CHAPTER II
THEORITICAL REVIEW

A. Writing

1. Definition of Writing

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. The 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.

According to Kern, writing is different from reading. Writing involves designing texts to construct a potentiality for that realized discourse, while reading involves creating discourse from texts, although the both writing and reading involve the use of available designs as resource in dialogic negotiation between internal and external representation of meaning. Available designs has been intended in here are for example the residual voice and language forms we have internalized, our knowledge of rethoric and stylistic device, genres, formatting convention, and so on. Moreover, Lyons (1987: 2) mentions writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (for native speakers of the language as well as the foreign/ second language learners). Those means that to master writing, students need to have ability in arranging ideas to written form as the
expression of what they think about. When the students want to get a good writing, they have to fulfil some processes in it.

Based on some description above, it can be concluded that writing is an activity of expressing ideas into a form of written symbols, which this writing activity needs a good consideration in using vocabulary, grammar and other writing’s elements.

2. The purpose of Writing

There are some arguments about the purpose of writing. Harmer (2004: 39) states there are two purposes of writing that are generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.

a. Real Purpose

Real purpose writing tasks are precisely the one teacher can predict the students will probably need to perform at some stages. This means that in the real purpose of writing, students are taught to apply the English, for example, writing for such application letter that might be useful for the students’ needs in the future.

b. Invented Purpose

Here, students are unlikely to be directly relevant to their future needs. A popular activity in many classrooms is to have students write letters or
passages in media such as magazines, advertisements, or newspaper. The statement above means that this kind of writing activity seems not really directly useful for their real life, but these activities can be used as the development of genre that they have learned at school. For example, when the students learn about a descriptive text, it is hoped that, someday, the students can describe what they see and send it to mass media such as magazines, newspaper and other written media.

3. Writing Competence

Laksmi (2006: 144) states writing does not merely mean applying grammatical rules; it is more about the students’ learning to communicate their ideas in written forms. This means if the students are able to present their ideas into a written form well, their writing competence will improve too. For the beginners, they may have some mistakes in writing because they are still learning basic grammar. However, the point in writing here is students attempt to construct ideas in mind into a proper writing arrangement.

Moreover, Krashen and Lee (2004: 10) mention writing can make people smarter. When people write something down on a page, they make a representation of their thoughts, of their “cognitive structures.” It can be concluded that writing shows students’ competence in mastering English skill. Here, students exploit their cognitive skills in representing thoughts in a written form.
4. Teaching Writing

Teaching a foreign language means first and foremost the formation and development of students’ habits and skill in hearing, speaking, reading, and writing. Teaching is delivery process of knowledge to students by the teacher.

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. 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.

This study is focus on teaching of writing. Writing is a skill is very important in teaching and learning a foreign language. It helps students to assimilate letters and sounds of the English language. It is vocabulary and grammar, and to develop habits and skills in pronunciation, speaking and reading. The practical value of writing is great because it can fix pattern of kinds (words, phrase, and sentences) in student’s memory, thus producing a powerful effect on their mind.

For writing learning role, students write mostly to increase their learning of the grammar and vocabulary of the language. Partly because of the nature of the writing process which need for accuracy in writing. 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 using language accurately.

B. Descriptive Text

1. The Nature of Descriptive Text

Descriptive text is a text which say what a person or a thing is like. The writer usually use descriptive writing to create particular mood, atmosphere, or describe a place so that the reader can create vivid pictures of characters, places, objects, etc.

Writing description is creating a picture using words. When the writers write a description, they should use the sensory words. It is words that relate to the sense of sight, sound, touch, smell, and taste. The writers will be helped by sensory words to imagine what writers are describing. In example, when writers describe about person, writers describe about the physical characteristics such as height, weight, and hair color.

There are two keys to make good description writing. The first key is using space order. In space order, writers could describe something from left to right. In example, when describing a person, writers could start by the person’s head and end with the person’s feet. The second key to write a good description is using specific details. While describing something, writers like paint a picture using words.
The purpose is to make the readers imagine or see what the writers have described. The writers in this way should use a lot of specific details.

2. **Social Function of Descriptive Text**

   Descriptive is a written English text in which describes an concrete or abstract object. It can be a person, animal, school, or house. Descriptive has a social function which describes a particular person, place, or thing. As drawing anything into canvas, writing descriptive must show that anything described detailly. The text must describe thing or phenomenon actually. Describing an object means bring reader to imagine or see a thing or phenomenon described. Writer describe thing or object which he has visited or known.

3. **Generic Structure of Descriptive Text**

   Descriptive is text containing two component, identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic.

   a. Identification

   Identification introduces and identifies anything or phenomenon which described. It has function to bring reader to introduce what will be discussed. Like orientation of other genres, identification is usually put in first paragraph. It is as introduction to reader to read next paragraph. Identification usually answers the questions; what is the topic of the text, and what is the text above.
b. Description

Description is part of generic structure that consist of particular phenomenon or thing. It is main of issue that has a characteristic which distinguish with other genres. The description has function to describe parts, qualities, and characteristic of the parts of the object. It is put after identification or next paragraph of identification until final paragraph. In example, if you describe the class room, you mention parts of classroom as its doors, chairs, table, and walls. You mention characteristic of the classroom as big (size), green (color), or clean (quality).

4. Grammatical Pattern of Descriptive Text

Besides paying attention the generic structure, we can identify descriptive from the grammatical pattern or language features. By understanding language features, we can identify or arrange descriptive easily. It is part of characteristics to distinguish descriptive with other genres.

