CHAPTER II
THEORICAL REVIEW

This chapter covers Writing (Definition of Writing, Types of Writing, Writing as a Process, The Activity of Teaching Writing, and The Problem of Writing), Brochure (Definition of Media, The Functional of Media, Definition of Brochure, Advantages and Disadvantages of Brochure, Brochure as a Media), Basic Assumption, Hypothesis.

A. Writing

1. Definition

Morales (2003) defines writing as the act of creating written works. The work of a writer; anything expressed in letters of the alphabet (especially when considered from the point of view of style and effect.

The writing skill is difficult to teach. It requires mastery not only grammatical patterns but also the rule of writing such as: high degree of organization in the development of ideas, information and choosing the vocabulary and sentence structure to create a style which is appropriate to the subject matters. It is stated by Heaton (1957:138) that have several analyses that tried to gain various skills necessary for writing. They are:

a. Grammatical skill; the ability to write correct sentence.

b. Stylistic skills; the ability to manipulate sentence and use language effectively.
c. Mechanical skills; the ability to use correctly those peculiars to the written language.

d. Judgment skill; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information.

Based on the explanation above, the writer finds some difficulties that faced by junior high school students to start writing. Actually they should realize what they think first, and then put it down on paper. They should not expect that words they put on paper will be perfect right away as the teacher wants.

Students, then, start to write, and do the exercise. They are constantly reviewing, revising, and editing their works. In other words, one can characterize good writers as people who have a sense of direction in their writing.

2. Types of Writing

According to http://allkindsofwriting.blogspot.com/2006/04/kinds-of-writing.html there are some kinds of writing. One division of the kinds of writings is as follows:

a. Expository Writing

Expository writing is a rhetorical mode of writing in which the purpose of the author is to inform, explain, describe, or define his or her subject to the reader. Expository text is meant to ‘expose’ information and is the most frequently used type of writing.
A well-written exposition remains focused on its topic and listing events in chronological order. Examples of this type of writing are cooking instructions, giving directions and instructions on performing a task. Key words such as first, after, next, then and last usually signal sequential writing. Personal pronouns may be used in such writing, if needed.

b. Descriptive Writing

Descriptive Writing is writing that serves to show, describe. Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to:

1) Describe a special place and explain why it is special
2) Describe the most important person in your life
3) Describe the animal's habitat in your report

Descriptive writing is usually used to help a reader and writer develop an aspect of their work, to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

c. Narrative Writing

Narrative Writing is based on perception in time. Narration is the telling of a story; the succession of events is given in chronological order. In a Traditional Narrative the focus of the text is on a series of actions: Orientation: (introduction) in which the characters, setting and time of the story are established.
d. Argumentation

Argumentation is often called persuasive writing because it aims at persuading and convincing the reader of writers’ point of view in particular issue. Therefore persuasive writing or argumentation focus on the subject is discussed. Persuasive writing can be found in editorials letters to editor, reviews, sermons, business or research proposal opinion essay in magazine and books that argue a point of view.

3. Writing as a Process

Writing process is the process when a writer begins to transfer or write down their feeling and ideas on the paper. Writing process in the creative, analytical communication that ends with a finish document; book, newspaper etc.

Bell and Burney in (Nunan: 1986) point out that writing is in extremely complex cognitive activity which requires the writers to demonstrate control of several variable at once, at the sentence, vocabulary, pronunciation, spelling and letter formation. So writing competence needs a long process. Nunan in Arafat (1991: 87) said that competent writers do not produce final text as their attempt, but that writing is long and often painful process in which emerges thought harmonious. Nunan (1991:87)

Methodologically, these ideas found their way, into practice in the process approach to writing, in this approach the focus in find gerund if instance is on quantity rather than quality, and beginning writers are encouraged to get their ideas on paper in any shape or from without worrying too much about formal correctness.
That statements means that writing is focused on the quantity of instances rather than quality and the writer states that the writers or students don’t need to worry too much about mistakes they make.

The approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes toward writing. In addition, and a more controversially, attention to grammar start to be improved.

It is more clearly, that the writing process must be done step by step. It needs more exercise. Writing is a along and often painful process, that emerges through successive draft. The teacher of writing become much more interested in the process writers goes through in composing text.

In this critique of process writing Rodriguez (1985: 26-27) claims that: the unfettered writing process approach is not norm on the traditional high school research paper. It can change according to human’s development. Writing without structure accomplishes as title as writing a mock structure…(Students) need structure, they need models to practice, they need to improve even mechanical skills and they need time to think through their ideas, to revise, and to write for real audiences and real purposes. From the explanation above it can be stated the process of good writing needs long time.

4. The Activity of Teaching Writing

According to Kimble and Garmezy in Brown (1980: 7) teaching is defined as 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.

