**CHAPTER II**

**REVIEW OF LITERATURE**

* 1. **Theoretical Framework**

In conducting a research, theories are needed to explain some concepts concerning to the research. The terms should be clarified to avoid confusion. The following terms are used in this research.

* + 1. **Writing**
       1. **Definition Writing Ability**

Ability comes fromthe word capable, which means being able to do something. While the ability is the ability or skill.Lowder and Porter (in Sudaryat, 2009:118) define ability as individual characteristic such as intelligence, manual skills, traits which are person’s potential strength to act and are stable. In addition, the ability is expressed as a set of intelligent actions full of responsibility that a person has a condition to be considered capable by the community in carrying out certain tasks in the field of work.

Writing is a form thinking for a certain reading and for a certain time. One of the most important tasks of the writer is to master the principle of writing and thinking, which will help him achieve his goals and objectives. The most important of these principles are invention, arrangement and force. In short learning to think in a certain way.

Writing is language skill that is used communicate indirectly, not face to face with other people. Tarigan (2008: 22), writing is lowering or painting graphic symbol that describe language that is understood by someone, so that other people can read graphic symbol. Picture or paintings may convey meaning, but do not represent language units. Writing is a representation of part of the unity of language expression.

Writing is an activity that is continuous in nature so that leaning also needs to be carried out on an ongoing basis. This is based on the idea that writing is the basis for learning at the next level. Writing is basically an activity of someone placing something in an empty space dimension, after which the results are in the form of writing so that the contents can be read and understood. Writing is a combination of process and product. The process is when collecting ideas so as to create writing that can be read by the reader (product). Referring to the implementation process, writing s in activity that can be viewed as a process, a skill, a thought process, information activity, and communication activity (Susanto, 2013:248).

Writing ability is one type of language ability or skill that must be mastered by students. Many experts express the notion of writing ability. Writing ability is one of the productive and expressive language skills that can be used to communicate indirectly (Tarigan, 2013: 3). In line with the opinion according to IskandarWasih(2013: 248) explains that this writng ability is a skill that expresses the thoughts and the feelings that exist in the researcher which is done in writing. Through writing activities, students can collect information and communicate their thoughts and can express their imagination.

Writing ability is an activity to convey messages, feelings, ideas, and ideas expressed through Syatriana’s writing (2018: 3). Furthermore, according to Azizah (2016: 315) states that the ability to write must master the topic of the problem to be written and write must also master vocabulary. Meanwhile, according to Parera (in Aljalita, 2015:2), writing skill are skills using spelling, punctuation, word formation, sentence use, sentence selection, word selection, sentence effectiveness, discussing thought carefully, precisely, logically and consistently. A writing is said to be effective, if the writing is well structured and through, so that readers can easily understand the messages, news, and mandates conveyed in writing, what needs to be considered in writing are language, spelling, and word choice problems.

Based on the opinion above, it can be concluded that what is meant by writing ability is the ability or indirect communication skill that expresses thoughts including, desires, information in written language, and vocabulary by using symbols so that they can be read as represented by the symbols ate different levels the tallest

* + - 1. **Aim Of Writing**

According to tarigan (2008 : 24-25), the general purpose of writing is as follows :

1. To propide information in written form
2. To convince the readers of the information
3. To cheer up.
4. To express feeling

Meanwhile,according to semi (2007:24-25) in general, the purpose of writing as a follows:

1. To tell something. Everyone has life experiences. Telling something to other people has the intention of letting other people or readers know about what is being experienced by the person concerned. Readers know what the researcher is dreaming, imagining or thinking.
2. To provide instructions or directions we often encounter writing whose purpose is to give instructions or directions about something, for example a good study program, how to makes cake and much more.
3. To explain something if we read various textbooks everyday, of course in it explain something we want to know its meaning with the aim of getting new information or knowledge.
   * + 1. **Function of Writing**

The function of writing is as an indirect communication tool becauseit does not directly deal with other parties to read our writing but through written language. According to Tarigan (2008: 22), the main function of writing is as an indirect communication tool.

Writing is very important for education because it makes it easier for students to think, but it can also help us to think critically. Writing can make it easier to feel and enjoy relationships, deepen our responsiveness or perception, solve the problems we face, arrange the sequence of experiences, it is not uncommon for us to find out what we really think and feed about people, ideas, problems, and events are only in the actual writing process. Tarigan (2008 : 23).

* + - 1. **Factors That Affect Writing Skill**

According to Abidin (2003: 190) argues that there are factors that influence student’ writing skills, including:

1. The low role of teacher in fostering students to be skilled at writing.
2. Lack of teacher teacher touch in terms of providing various appropriate writing strategies.
3. The Use of an inappropriate writing approach.

