

II. LITERATURE REVIEW

In this second chapter the writer presents the theories from some experts which support the framework for approaching the research problem. It includes concept of writing, writing process, theories of text, concept of descriptive text, teaching writing in English as a foreign language, realia, role of realia, using realia in teaching descriptive text writing, procedure of teaching descriptive text through realia, advantages and disadvantages of using realia in teaching descriptive text writing, the theoretical assumption, and the last is the hypothesis. The terms above are explained in the following points.

2.1. Writing

Writing is an activity where the writer can express his/her idea in written form. In other words, writing is a process of expressing ideas, thoughts and feelings of the writer by using a conventional system, so the reader understands the message of information conveyed. According to Linderman (1983:11) writing is a process of communication that uses conventional graphic system to convey the message to readers. It means that writing is a way of communication between someone to another people indirectly by using conventional words.

Meanwhile Raimes (1983:76) points out that writing is a skill in which we express ideas, feelings, and thoughts which are arranged in words, sentences, and paragraphs, using eyes, brain, and hand. It is basically a process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. The form of communication in this case is indirectly. The communication between the writer and the reader, the writer transfers information to the reader, the sender message shares feeling to the receiver and many other expressions which can be done indirectly by writing.

In line with the statement above, Tarigan (1987:7) states that writing is a language skill that is used for indirect communication. It means that people can express their feelings and ideas indirectly by writing. They can communicate by writing a letter, message or an invitation.

Based on the definition above, it can be concluded that writing is an activity that use brain, eyes and hand, is a way to express ideas, thoughts and feelings by using conventional words indirectly. People can convey their feeling by writing. They also can share their knowledge to another people by writing a book. By writing people can convey anything. Hopefully the reader understands what the writer conveys.

2.2. Writing Process

Writing process is the process which determines whether the writing will be good or not. In writing process, the writer must be able to arrange the sentences well in order to be logic and easy to be understood.

Axelrod and Cooper quoted by Marini (1995:21) state that when we write we make or create an intricate web of meaning in which sentences have special relationship to each other. Some sentences are general and some specific, some expand the point and others qualify it, some define and others illustrate. By controlling these complex relationships, writers make new meanings.

Crimmon (1983) points out that there are three stages of writing process as follows;

1. Planning refers to series of strategies designed to find produced information in writing. In this stage, the writer gathers information details or facts about the topic.
2. Drafting deals with series of strategies designed to organize and develop a sustained period of writing and encourages the writer to gather information on those subjects from different persecutes. In this stage, the writer arranges the information, facts or details that she/he has gathered in sentences of paragraph.
3. Revising deals with series of strategies designed to re-examine and to re-evaluate the choices that have created a piece of writing.

Heaton (1991:135) points out that there are five aspects to be evaluated in writing. The five aspects are content, organization, vocabulary, grammar and mechanic. The definitions of the five aspects are as follows.

1. Content is the substance of the writing, where the idea was expressed. This aspect of writing evaluates whether the developing sentences in writing supports main idea or not.
2. Organization is the form of content. This aspect of writing evaluates whether the writing in chronological order or not.
3. Vocabulary is the selection of word that suitable with the content. Vocabulary evaluates whether the writing has effective word, choice and usage or not.
4. Grammar is the employment of grammatical forms and syntactic patterns. This aspect of writing evaluates whether the writing has effective grammar or not.
5. Mechanic is the conventional devices used to clarify the meaning of the writing. Mechanic is the aspect that evaluates the writing by correcting the punctuation, spelling, and capitalization.

It can be concluded that in writing there are some processes that should be considered in order to get a good piece of writing. The processes of planning which require us to choose our topic or information to be written in our writing, drafting which require us to make use of the information we have gathered in the first process and to organize the information in sentences and the last is revising which deals with the correction of what we have written in the draft in order to make our writing to be good and communicative. In the writing process there are five aspects of evaluation which can be used as basic of scoring system. They are content, organization, vocabulary,

grammar and mechanic. They are scored in the same proportion. Each aspect has 20% in scoring percentage. The practical reason why the researcher used the same proportion is in order to easier in calculation.

