

## **II. LITERATURE REVIEW**

This chapter discusses certain points: theories of writing, types of writing, teaching writing, authentic materials, procedures of using authentic materials, modified materials, procedures of using modified materials, theoretical assumption, and hypothesis.

### **2.1 Writing**

Before going to the concept of writing ability, it is better to know what writing is. According to Tarigan (1985:5) writing is productive skills, for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. Harmer (2001:79) says that writing is a form of communication to deliver thought or to express feeling through written form. It means that writing is productive skills that express feeling through written communication.

Suparno, Jonah (2006:14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts, Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. It is not easy to write because writing should be able to produce

something new and can give you an idea or ideas to the readers through writing. Another definition of writing is proposed by Nation (2009:112) who states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. It means that writing can be increased through learning the other language aspects.

Academic achievement or (academic) performance represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Meares and Fanklin 2010). Writing achievement is the result score of writing ability of the students. Writing achievement has a standard score from the teacher to be passed by the students in writing. Writing achievement is measured by a holistically scored writing sample (Shell, Duane F.; Murphy, Carolyn C.; Bruning, Roger H. 1989). The results from students writing ability after being tested is called writing achievement.

The terms of writing ability have several meanings. Many experts have proposed the definition and explanation of writing. Widdowson (1978:62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. Hornby (1974:996) states that writing is in the sense of the verb 'write'. Write is to make letters or other symbols (egideographs) on a surface, especially with a pen or a pencil on a paper.

Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide

information for one's reader, to persuade one's reader, and to create a literary work. The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

To create a good writing, there are several aspects for the writer to pay a close attention to. An effective composition should meet the qualities in some terms proposed by Jacobs et al (1981: 90) below:

1. Content:

The substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling special functions of transition, restatement, and emphasis.

2. Organization:

It is scarcely more than an attempt to place together all conditions of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make our pattern in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary:

The selection of words that is suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precise.

#### 4. Language Use:

The use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

#### 5. Mechanic: The use of graphic conventional of the language, i.e., the steps of arranging letters, words paragraphs by using knowledge of structure and some other related to one another.

Ability is a component of a competency to do a certain kind of work at a certain level. Ability is a the quality or state of being able, *especially* : physical, mental, or legal power to perform, competence in doing , natural aptitude or acquired proficiency (Webster 1994). Ability is the capability of someone to do something correctly. Ability usually connected with a skill or a talent. Writing ability is the competency of someone to write correctly.

According to these views, it is clear that writing and ability are regarded as one activity which cannot be separated, and each program is depending on the progress of delivering ideas. In other words, writing ability is an ability to deliver the ideas in written materials.

## **2.2 Types of Writing**

There are five main types of writing: expository, descriptive, descriptive, persuasive and creative. (Callella, 2001)

1. Expository writing is where the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing you will find in text books and online. As the author is mostly trying to tell you all about the subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. An example of expository writing is "How-to" articles, where the author is explaining how to build or do something yourself.
2. Descriptive writing uses a lot of great visual words to help you see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. When you are reading descriptive writing you feel as if you are there or can actually picture in your mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing.
3. Narrative writing is very common in novels, poetry and biographies. The author puts themselves in their characters shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you.
4. Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising. You know all of those commercials you see on television? Behind all the talk and messages is a persuasive writer. Always make sure

you do background research when reading this type of material, as every story has two sides!

5. Creative writing is perhaps the most fun type of writing. Anything you think up in your head can be turned into creative writing. Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing. Short stories, poetry, novels and plays often fall into the creative writing category. It doesn't necessarily need to follow any line of facts, just as long as it's interesting to read.

In short, writing has different types based on the purpose and how the writer write the text. In current study, descriptive text writing was chosen for because descriptive text writing is kind of text which is included in junior high school curriculum. Descriptive text is also useful for the students because in junior high school levels, the students need to get new information which they can get by sharing about the descriptive text with their friends in the class .

### **2.3 Teaching Writing**

Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand (Brown, 2007). It means that teaching process helps the students to know or to understand the material easily. Furthermore, Raimes (1983) states that teaching writing is a unique way to reinforce learning. Teaching writing is the process of transferring knowledge of writing from the teacher to the students. The teacher do some actions to make the students know and understand about how to write something correctly (Browne,

1999). Teaching how to write in the right way effectively is one of the most important skills for the teachers impart to their students. When teaching writing, teachers must select resources and support materials that was not only to help them in teaching writing, but that will also be the most effective in helping their students learn to write.

