy Harmer, *Ibid.* p. 135.
[42]Graham Hitchcocks and David Hughes , *loc. cit.*
[43]Masnur Muslich, *Melaksanankan PTK itu Mudah (Classroom Action Research),* (Jakarta, Bumi Aksara 2009), p. 7 - 8.

Based on definition above, Classroom Action Research is aimed to improve and increase the learning quality and to help the teacher to solve the learning problem in the school.[44]

According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.[45]

Whereas Mills states that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stake holders in the teaching or learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learn.

Action research engages teachers in a four-step process, namely to:
a. Identify an area of focus
b. Collect data
c. Analyze and interpret data
d. Develop an action plan.

Action research is largely about developing the professional disposition of teachers that is encouraging teachers to be continuous learners in their classroom and in their practice.

The aims of an action research are to know more about the students and what they find motivating and challenging. And as teachers of English we might want to learn more about ourselves as teachers, and how effective of certain activity types that we have given.

The writer will use the classroom action research to analyze the teaching writing using sketch and their implication toward the students' writing skill in descriptive text more often.

1. **The Procedure of Classroom Action Research**

There are four activities that should be done in one cycle. Its steps in this kind of research are using cycles and it is implemented to increase the students' spirit to solve

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[44]Muslich, *Ibid,* p. 10
[45]Jeremy Harmer, *loc. cit.*

their problems. The four components consist of planning, acting, observing, and reflecting.
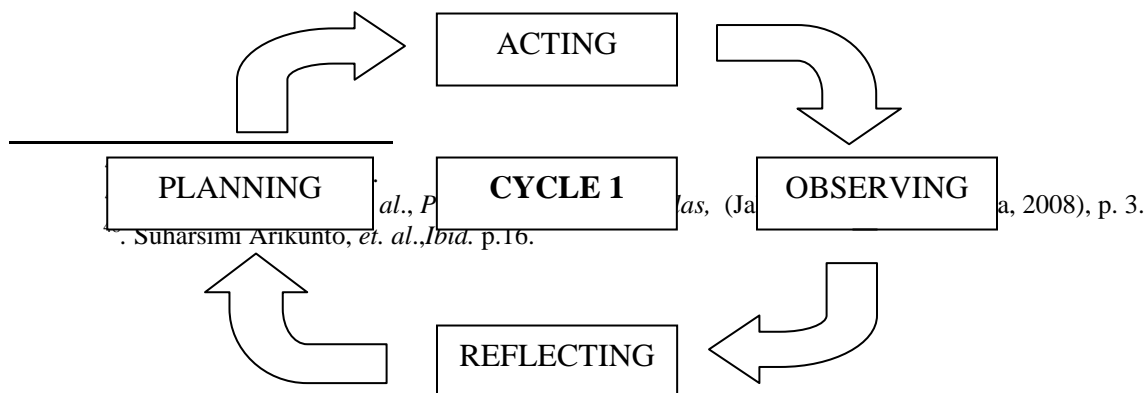
2. The Advantages of Classroom Action Research

There are a number of reasons for choosing to do action research, including for thesis research:

1. Harmer states that there are many possible reasons for conducting our own action research. We may want to know more about learners and what they find motivating and challenging. We might want to learn more about ourselves as teachers-how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We might want to gauge the interest generated by certain topics, or judge the effectiveness of certain activities types. We might want to see if an activity would work better done in groups rather than pairs[46].

2. Action Research is useful in schools because:
   a) It can be used to investigate any issue of concern as a tool it is versatile and easy to use.
   b) It promotes shared understandings and approaches actions are developed within and for specific school environment and so are more likely to succeed members of the school community are more committed to action that they themselves develop.

Classroom action research is accurate toward learning activities as form of an action, which intentionally it is appeared and happened in the class together. That action is given by teacher or by teacher guidance that done by the students.[47]

There are several experts stated that the model of classroom action research with different model but the mainly there are four steps that have to take. They are planning, acting, observing, and reflecting.[48]

PLANNING — ACTING — CYCLE 1 — OBSERVING — REFLECTING

al., P las, (Ja a, 2008), p. 3.
. Suharsimi Arikunto, et. al.,Ibid. p.16.

J. Previous Research

The previous research is from Suryati (2201403571) English Department, The Faculty of Languages and Arts of UNNES, 2008. The title is The Use of Picture as a media to Teach Descriptive Text Writing, The Case of the Seventh Year Students of SMPN I Wonosobo in Academic Year of 2007/2008. Her study is to find out the class using pictures as a media in writing descriptive text achievement and without using picture at SMPN I Wonosobo in the academic year of 2007/2008. Her thesis explained about procedure result and effect of teaching descriptive text using pictures. She has given pre test and post test to her class treatment. Her methodology of research she used experimental study on research. She had chosen two classes, one class as control class and the other class as experimental class.

For the experimental class, she used picture for student while she taught Present Continuous Tense and the other class she did not use picture. She used reliability and validity test, for each class result of her experiment, the analysis data used quantitative analysis. And the result was significant, picture could be more effective in teaching descriptive text at SMPN I Wonosobo in academic year 2007/2008.

The research shown that teaching Descriptive Text using picture as a media is very helpful for the improvement of the students' ability in Descriptive Text. As a result, the students' progress after the treatment was good enough.

And the second one is from Tri Yogi Budi Wardani (2201403502) English Department, The Faculty of Languages and Arts of UNNES, 2008 The title is The Effectiveness of Pictures as Learning Aids in Improving Descriptive Writing Skill, The Case of the Eighth Grade of SMPN I Wanadadi in the Academic Year of 2007/2008. Her study is

limited to the writing paragraph achievement and the benefit of teaching descriptive text using picture at SMPN I Wanadadi. Her thesis explained about procedures, result and effect of teaching descriptive text using pictures and the advantages. She has given pre test before treatment and post test after it. She had chosen two classes to be result research, one class as control class and the other class as experimental class.

For the experimental class, she used picture for student while she taught vocabulary and the other class she did not use picture. And the result was significant.

The first previous research is from Suryati. Her research is experimental research. For the experimental class, she used picture for students and the other class she did not use picture. And the second previous research is from Tri Yogi Budiwardhani. She used picture for students and the other class she did not use picture.

Both Suryati and Tri Yogi Budiwardhani used experimental study with different setting.

The similarity between their researches with my research is that the research focus is writing skill in descriptive text using media and in the technique data collection.

There are many differences between their researches with my research. They are:

a. They used experimental study but the writer will use classroom action research study.

b. They conducted the research in different participant and setting, Suryati is in the Seventh Year of SMPN I Wonosobo in Academic year 2007/2008 and Tri Yogi Budiwardani is in the Eighth Year of SMPN I Wanadadi in the Academic Year 2007/2008. But the writer will conduct the research in the Eighth Year of SMP H. Isriati in the Academic Year 2009/2010.

c. They used a picture as a media in their research but the writer will use the sketch as a media in my research.

The writer concludes that teaching descriptive writing is useful and helpful for the teachers, since the students were able to catch the idea what should they write from the sketch given. It can be seen from the post-test result that the highest students' achievement of the five items of writing content (88, 64). It means that they can develop and gain ideas from the picture they seen.

K. Action Hypotheses

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

a. The use of sketch in teaching writing can be applied as an alternative way in improving students' writing skill.

b. The use of sketch in teaching writing can improve students' writing skill.