As for other opinions according to Yunus (2014 : 8) the factors that influence the difficulty in writing include :

1. When a person doesn’t know what he’s writing for
2. When someone feels not talented in writing
3. When someone feels they don’t know how to write

Based on the opinions of the express above there are several factors that affect the skills above so it can be concluded that students’ lack of understanding in developing ideas, lacks of ability to think, and less accustomed to communicating in Indonesian. In addition it is also influenced that teacher must play a more role when students’ are in writing activities, and teacher must carry out various strategies in writing activities.

* + - 1. **Indicators Writing Skill**

Sukartiningsih and Malladewi (2013, pp. 1-11) sad that to measure the level of students’ ability in learning to write, the assessment criteria were based on aspect:

1. Trying to do
2. Determine the title according to the content wrtiter
3. Using the EYD spelling
4. Using the right choice of words (diction)
5. Alignment in content and topic
6. Effeective sentence writing
7. Student creativity ( eg writing result are given picture or simple illustrations )
8. Telling event coherently and clearly

Meanwhile, according to Jacobs, et al. (in Hariani. 2003:5) to measure the level of students’ ability in learning to write is the assessment criteria based on the following aspect:

1. Ability to determine essay ideas
2. Ability to organize essay content
3. Ability to choice of vocabulary
4. Ability to use language
5. Ability to use spelling and grammar

From the explanation above indicators, the indicators of writing include the suitability of ideas or content, ability to organize content, use of grammar, use of appropriate language structures and use of spelling and writing properly and correctly.

* + 1. **The Nature of Descriptive Text**

**2.1.2.1 Definition of Descriptive Text**

The word description comes from the Latin describe with means to describe or describe something. In terms of terms, description is a form of essay that describes something according to the actual situation, so that the reader can image (see, hear, smell, and feel) what is written in accordance with the image of the researcher (Kristiantiari, 2004:5).

According to Corbett, descriptive text is one type of expository writing. Description of drawing, trying to convey the sound, taste, and smell of an object. Description text is a type of written text. descriptive writing is thought by teacher to make students know how to describe themselves and their environment even though it is still in a simple way.

According to Finoza (in Nurudin, 2010:60) it is a revealed that description is a form of writing that aims to expend the knowledge and experience of the reader by describing the actual nature of the object. The word description comes from the verb to describe, which means rto describe or describe. Description is writing whose purpose is to provide details or details about the object so that it can have an influence of emotions and create the imagination of the reader like seeing, hearing, or feeling directly what the researcher is saying (Semi, 2007:66).

Descriptive text is a type of genre that paints colorful picture of a person, place, thing or concrete ideas as well as vivid detail. As stated by (Abilence, 2004:5) “it should make the reader see, hear, smell, flavor, and feel what the researcher describes”.

The purpose of description is to reveal the character, set the scene and to build the mood. The writer must first decide on the topic that he will discuss specifically, because to understand the man point of the paragraph is not easy for the reader if it is not determined. Then the writer must make several sentences as supporting details that refer to the man idea. Those details will really help the readers to make a better understanding of them to feel the text clearly. The real writer may not deceive what he describes because it will not be concrete anymore as “the purpose of descriptive writing itself is that it should often make the description clear and concrete preferring dynamic details over static (Guth, 1966:15).

YadiMulyadi (2016: 218) suggests “Description is a from of essay that describes something according to the actual situation so that the reader can image (see, hear,smell,and feel) what is written according to the image of the researcher”. Based on the description, the writer concludes that writing descriptive text is one of theactivates to convey an idea that describes something according to the actual situation.

From some of the definitions above, it can be concluded that the main key in descriptive text is “to describe” and on this basis it can be understood that the social function of descriptive writing is to provide an overview to the reader. If you find an article that describes how the shape, color, size of an object is, then that is an example of descriptive writing.

In writing a descriptive text, the writer will be involved to observe a certain object which will be poured in written from with the help of written language skills, diction, decomposition, composition of writing, and others. The activity of writing descriptive text begins with capturing the object being observed, then impregnated, imagined in the mind, then poured into written from. The descriptive text basically adjusts the observed objrct, but cannot be separated from the element of the researcher’s subjectivity. Through descriptive text, a writer helps the reader to use the sharpness of feeling, sight, and hearing to gain experience from the writer. The description also helps the reader to know and understand more clearly about the people, places, and other things the researcher writes (Nurudin, 2010:59-61).

* + - 1. **Structure Of Descriptive Text**

The structure of the descriptive text according to Harsiati, etxal (2016:20) is divided into three parts, namely: identification, part description, and conclusion. For more details can be seen in the following chart.