2.3. Text

Text is any object which can be read and it also can be heard because text can be in the oral or written form. It is arranged using structure.

Hyland (2004:6) states that texts are autonomous objects which can be analyzed and described independently of particular context, writers or readers. Text is arranged using structure. It has an organization that has an arrangement of words, clauses, sentences based on the right arrangement of language elements.

While Derewianka (1992:17) says that text is any meaningful stretch of language, it can be in oral or written. It means that text is important thing of language. Text can be in oral or written form. Therefore, text is not only something which can be read but also can be heard.

It can be concluded that a text is any important stretch of language that not only can be read but also can be uttered and heard because it is in oral and written form. Text has its informative message and its arrangement of words. Text can be found anywhere such as on the wall, letter, novel, magazine, and many others.

2.4. Descriptive Text

Descriptive text is the text which describes something like person, place or event.

Descriptive text is the text that focuses on the thing that is described. Everything about the object is drawn clearly in this kind of text.

Crimmon (1983:163) states that descriptive is strategy for presenting a verbal portrait of a person, a place or a thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing an object of what it look like. It means that when we describe something, we need to capture the details so that the reader can understand what we mean.

Furthermore, McKay (1985:4) says that when we want to describe something, we must be able to make the reader understand what we mean. McKay mentions also the most common types of descriptive of describing a process, describing an object, describing a place, describing a personality, and describing an event.

In line with the statement above, social function of descriptive text is to describe a particular person, place or thing clearly.

2.4.1. Generic Structure

To achieve its purpose, the descriptive text has its generic structure as follows:

1. General classification: introduces the topic
2. Description: provides details of the topic such as parts, quantities or qualities and characteristics.

The following is the example of descriptive text and its generic structure:

Borobudur Temple

General Classification

Borobudur is a Hindu-Budhist temple built in the 9th century under the Syailendra dynasty of Java. It is located near Magelang, on the island of Java, Indonesia.

Description

Borobudur is well known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terrace are square and surrounded by walls adorned with Budhist sculpture in bas-relief. The upper three are circular.

Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of borobudur which symbolized with the structure universe influences temple at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

(Adopted from Look Ahead 1 page 167)

2.4.2. Language Features

There are two language features in the descriptive text, those are grammar and vocabulary.

1. Grammar

Heaton (1991:135) defines that grammar is the employment of grammatical forms and syntactic patterns. In teaching descriptive text, firstly, the researcher taught how to put words based on the grammatical features that have to be used in the descriptive text. The grammatical features that are used in the descriptive text are as follow.

- a. Descriptive texts use simple present tense. Azar (1989:2) states that in general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. It means that the simple present tense can be used to describe something that exists always, usually or habitually.
- b. Descriptive text frequent use of passive sentences.
- c. Descriptive text use be (is, am, are) for the identification and showing qualities.
- d. Descriptive text use verb “have/has” in order to give detail description of the object’s features.

2. Vocabulary

Lamb (1963:19) states that vocabulary is a simple word as a single word that may or may not have a prefix and/ or a suffix, for instance: book, chair, plane, etc. In another words, vocabulary is a set of lexim including a simple word, a compound word and idiom. Descriptive text use four types of vocabulary, they are content words, function words, substitute words and distributed words.

Specifically, Fries (1974:4) classifies vocabulary into four types as follows:

1. Content words classifies into four types, there are noun (tree, house, book), verbs (study, run, cook), adjective (beautiful, handsome, bad), and adverbs (easily, quickly, carefully)

2. Function words are those words, which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but, because), article (a, an, the), and auxiliaries (do, does, did)
3. Substitute words, those which represent the individual things or specific action as substitute for whole form classes of words, that is, identifies (anybody, anyone)
4. Distributed words those are distributed in use according to grammatical matter as the presence or absence of a negative, such as: some, any, either, etc.

Based on the explanation above, it can be concluded that descriptive text is a text for presenting the specific characteristic of a thing, a place, and a person. It also might be presenting a way of a process and an event. Descriptive text also can build the reader's imagination of the object or the event which is described by the writer.