There are 5 steps in full writing process (Gentry and Mcneel, 2014):

1. Pre-writing (planning). Prewriting identifies everything you need to do before you start your draft. In pre-writing, you should find the idea, build on the idea, make the plan and the structure of writing your idea.
2. Writing. Now you have your plan and you're ready to start writing. Write your draft with some kind of direction and rules. Identify the best time and location to write and eliminate potential distractions.
3. Revising (organizing), When revising the work, many writers naturally adopt the A.R.R.R. approach; Add: for additional scenes and any additional details, Rearrange: consider the flow, pacing and sequencing of your story, Remove: you may need to eliminate passages that don't quite fit, Replace: try to look different resources, and if there is something better for your draft, rewrite it and replace it.
4. Editing (making sure that sentences themselves are sentences, the words you use are the right words, the spelling and punctuation are correct). Check for repetition, clarity, grammar, spelling and punctuation.

5. Proofing (making sure no little mistakes are left). Using this 5 steps doesn't mean to write 5 draft. Write one draft, leaving space for correction, work on the existing draft, and copy the finished product on a paper.

The researcher assumes that steps of writing have to be concerned in teaching writing. It make the students are easy to understand how to make a good writing. By following the steps, the students are guided to write a good text.

## **2.4 Materials**

Materials is one of the important thing in teaching-learning process. Materials in teaching language are anything which is used by teacher or learners to facilitate the learning of a language (Tomlinson, 1998). Materials are used to help the students to understand what was taught by the teacher. Materials are also something (as data) that may be worked into a more finished form or something used for or made the object of study (Webster, 1994).

Materials are any systematic description of the techniques and exercises to be used in classroom teaching (Brown, 1995). Materials those are used by the teacher can be from book, newspaper, internet, or teacher's-made materials. There are 2 clasifications of materials by their purpose; 1. Authentic Material, 2. Modified/Teacher's-made Material (Tomlinson, 2003).

### **2.4.1 Authentic Materials**

One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible (Hadley, 1993). But some of the problems are determining what authentic materials are,



why it is important to use authentic material in the classroom, and what are the sources for authentic materials?

Authentic texts are some texts that were originally created to fulfill the social purpose in the language community for which it was intended. One important feature of authentic materials is that they are not produced for educational purposes and are rather defined as real life texts (Wallace, 1994: 145). Teachers may incorporate authentic materials not only to motivate the learners but also to give them the feeling that they are using real language- “the target language as it is used by the community that speaks it”. (McNeill, 1994: 130).

The definition of authentic materials are the materials that have been produced to fulfill some social purpose in the language community (Peacock, 1997). Martinez (2002) defines that “*Authentic* would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for”. In this section, the advantages of using authentic materials in language teaching will be explored, and also the drawbacks of using them will be discussed.

Bacon and Finnemann (1990) state that authentic materials are texts produced by native speakers for non-pedagogical purpose. Examples of authentic materials would be newspaper reports, magazine articles, advertisements, poems, songs, video clips, menus, horoscopes, etc. According to Guariento and Morley (2001) authentic materials can create a bridge between classroom knowledge and a students’ capacity to participate in the real world events. Besides, a teacher has to make sure that activities taken from different sources link together to make a

cohesive whole, and that they serve to fulfill the aims and objectives of your lesson” (Gower, 1995: 80)

Authentic texts are some texts that were originally created to fulfill the social purpose in the language community for which it was intended. The definition of authentic materials used in this paper is taken from Peacock (1997): materials that have been produced to fulfill some social purpose in the language community.

From all the theories that have been mentioned above, it can be stated that authentic material has not been made for education. Authentic material is used to help the students understand clearly about the materials and the uses of it.

#### **2.4.2 Modified Material**

Widdowson's (1990) differentiation of the terms "authentic" and "genuine material" has been a seminal one in the field so I should like to mention it here: *Authentic* would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. For example, a radio news report brought into the class so students discuss the report on pollution in the city where learners live.