Identification

Description parts

Description Text

Conclusion

An explanation of the structure of the description text is as follows:

1. Identification/overview, contains the name of the object being described, its location, history of birth, meaning of the name, and general statements about the object.
2. The description of the section contains details of the object section,but is detailed based on the researcher’s subjective response.
3. Conclusion,contains the researcher’s impression of the object described.
   * + 1. **Characteristic of Validity Descriptive Text**

In the ministry of education and culture (2016:35) The characteristics of descriptive texts are stated,namely:

1. Noun;
2. Adjective;
3. Place information;
4. Preposition,for example ‘di’ functions as a preposition with adverbs of place,direction,position/location;
5. Synonymsof words with strong emotions;
6. Detailed sentences in the form of sentences that describe the five senses,as if seeing, hearing, and feeling
7. Figurative sentences, associations use words like and give humancharacteristics to objects/personifications.
   * + 1. **Types Of Descriptive Text**

According to Akharga (in Dalman, 2015: 96-97), there are two kinds of descriptions, namely:

1. Place Description

Place has a very important role in every event. No event is separated from the place or the environment. An event looks more interesting if it is associated with the place where the event occurred.

1. Description of People

There are several ways to describe or describe a character, namely:

1. Physical depiction, aims to provide a clear picture of the physicalstate of the character.
2. The depiction of the actions of a character. The researcher carefully describes the actions or movements of a character from one place to another and from time to time.
3. The depiction of the circumstances surrounding a character, for example the description of clothes, residence, vehicles, and so on.
4. The depiction of the character's feelings and thoughts. Facialexpressions, eye gaze, lip movements, body movements are indications of the state of one's feelings at that time.
5. The depiction of a person’s character. Identifythe elements and personality of a person’s character
   * + 1. **Language Rules of Descriptive Text**

YadiMulyadi, aniandriyani, and AuliyaMillatinaFajwah (2016,: 218) The linguistic reels of descriptive text include the following:

1. There is the use of sentences containing detailed explanations to concretize. Concrete words are used in descriptive texts to create visual, auditory, or feeling images in the mild of the reader. Therefore, the word concrete always has something to do with imagination.Imagination will appear if there are concrete words in it.
2. Selection of words with strong emotions. The word is usually an adjective category to show the researcher’s impression of the object being described. For example, the sentence “entering this arena, you will be faced with a mystical atmosphere. The word mystical is an example of an adjective used in the sentence. The use of these adjectives can create imagination in the reader’s mind that “the arena has a scary atmosphere”
3. The use of figure of speech to describe or describe an object. Unually, the figure of speech used is comparative figure of speech
   * 1. **The Nature of Picture Media**

**2.1.3.1 Definition of Picture Media**

In the teaching and learning process the presence of the media has a fairly important meaning.Because in this activity the ambiguity of the delivery can be helped by presenting the media as an intermediary.The word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction (in Sadiman et al., 2010:6).Gagne states that the media are various types of components in the student's environment that can stimulate him to learn. According to Briggs, media are all physical tools that can present messages and stimulate students to learn (Sadiman, et al, 2010:6).

Gerlack and Ely (in Arsyad,2010:3) say that the media, ifunderstood in broad terms, are humans, materials, or events that build conditions that enable students to acquire knowledge,skills,orattitudes.Textbooks,teacher,and the school environment are the notions of media.Heinich,et al (in Arsyad,2010:4) put forward the term medium as an intermediary that delivers information between the source and the recipient.Thus,television,films,photographs, radio,audio recordings, projected images, printed materials, and the like are communication media. If the media carries messages or information for instructional purposes or containsteaching purposes, then the media is called learning media(Arsyad,2010:3-4). Angkowo (in Poerwanti,2015:390),argues that image media is a medium that combines facts and ideas clearly and strongly through acombination of expressing words with picture. With the image media,it will be able to help teacher and students in delivering and receiving lessons,and can attract and help students' memory.According to Waskio(2007:13),image media is a symbol of the results of imitation of objects,views,outpouring of thoughts,or ideas that are visualized in 2-dimensional form (Fadillah et al, 2012:3).

Hambalik (in Marlen, et al, 2014: 5) explains that "Image media ze everything that is visually realized in 2-dimensional form as an outpouring or various thoughts such as paintings,portraits, slides, films,strips, projectors. Meanwhile,according to Sadiman, image media is the most commonly used media,which is a general discussion that can be understood and enjoyed anywhere. This is different from what Soelarko said that picture media is an imitation of objects and scenery in terms of shape,appearance and size of the environment.”