Gege 1964: 269) noted that teaching is guiding and facilitating learning, enabling the learner to learn, setting condition for learning. “Sadirman (1986: 45) stated “mengajar pada dasaranya merupakan suatu usaha untuk menciptakan kondisi atau sistem lingkungan yang mendukung dan menentukan untuk berlangsungnya proses belajar.”

There are three main categories in the activities of teaching writing, according to Azis (1996: 130-139), those are:

a. Control writing

Control writing is the activity of teaching writing that still need a lot of control from the teacher.

b. Guided writing

These activities are as the example of the exercise that has been divided based on the level for the students. It means that, the activities come will give more rooms to the student’s creativity than the activities before and, still need control from the teacher. It is very important to the teacher to prepare the good situations. We have to convince that the students have understood with the assignment that has been given and the stimulus also has to deeply.

There are some activities of guide writing. In relation with the research, in this activity that the researcher used as the instrument for test, that is the brochure description. One of the ways to begin this
activity is by asking the students to make questions about the brochures. These questions can answer in the writing from in the descriptive method.

c. Free writing

It means that the students have a lot of time to express his or her ideas with the writing skill that they have, but it is without controls from the teacher.

Besides the activities of teaching writing from Azis, above there are also some model activities of teaching writing in www.ncte-org/middle/teaching/4922htm. There are some activities, those are:

**Activity 1: Simple description with visual**

Have students examine a brochure and ask them to name the objects in it. Then ask students to write a paragraph to describe the brochure. The example brochure is:
The procedure for activity as follows:

Provide the class with a shopping list shown above. Ask students to label the objects in the brochure and then write the paragraph to describe the brochure. Provide students with expressions and language structure if needed such as: “in the brochure there is” and have students completed the paragraph.

The example paragraph:

This is a brochure of Matahari Department Store. They sell a good bag. The color of the bag is black. This black bag made from nylon. The price of the bag is Rp. 150.000 the buyer will get discount is 10%. You can get black bag in the Matahari Department Store.

**Activity 2**: Completing a description paragraph.

Have students examine the brochure and complete a description paragraph. The procedure for this activity as follows:

Examine the brochure in activity 1 and complete the following paragraph:

The example paragraph:

This is a brochure of Matahari Department Store. They ______ a good bag. The ______ of the bag is black. This black bag ______ from nylon. The price of the bag is Rp. 150.000 the buyer ______ get discount is 10%. You can ______ a black bag in the Matahari Department Store.

**Activity 3**: Writing description from questions

After students examined a brochure and answered a set of questions, the teacher asked the students to make a short of paragraph based on the shopping list.

Examine the brochure in activity 1 and write a description paragraph of is, using the questions below as guide lines.
Questions:

1. What is the color of the bag?
2. How much discount does the bag have?
3. How much does it cost before the bag has a discount?
4. How much is the price after the bag has a discount?
5. Where is the bag sold?

Activity 4: Slash sentences

Give students a set of sentence cues and ask them to write a short narrative paragraph. The procedure for this activity is as follows:

Arrange the words into good sentence.

* Mrs. Keny buys a bag in Matahari Department store.

Beside that, there are several approaches to teaching writing that are presented by Raims, (1983 in www.nete-org/middle/teaching/4922htm) as follows:

1) Controlled- to- Free Approach

This approach stresses on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality. The Controlled-to- Free Approach is sequential: students are first given sentence exercises then paragraphs to copy or manipulate grammatical by changing questions to statement, present to past, or plural to singular.

2) The Free- Writing approach

This approach stresses on writing quantity rather than quality. Teachers who use this approach assign vast account of free writing on given topics only minimal correction. The emphasis in this approach is on content fluency rather than on accuracy and form. Thus, teachers may
begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teacher does not correct these pieces of free writing and may comment on the ideas the write expressed. Concern for audience and content are seen as important in this approach.

3) The Paragraphs- Pattern Approach

The explanation of the accuracy of grammar of fluency of content, The Paragraphs- Pattern Approach stresses on organization. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph order. They identify general and specific statements and choose to invent an appropriate topic sentence or insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize communication.

4) The Grammar- Syntax- Organization Approach

This approach stresses on simultaneous work on more than one composition features. Therefore, students should be trained to pay attention to organization while they also work on the necessary grammar and syntax.

5) The Communicative Approach

This approach stresses on the purpose of writing and the audience for it. Writers do their best when writings truly a communicative acts, with a writer writing a real reader.
6) The Process Approach

Recently, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing.

In this approach the students are trained to generate ideas for writing, think of the purpose, and write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to try ideas and feedback on the content of what they write in their drafts.

For ending the discussion, the researcher tries to conclude that to develop good writers, teachers must provide the motivation for writing, instruction in handwriting and spelling skill, constructive response to composition is not the inevitable and natural result of oral language development; it requires specific practice and instructions.