2.5. Teaching Writing in English as a Foreign Language

Teaching writing in English as a foreign language is more difficult than teaching writing in native language. Teaching writing in foreign language and teaching writing in native language has different goal. In this case, teaching writing in English as a foreign language has goal to increase in using it.

Douglas (1987:7) defines that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. Relating to the teaching foreign language, Lado (1959:125) states that simply the goal of teaching foreign language is the ability to use it, to understand the speech and its

native and target culture in terms of their meaning as well as their great ideas in achievement.

Teaching writing is to teach the students how to express the ideas or imagination in writing language. Finnochiaro (1964:129) states that in order to be successful in writing, the material has to be relevant to the students' interest, needs, capacities, and ages until they are able to make a composition with view or even no errors.

According to the statements above, it is clear that in teaching writing the teacher should guide the students how to write or how to express their ideas in writing form.

Based on the explanation above, it can be concluded that when teacher teaches how to make writing text, teacher turn on his/her attention to the three things, those are; how to encourage students to express their ideas and to develop it into text. Then, students can choose the suitable vocabularies in their writing and focuses on their grammar also. The last, the teacher attempts to make the students really understand how to write.

2.6. Realia

Realia is real thing that we can find in our daily life. All of real objects in the world are realia. The appropriate realia can be used as media in teaching learning process.

Realia is real things that represent the actual conditions with which the learner will live (Jones,1994). In other words realia is any real object that can be found in real life where the learners can interact with the object directly. In writing descriptive text by

using realia as media the students can use their senses to describe the object they interact with. The students can see, smell, touch the object and if it is food they can taste it or if it is has voice they can hear it.

In line with the statement above, Soames (2009) in his article states that in the Teaching English as Foreign Language (TEFL) classroom, the word realia means using real items found in everyday life as an aid to teaching English. It means that realia is all items in the world but not all of realia is possible to be used as media in language learning.

Realia should be used whenever possible. Real things are available. The task is to locate them to be used in helping students learn. Examples of realia that can be used are; insect, coins, rocks, plants, pets, and stamps (Jones,1994). It means that the objects that are too large like locomotive or too small like bacteria cannot be used as media in classroom.

Uecker and Voon (2003) in their article states that realia is an artefact or naturally occurring entity, as opposed to a replica. It is something that is real.

Based on the statements above, the researcher concludes that realia is real items that can be found around us in daily life. All of real objects can be mentioned as realia. But not all of realia is possible to be used as media in teaching English because not all of real things are possible to be brought to the classroom or to be seen directly by the students because of its size.

2.7. Role of Realia in Teaching Writing

In this case, there are two roles of realia in teaching writing, it is included in the stages of writing process and also include in content as one of aspects of evaluation in teaching writing.

According to Crimmon (1993) there are three stages of writing process, they are planning, drafting and revising. The definitions as follows;

1. Planning referring to series of strategies designed to find produced information in writing. In this stage, the writer gathers information details or facts about the topic.
2. Drafting dealing with series of strategies designed to organize and develop a sustained period of writing and encourages the writer to gather information on those subjects from different persecutes. In this stage, the writer arranges the information, facts or details that she/he has gathered in sentences of paragraph.
3. Revising dealing with series of strategies designed to re-examine and to re-evaluate the choices that have created a piece of writing.

Based on the definition above, planning is the first step where the writer begins his/her writing by gathering information details or facts about the topic. In this case, the role of realia in writing descriptive text is realia as media where the writer can get information details by observing the realia (real object) and the writer can also see directly the facts about the topic by seeing the realia.

According to Heaton (1991:135) there are five aspects of evaluation; they are content, organization, vocabulary, grammar and mechanic. In this case, the roles of realia in increasing students' writing aspects are as follows.