Most of the time, though, the material is used in artificial way. For example, a news article where the paragraphs without editing are cut up and jumbled so students have to put them back together in the correct order. Beside, when the news article are edited and modified before it is given to the students, that's called modified materials.

The simplified (modified) material is more frequent and familiar and therefore more accessible to second language learners (Bamford, 1984) as the use of more frequent words in simplified text should allow it to be more quickly processed by beginning learner. The materials are made to be simplified(modified) form at the beginning and intermediate levels in order to make the text more comprehensible for language learners and to help prepare those learners for more advanced (Young, 1999).

In general, simplified (modified) material contents the text that has benefits for the second language learners because it excludes unnecessary and distracting, idiosyncratic styles without suffering a loss of valuable communication features and concepts that are found in authentic text (Allen and Widdowson, 1979). Modified material includes only important parts of the lesson with the simple idea, so the material will easy to learn and to understand.

Concerning the description above, the researcher infers that modified materials are the materials which are made by the teacher or somebody else in order to teach the students. The materials are made by consedering the students ability and capability so the students will not be confused when learning the material.

## **2.5 Materials in Teaching Writing**

Materials are things which are used to help the teacher to teach and the students to understand what was taught by the teacher. Materials in teaching writing are things those are used to teach writing skill by the teacher. In teaching writing skill, the materials used are in written form. The materials used by the teacher to teach

writing skill can be from book, newspaper, internet, or teacher's-made materials. The materials which are used to teach must be appropriate with the grade of the students and the curriculum that is occur at that time.

## **2.6 Previous Research**

Based on the previous research done by Sijinjak (2014) with tittle "The Use of Authentic Material in Teaching Procedure Text Writing at the Second Year Students of SMAN 8 Bandar Lampung" in academic year 2013/2014, the result showed that there was difference of students' procedure writing achievement after the implementation by using authentic material. From the research, it was also found that there was an improvement of students' achievement in writing procedure text after being taught by using authentic material. It can be seen from the pre-test score and post-test score.

A research was also done by Mardaningsih (2015) with tittle "Authentic and Simplified Materials on Students' Writing Ability of Recount Text" in academic year 2014/2015. The result showed there was difference of students' recount text writing ability after the implementation by using authentic and simplified (modified) material. From the research, it was also found that there was an improvement of students' ability in writing recount text after being taught by using authentic and modified material. It can be seen from the pre-test score and post-test score.

## **2.7 Procedure**

Procedure is a series of steps followed in a regular definite order (Webster, 1994). The steps for doing something, that is what we called procedure. A Procedure is designed to describe Who, What, Where, When, and Why by means of establishing corporate accountability in support of the implementation of a "policy". Procedure is a way of doing something, especially the usual or correct way (Hornby, 2005). The way to do, to make, or to change something usually in correct way, it means that there are some kind of arrangement activity.

### **2.7.1 Procedure of Developing Modified Material**

Modified materials can be from an authentic material which are modified by the teacher or the materials which are really made by the teacher. In this study, authentic materials which were modified by the teacher were used to teach writing. The procedure of modifying the materials were:

1. Found the authentic materials those were modified.
2. Found the appropriate idea of the text with students' age.
3. Found the difficult word in the text.
4. Replaced the difficult word with the appropriate word for the students which has the same meaning.
5. Found the difficult tenses in the text.
6. Replaced the difficult tenses with the suitable tenses for the students which has the same meaning.

After modifying the material, the teacher will use the modified material as the material to teach writing. Modifying material is aim to help the students understand easily about the text.

### **2.7.2 Procedure of Teaching Writing**

In doing the research, the students in experimental class 1 and experimental class 2 were given the treatment by being taught writing using authentic material and modified material. The teaching procedures were applied based on Yudhistira (2013) as follows:

#### **Pre activities**

- Teacher greets the students.
- Teacher checks students' attendance list.
- The teacher leads the students to the learning topic by asking some questions related to the topic.
- The researcher shows the example.

#### **While activities**

- The students are asked to read the example text individually.
- The students are guided to understand the difficult word by translation with looking up dictionary.
- The students are taught the definition, generic structure, and showed the characteristics of the example.
- The students are showed how to understand the text.

- The students are asked to understand the text by answering some question related to the text.
- The students do a pair correction with their friends.

#### **Post activities**

- The students collect the task.
- The teacher closes the meeting.