Based on the understanding of image media according to some experts, it can be concluded that image media is media that is visually realized in 2-dimensional form which is an imitation of objects and scenery through a combination of clear and strong expression of words and ideas.

* + - 1. **Purpose of Picture Media**

Learning is a learning environment system consisting of the following components: learning objectives, subject matter, teaching and learning activities,methods,learningresources,evaluation, and learning media. Sutiknoargues"Learning media is one of the elements that must be available in thelearningprocess".With the use of appropriate learning media,it is hoped that the learning process can take place effectively and fun. Picture media is one form of teaching media which is included in the type of visual media,which is known to have the greatest influence on students among other types of media. Utilization of image media means that image media can be used in the learning process.

The media has the same important position as the teacher, because themediais an integral part in teaching. The benefits of images as learning media, among others:

1. Create attractiveness in students
2. Facilitate the understanding or understanding of students.
3. Facilitate understanding of the abstract nature
4. Clarify and enlarge important or small parts so that they can be observed.
5. Summarize a description. Information explained in words may require a long description
   * + 1. **Advantages and Disadvatages of Picture Media**

All media used in learning always have advantages as well as weaknesses or limitations. Therefore, it is very important to state the advantages and disadvantages of a learning media to consider so that its use can be considered in classroom learning. Likewise with image media also has advantages and limitations.

The advantages of image media,among others, are stated by Taufik(2001:6) as follows:

1. Picture can translate abstract ideas into concrete forms. For example, snow is an abstract item for Indonesian people,by using picture,snow can be shown to Indonesian people, so that they get a clear picture of snow.
2. Images can overcome the limitations of space and time. A child who lives in the mountains may never have seen the sea because of the great distance. By using the image of the sea can be brought closer to them.
3. Objects that cannot be penetrated by the sense of sight can be shown by picture, for example blood circulation, heart movement system, digestion of food and so on
4. Drawing is very good because it can provide the same experience to the whole group.

In addition to advantages, image media also has limitations, including the following:

1. Picture can only emphasize the perception of the sense of sight only.
2. Images cannot demonstrate sound, smell, or other sensory characteristics.
3. Image may depend on color; black and white image cannot depict a blue car.
4. Small size images are difficult to observe in large quantities, while the procurement costs are high.

Based on the information above,it can be understood that image media has advantages and limitations. Among the advantages of image media is its ability to display objects concretely through visual symbols so that objects that are not real, invisible,or cannot be presented in class can be observed visually by students. However,image media also has limitations, including visual symbols that are displayed in two-dimensional form and are unable to display motion or sound

* 1. **Conceptual Framework**

The following conceptualization represents how the research will investigate the use of picture media in a writing class. The researcher will look into effective or not the picture media for students’ writing skills. There will be two classes that will make use of it. This research will employ experimental design, with an experimental group receiving picture mediat and a control group not receiving the media. This serves as a comparison of the results of the post-treatment test.

* 1. **Relevant Research**

There are some previous research findings in this research, namely:

1. Vanesa and AgisPutri(2017) entitled Using Pictures as Teaching Media in Writing Descriptive Text. The result of the research was expected to consider teachers to practice the use pictures as teaching media in writing descriptive text. It would developed students’ writing skill easily.
2. Susi MasrianiNasution (2019) entitled The Effect of Using Picture Media on Students’ Writing Skill At Grade X of SMAN 1 Pulau Rakyat in Academic Year of 2019/2020. The result shows the mean of experimental group was 73.6 and in control group was 6.00. Then the validity of the test in control group was 0.60 (enough) and the experimental group was 0.82 (very high). Teaching by using picture media has a significant influence, the result of the t-score was higher in the value of t-table with the significant (30 >1.67). It means that, the alternative hypothesis is accepted and the null hypothesis is rejected. So, the students who were taught by using picture media got better writing skill. The findings suggest that teachers should consider using picture media in teaching writing for their students.
3. MewaAmeliah et al (2019) entitled Using Picture Media to Enhance Writing Ability in Procedure Text. The results of the student's writing test in the cycle I had good scores. In the cycle I, the students’ achievement of content was 7.77. In the other hand, the students’ achievement of organization in cycle I was 7.5. From the findings indicated that the students’ achievement in writing ability in cycle 1 reached the standard target achievement KKM 7.5. From these findings, the researcher concluded that by using Picture Media could improve the students’ writing ability in procedure text at the eleventh grade of SMA Negeri 2 Takalar.
   1. **Hypotheses**

Two hypotheses are formulated in this research, namely alternative hypothesis(Ha) and null hypothesis (Ho).

Ha : There is significant effect of picture media on English Writing Skills of descriptive text.

Ho : There is no significant effect of picture media on English Writing Skills of descriptive text.