The important responsibility of the teacher in the development of the children’s writing is respond and constructively to what they write. A final consideration for teachers in developing children’s writing skill is the need to find some kinds of audience for the writing. Children need recognition from classmates, from other children in their school, and from parents and other adults. Children can produce a literary magazine or an occasional booklet of their writing. Also, children’s written products, like those adults’ writers, can be read, bilked about, and analyzed for literary writers. By this way, children receive feedback about their works as writers. They learn
what succeeds and what needs improvement. Having others read what children write gives them added purpose and motivation for more writing

5. The problem of Writing

The major problem of writing in English at junior high school is has experience how to develop four language skills presented in the classroom. Those are reading, writing, speaking and listening. But in this case the writer emphasize on the writing. Written language is complex at the level of clause. Writing is also meant of communication in which the writer used the language to express his ideas, thoughts and feelings. So the teacher should always remember that themes, topic, vocabulary, and communicative expression that are presented. It must have an appropriate of the goal teaching.

The brochure as a teaching media provides the solution for the problem above. It gives students the idea to write about, gives wide sources, it provides a sequence event and the last thing is brochure also heightens students’ motivation because brochures consist of some information to motivate the students to write.

B. Brochure

1. The Nature of Media

a. Definition of Media

Media are objects that help the teacher to explain the lesson in the teaching process. The media help students to develop their skill. There are several definitions about media: according to Kemp in Umam Hudi
Thesis (2005: 3): media are instructional tools to aid in achieving the learning objectives on the teaching-learning process. Arikunto (1987: 3) states that media are all of things, which are used by the teacher to demonstrate or explain the instructional material. Meanwhile Hamalik (1982: 23) stated that media are the tools, method and techniques that are used to make the communication and interaction between the teacher and learner in teaching and learning of English in the classroom more effective. For example, when teacher explains something to the students she can use brochures to make expression or vocabulary more understandable.

On the basis of definition above, it can be concluded that media are things or method in teaching technique by using something in classroom to develop and give students motivation so the students can increase their ability.

b. The Functional Media

Educational media have many functions, they are to motivate the students increase their ability to apply their critical thinking to new situation (Len Mastermen, 2007). Educational media have functions and roles in people life.

1) The main function is children’s education. It gives some effects in education. The educative function also gives a good effect to community.
2) The media can educate the children in the school. It means that it is not only aid for the learners but it also gives an important educational experience for the learners.

3) One of the important components in teaching-learning process. The use of media is very much recommended so that the interaction happening between the teacher and the students will arouse student interest to learn. Functions from the use of media are to give motivation, to give learning stimulus, to review, give feedback soon.

2. The Natural of Brochure
   
a. Definition of Brochure

   Brochure is a small booklet or pamphlet, often containing promotional material or product information.

   Brochure is a pamphlet or booklet, esp. one containing summarized or introductory information or advertising. (Source: The Collins English Dictionary 1986: 198)

b. Advantages and disadvantages of brochure

   Advantages of brochure:

   1) The students can learn and improve descriptive writing based on their own speed. The lesson can be designed so it can fulfill the student’s need.

   2) The students can follow the lesson logically.
3) The brochure can make the students easy to understand information that is shown in two formats, verbal and visual.

4) The students will participate or interact actively.

5) The lesson can be reproduced economically and distributed easily.

Disadvantages of brochure:

1) It is difficult to show the movement in the page of the brochure.

2) The division of unit lessons in the brochure has to be designed so it is not too long or can bore the students.

3) Generally, the brochure can bring good result if the aim of the lesson has cognitive aspect.

4) The brochure will be easy to be damage if it is not saved well.

3. **Brochure as Media**

The advantages of brochure in teaching writing are that they can motivate students because they are likely new thing.

In the descriptive writing, it also guides them through its descriptive writing. The sequence events that are provided by brochure can help students to flow their descriptive writing easily. It also takes students to their imagination. This will teach the students how to write descriptive writing that consists of sequence event by imagining. Besides that, the imagination that is given by brochure also strengthens their creativity.

C. **Basic Assumption**

The writers’ basic assumption is that, teaching learning English, especially in writing is believed as difficult. To make teaching writing more
successful, the teacher needs teaching technique which will help students to understand more in learning writing. Teaching writing using brochures can make students more understand the lesson. They have a sense of what they see from the brochures, they have competence and performance in understanding writing. By having performance they can create sentence even though they have not known before. The students’ motivation, competence, performance, gets meaningful interpretation. Their achievement in learning writing will increase.

D. Hypothesis

[Hypothesis is a temporary answer of the problem until the empirical evidence has tested the data, “Suharsimi, 1984: 62]. Based on the explanation in the previous section and in basic assumption, the hypothesis of the research is that teaching writing using brochures is effective.