In doing this research, the same steps were used in every treatment, but only the materials were different. It aimed to know the different achievement of each materials in teaching writing.

### **2.8 Advantages and Disadvantages**

Authentic and Modified materials have some advantages. Those advantages can help the teacher to teach the students easily. In the other hand, authentic and modified materials also have some disadvantages that can obstruct the students to understand the materials.

#### **Authentic Material**

The advantages of authentic materials are:

1. Authentic texts can be quick and easy to find. One of the main advantages for the teacher of using authentic texts is that it is possible to find interesting and relevant texts for your students from your own reading of the internet, newspapers, magazines etc.

2. You can sometimes find a translation. Although you do not want students to get into the habit of translating texts as they read them, there are

uses for translations in class such as reading an introduction in L1 to set the scene with cultural information etc or to prompt discussion to prepare them for a long or difficult reading.

3. Students can follow a story and recycle the vocab. The fact that vocabulary is often repeated and easy to learn does not necessarily make it useful for anything other than talking about the news, but there are ways of making that vocabulary more interesting and spreading the effect to students who would gain more from graded reading.

Beside the advantages of authentic material, there are also some disadvantages of it:

1. The information can quickly become out of date. This is mainly a problem for newspaper news stories, so there is no reason why you shouldn't use more long-lasting formats like magazine articles, newspaper articles with more analysis, fiction or biography instead.

2. The difficulty can put people off reading. The struggle of dealing with authentic texts can just convince the students that reading in English will never be worth the effort. The most common response to this from teachers and teacher's books is to give students simple general comprehension and skimming and scanning tasks, and to skip the detailed comprehension tasks.

3. The grammar is not graded. The two surest ways of checking that most of the grammar is of the right level are using graded texts and rewriting authentic texts. Another possibility is just to use a short passage from an authentic text that only has the right kinds of grammar in it. If you do want to search for an authentic text that has the right kind of grammar, one way of



searching is by genre, for example, stories usually have Past Perfect, Past Continuous and Past Simple, but jokes and anecdotes might use present tenses instead.

4. Authentic material makes the students remain passive and lack of motivation because they are hard to understand the words that are used and the students became bored in learning English because it did not motivate them.

### **Modified Material**

There are some advantages of modified material:

1. Modified material is easy to understand. It is because this material is made by the teacher, so the teachers will make a text based on the ability of their students.

2. The topic is interesting. The teacher who made the material will make it based on the topic that appropriate with students age, so the students will be interested to learn about the text.

3. The language used has clear objective to develop the students' comprehension and students' need in mastering material

4. Modified Materials contain well formed sentences all the time. In writing, they are useful for teaching grammar.

Beside, there are some disadvantages of modified material:

1. Modified material has been made by the teacher. Some teacher must work hard to make the material which appropriate to teach the students based on the curriculum.

2. Modified material can't increase students' ability significantly. It is because the language that is used in modified material is usually low, so it will not be challenge for the students.

Authentic and Modified material have some advantages that can help the students to understand the material easily. Besides, they also have some disadvantages. It is based on the teacher to choose which material will be used in teaching writing, that have a lot of advantages.

## **2.9 Theoretical Assumption**

Based on the frame of theories, the researcher assumed that writing through modified material can increase students' ability. So their ability in learning writing through modified material may be better in comparison with authentic materials.

The result of teaching writing through authentic materials made the students remain passive and lack motivation because it was hard for the students to understand the words and this may results students' boredom.

On the other hand, teaching writing through modified material insults students' encourage to learn, this will ultimately lead the students to understand the text well and the students also will be brought into interesting situation and enjoyable situation.

Modified materials are more concern on the clear grammar and structure. Besides, the vocabularies which are used in modified materials are familiar for the students. So, they can easily understand about the lesson. Therefore, the writer

assumed that the students whose authentic materials and modified materials would get different achievement in terms of five aspects of writing including content, organization, language use, vocabulary and mechanics.

### **2.10 Hypothesis**

The hypothesis of this research can be formulated as follow;

H<sub>0</sub>: Teaching descriptive writing through modified material does not give better effect in the students' writing ability achievement than teaching descriptive writing through authentic materials.

H<sub>1</sub>: Teaching descriptive writing through modified material gives better effect in the students' writing ability achievement than teaching descriptive writing through authentic materials.