1. Content is the substance of the writing, the idea express. The role of realia in increasing this aspect is by seeing the realia, the writer would get an idea to be written then developing the main idea of the text by observing the realia.
2. Organization is the form of content (coherence). Role of realia in making the text in chronological order is realia stimulate the writer to make his/her writing in chronological order based on the main idea that is gotten by the writer from the realia used. For example, when a writer observe the peel of a fruit the writer would write about the color of peel, then the texture of the peel, continued by the thickness of the peel, etc. so that the writing would be in chronological order
3. Vocabulary is the selection of word that suitable with the content. Role of realia in increasing vocabulary aspect is that realia stimulates the writer to put word by word related to the realia seen. By observing the realia, the writer would find anything about the real object that must be written suitable with the real condition of the object. Therefore, the writer would choose the suitable word to describe the object clearly.
4. Grammar is the employment of grammatical forms and syntactic patterns. In this case, realia does not have role in increasing grammar knowledge.

Therefore, the researcher taught grammar in the research in order to the students could use right grammar in their descriptive text.

5. Mechanic is the conventional devices used to clarify the meaning. In doing the research, the researcher explained how the right mechanic is because realia as media could not help the researcher in increasing the students' mechanic knowledge.

Based on the definition above, realia may support the students to write the aspects of writing including content and vocabulary, this is because by using realia as object the writer can express the idea and developing the writing. Besides that, by observing a realia, a writer can also think about the suitable word related to the realia, therefore it can increase the vocabulary aspect.

Therefore, the writer concludes that the role of realia in writing process is as media in gathering information details and it also has role in evaluating the students' work in writing by re-observing the realia. Besides that, realia has role in the aspects of writing, especially in content and vocabulary aspect, while in the organization, grammar, and mechanic aspect, realia does not role in increasing these two writing aspects, because realia is the passive object that only can be observed physically and tasty (for food) and realia does not have grammatical elements that can guide a writer in composing his/her writing.

2.8. Using Realia in Teaching Descriptive Text Writing

Teaching descriptive text by using realia means that the teacher has to bring in a number of objects from everyday life as media to guide the students in writing process (Jones,1994). In other words, the teacher must bring at least one real thing to be used as media in writing descriptive text.

In teaching writing, a media would become an unused thing if the teacher does not pay attention first on what level his/her students are. There are two important things that must be thought by the teacher before he/she conducts writing class, they are students' mastering in vocabulary and grammar and in what level the students are.

The first important thing is the teacher has to ensure whether the students have mastered the vocabularies and grammar would be needed in writing process or not. If the teacher found that his/her students are lack of vocabulary and grammar, it is the problem that must be solved by the teacher before writing class conducted.

Another important thing that should also be noted by the writing teacher is the level of the students. Different in level would be different in capabilities and interest. Therefore the material has to appropriate with students' interest, needs, and capacities. Yuwono (1994:6) quoted by Susanti (1996:10) states that in order to be successful in writing, an English teacher should guide his students on writing, in which the material presented are relevant to their interest, needs, capacities, and age until they are able to make a composition with view or even no error. By giving the

appropriate material to the students, it would make them easier in describing something.

In teaching descriptive text writing the teacher must use effective media in order to be successful in guiding students' writing process. But before we use the media, we have to explain first about the generic structure of descriptive text until the students really understand and they are able to put it on their writing. In this case, teaching descriptive text writing, the researcher used realia as media.

After the teacher ensures his/her students' capabilities in mastering grammar and vocabularies, the teacher can start the writing class by using realia as media in writing. Firstly, the teacher has to explain that descriptive text must be arranged based on its generic structure that has two parts; they are general classification and description. At the same time it is necessary for the teacher to give a good example of descriptive text on the white board by using realia which is showed in front of class. In this process, the teacher can ask one of students to go in front of class to be described by him/her as an example.

In the teaching process, the teacher should make the students understand well what the teacher has explained before. After the students really understand, the teacher can ask them to write their text based on the realia they look at. In this section the teacher can use him/herself to be used as realia to be described by students in front of class.

In order to get information of students' achievement in writing descriptive text, the teacher needs to assess the students' writing task. Assessment is important to measure the students' knowledge and skill (Depdiknas, 2002).

In conclusion, during teaching learning process of descriptive text the teacher has to focus on the students' level and their capability before he/she apply the realia as media in writing process. Last, in order to know there is any increase of the students' descriptive text writing ability through realia or not, the teacher needs to assess the students' writing task.