Grammatical patterns of descriptive are; using certain nouns, simple present tense, noun phrase to give information about subject, adjectives, relative verb to give information about subject, thinking and feeling verb to express the writer’s perception about subject, action verb, adverbial to give additional information about subject, and using figurative language style.
5. Model of Descriptive Text

The example of descriptive text was as follow:

<table>
<thead>
<tr>
<th>Identification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnes Monica is my favorite female singer. She was born in Jakarta on July 1st 1986.</td>
<td>Her height and weight is about 165cm and 49kg. She is Chinese, beautiful and has oriental face. She has thick eyebrows, narrow eyes and thick eyelashes. She also has pointed nose, and thin lips. She is humble, easy going, and down to earth. I like her very much because she can be our good inspiration.</td>
</tr>
</tbody>
</table>

6. Evaluating Descriptive Text

The type of test to evaluate writing descriptive text is subjective test. The subjective test which will be used is essay question. From the question given, students make descriptive text by using its generic structure; identification and description. They also use the language feature of descriptive text such as simple present tense, action verbs, noun phrase, and adverbial phrase.

There are some aspects of writing that can be evaluated. According to Nurgiyantoro (2001: 307), the aspects that can be evaluated in writing are:

a. Content (The Agreement with the Title Chosen)

This means that a good writing is when the title represents the content of it. The content of a text should be relevant or equivalent
and describe the title in complete. Brown (2004: 73) states the writing section measures the ability to write English, including the ability to generate, organize, and develop ideas, to support those ideas with examples or evidence, and to compose a response to one assigned topic in standard written English. So, it can be concluded that the more students can develop their ideas which also loads some good supporting ideas to be a good content, the better their writing will be.

b. Organization (Paragraph Unity, Coherence, and Cohesion)

The way students organize their paragraph is important if a teacher wants to evaluate their writing. However, a good text consists of paragraphs which are arranged well with some connecting words which can make the paragraphs coherent.

c. Vocabulary (The Precision of Using Vocabulary)

Vocabulary is the more important thing that forms a phrase, sentence, and further, paragraph. Rivers in Nunan (1992: 11) writes that vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write. The diction chosen will determine the level of students’ vocabulary mastery.
d. Language (Tenses and Structure)

However, tenses and structure mastery is really necessary to have paragraphs constructed. It is difficult for students to arrange a good paragraph if they lack of tenses and structure mastery.

e. Mechanics (Spelling and Punctuation)

Paragraph is a combination of some sentences which needs good spelling and punctuation is not appropriate, the paragraphs will be unreadable.

In this research, the writer will evaluate the students’ writing on their content, organization, language, vocabulary and mechanics. Fluency is also important to be considered. The flow of students’ thoughts is important since it is the basic thing that the students must have in writing any kinds of text especially descriptive text.

C. “ENVIRONMENTAL” Media

1. Definition of “ENVIRONMENTAL” Media

The word “Environment” is most commonly used describing “natural environment”. Environment includes all elements, factors, and conditions that have some impact for humans. Natural environment is contrasted with the built environment, which comprises the areas and component that are strongly influence by humans. In addition, environment is the familiar places that occur in human life. However, if students observe around their environment, they will more easily describe it because it is familiar for
them. For example: teacher asks them to observe about their class, automatically they have known or familiar with their class so that they will be more interested to write their descriptive text.

2. **Teaching Writing Descriptive Text Using “ENVIRONMENTAL” Media**

   There are some procedures of teaching descriptive text using “ENVIRONMENTAL” Media:
   
a. Determining the learning target and purpose that will be acquired by students. For example, by using environmental media students can explain and identify kind of animals and plants around them.

b. Determining the object that will be learned or visited. To determine the object, teacher should consider proximity, efficiency, safety, and availability of learning sources there.

c. Determining the way in learning process. For example, teacher can ask students observe, write, interview, or describe the object while learning process. Teacher can divide students into some groups to facilitate them in learning process.

d. Determining the technical rules in learning activity. For example, teacher limit time of observation and ask students to prepare equipment which needed in learning process.

3. **The Advantages of “ENVIRONMENTAL” Media**

   There are some advantages which can be gained from “ENVIRONMENTAL” media:
a. Learning activity becomes more interesting so students’ enthusiastic can be increased, especially to learn descriptive text.

b. Essence of learning (descriptive text material) has valuable because students faces real condition of the object.

c. The use of environmental media in descriptive text can enrich material because students learn natural environment. Students can inspire aspects of environment so students’ awareness to care and keep their environment is higher.

D. Basic Assumption

Writing skill becomes the most difficult skill which should be mastered by English learners. In writing text especially, students need to combine what they want to write with how they organize their ideas into written form.

English teachers are required to teach how to write, even though it is rather difficult to be done. Therefore, they are asked to find an efficient and appropriate ways to teach writing to their students. Considering that making a good writing need process, the use of an effective media is suggested.

Environmental media becomes a media which will help students to practice their writing skill. Through its detail and clearness of descriptive text parts, students are provided by an easy way to write descriptive text, without leaving the process of writing its. Its details will help students to find ideas to write, so they will develop their descriptive text easier.
There is a research which shows that the use of such media is effective to improve students’ competence in writing descriptive text.

From this, it could be concluded that through “ENVIRONMENTAL” media, students would be able to write descriptive text accurately and detailed.