2.9. Procedure of Teaching Descriptive Text through Realia

According to Edelstein and Pival (1998:11), in writing process there are three steps as follows:

1. Pre-writing. The writer selects the general subjects, restricts the subject, generates the ideas and organizes the ideas.
2. Writing. The writer sets on paper the ideas in her or his mind into words, sentences, paragraph and so on.
3. Re-writing. The write evaluates her or his writing. They are:
 - a. Correcting the content and the form
 - b. Correcting the vocabularies, punctuation and grammar.
 - c. Correcting writing errors, word duplications and omission.

In line with the experts' statement above, the writer used the steps consist of pre-writing, writing and re-writing. The procedures of teaching descriptive text writing through realia as media are presented as follows:

a. Prewriting activity

1. Teacher explains the goals and the objectives of instruction.
2. Teacher introduces the generic structure of descriptive text that includes in five aspects of writing especially organization to make the descriptive text correctly.
3. Teacher guides the students how to put the generic structure into the text.
4. Teacher shows a real thing in front of class and begins to give an example of descriptive text based on the object.
5. Teacher explains how to describe something based on realia as media.
6. Teacher changes the real object by another real thing.

b. Writing Activity

1. Teacher asks the students to write a descriptive text based on the real thing that has been prepared by the teacher.
2. Teacher monitors the students' activity by guiding them in developing their writing. The teacher guides the students by giving some questions related to the realia they see.

c. Re-writing Activity

1. Teacher asks the students to check their friends' writing and correct it if there are some mistakes
2. Teacher asks the students to revise their writing to get the better result
3. Teacher asks the students to submit their works

Based on the explanation of procedures of teaching descriptive text writing through realia above, it can be concluded that realia as media is the important thing in teaching writing process. Realia can help teacher in increasing students' ability in writing. Realia also can attract the students to write.

2.10. Advantages and Disadvantages of Using Realia in Teaching Descriptive Text Writing

According to Jones (1994) realia has some advantages and disadvantages.

a. Advantages

1. Experience with real things in life is the best learning situation possible.
2. Real objects are plentiful and available everywhere.
3. Real items can be observed and handled, providing concrete learning experiences for the students.
4. Dealing with realia motivates the learners.
5. Realia can be used as part of the evaluation system.

b. Disadvantages

1. Real things are not always readily available.
2. Realia are not always practical for use in the classroom:
 - a. Size---a real object may be too large (a submarine) or too small (bacteria) for classroom study.
 - b. Potential hazards---realia such as live animals, certain electrical and mechanical equipment can represent potential hazards for the learner and the teacher.
 - c. Cost---real objects are often expensive.
 - d. Need to maintain original structure---while some realia can be dismantled, many kinds of realia cannot be cut or opened like a person when we want to see how the heart functions.
3. Affective learning is unpredictable through realia.
4. If left sitting around the classroom, realia can be a distraction.

Based on the statement above, the researcher concludes that all of things in the world are realia. Realia has advantages and disadvantages that must be paid attention by the teacher. In fact, realia gives more impression to the students in learning, but not all of realia can be used as media in learning. The teachers have to use realia that is possible to use. Realia which has potential hazard, too small realia or too large realia cannot be used as media in teaching learning process.

2.11. Theoretical Assumption

Based on the frame of theories, it can be assumed that realia is an appropriate media to increase the students' ability in writing descriptive text. Realia can make the students interested in learning, it means realia can motivate the students in writing class. By interacting with realia, it would give an unforgettable experience to the students because they can interact directly with the object so that they would remember what material they have gotten by using realia. Therefore, the writer assumes that after the students following the procedures in learning descriptive text through realia, the students would be easier and interested in producing the composition, as the result, it seems that realia is an effective media to be used in teaching descriptive text.

2.12. Hypothesis

In line with the research question, the writer formulates the hypothesis as follows:

Teaching using realia can increase the students' ability in descriptive text writing at the second year of SMPN 2 Bandar Mataram, Central Lampung.