

II. FRAME OF THEORIES

A. Concept of Writing

Writing is a process of communication that uses conventional graphic system to convey a message to readers (Linderman, 1983:11). This also means that writing is use for communicating one's idea in written form to readers. In other words the forms of communicating by using written language such as; words, sentences, and punctuation, so that the reader can understand the information.

Written languages makes radical differences to the complexity of organization that human can manage, since it changes the relation between memory and classification and allows many forms of referencing, cataloguing, indexing, recording and transmitting information. (Stubbs 1987:20-21)

D'Angelo (1982:5) states that writing is a form of thinking but it is thinking for particular audience and for a particular occasion. One of the more important tasks for writer is to master the principles of writing and thinking that will help them to achieve the goals.

The importance of these principles is invention arrangement and style.

1. Invention is the process of discovering ideas for speaking or writing.
Although for many writers the process is intuitive, the writer can learn to guide the process deliberately by using formal procedures for analyzing and searching.
2. Arrangement is the process of ordering principles so that the writers can organize their ideas in such a way as to make them understandable and believable to their readers.
3. Style is the process of making choices about sentences structure and diction while in the act of writing.

In writing process, writers can be said successful if their writing contains some aspects of writing. According to Harris (1969:68-79) there are five aspects of writing as follows:

1. Content refers to the substance of writing, the experience of the main idea (unity), groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis,
2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas clearly and directly as she can.
4. Grammar refers to the use of the correct grammatical and syntactic pattern on separating, combining the ideas and grouping the ideas into words, phrases, clauses and sentences to bring out logical relationships in paragraph writing descriptive text.

In addition, according to Harris (1979:68-69), the five aspects of writing include:

1. Content mainly deals with the substance of the writing, the idea expressed (unity), that is all the sentences the topic, supporting sentences, and sometimes the concluding sentences are all telling the reader about one main topic.
2. Grammar refers to the employment of grammatical forms.
3. Organization refers to the organization of the content (coherence), coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence.
4. Vocabulary refers to the selection of word that suitable with he content

In this research, the concepts proposed by Harris are applied accordingly because these concepts are fairer in scoring each aspects of writing.

Tarigan (1986:21) says that writing is a language skill that is used for indirect communication. The students can communicate their ideas and their thought to other through written form.

In brief, it is concluded that writing is an important means of indirect communication that refers to productive and expressive activity. In this case, the students are expected to be able to express their ideas, feeling, and thoughts in written language.

Writing skill is naturally required certain characteristic called unity and coherence. In writing, a good paragraph should be fulfilling topic sentences, supporting sentences, and concluding sentences in each its paragraph. A good paragraph also has two elements: unity and coherence. Then every sentence flows regularly, topic sentences had to be developed by supporting sentences in various structures so that the reader can understand the idea clearly. The following example shows the case.

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. On either side of this river, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind. In autumn the leaves of these trees fall and cover the riverbanks like golden snow. Second, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. Even though it is steep, climbing this hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around this hill, so it stands clearly against the sky and can be seen from many miles away. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. In conclusion, three landmarks are truly amazing and make my hometown a famous place.

The above paragraph may be classifies as the following:

1. Topic Sentence

According to Oshima and Hogue (1990:6) topic sentences states the main idea of the paragraph. It not only names the topic of the paragraph, but also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph.

The topic sentences is “*My hometown is famous for several amazing natural features*”

2 . Supporting Sentences

The Supporting sentence develops the topic sentence. Oshima and Hogue (1990:13) state that one paragraph is finished if the topic sentence has been developed, hence the content of the paragraph is clear, the message can be comprehend and will be receive by the reader. This can be developed by giving reason, for example facts and quotations. The supporting sentences are: *“First, it is noted for the Wheaton River, which is very wide and beautiful. On either side of this river, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind. In autumn the leaves of these trees fall and cover the riverbanks like golden snow. Second, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. Even though it is steep, climbing this hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around this hill, so it stands clearly against the sky and can be seen from many miles away. The third amazing feature is the Big Old Tree.”*

3. Concluding Sentence

In the last paragraph the writer must leaves the important points to remember. The writer must briefly summarize the main point of paragraph make any some interesting analogy or comparison and even suggestion for the reader. The concluding sentence is: *“In conclusion, three landmarks are truly amazing and make my hometown a famous place.”*

4. Unity

Unity is a very important characteristic of good paragraph writing. Paragraph unity means that one paragraph is about only one main topic. That is, all the sentences the topic, supporting sentences, the detail sentences, and sometimes the concluding sentence are all telling the reader about one main topic. If your paragraph contains a sentence or some sentences that are not related to the main topic, then we say that the paragraph lacks unity, or that the sentence is off-topic. It means each sentence in a paragraph should relate to the topic and develop the controlling idea.

5. Coherence

Coherence refers to a certain characteristic or aspect of writing. Literally, the word means to stick together. Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader has an easy time understanding the ideas that you wish to express. Oshima and Hogue (1990:44) state that every paragraph must have coherence, which means the paragraph is easy to read and understand. The paragraph above also has coherence because (1) the supporting sentences are in some kinds of logical order, and (2) the ideas are connected by the use of appropriate transition signals. For example: *“firstly”, “secondly”, “thirdly” and “conclusion”*.

B. Concept of Teaching Writing

Brown (1987:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand.

Learning to write is a process where the students learn to use grammar and facts as tools in carrying out a particular purpose. And the teacher should help the students to learn it. In order to be successful in writing, an English Teacher should guide the students in writing in which the material presented is relevant to their interests, needs, capacities, and ages until they are able to make a composition with their view or even no errors (Finnochiaro, 1964:129).

Madsen (1989:40) says that teaching writing requires the elements of writing skills including grammar, sentence organization, vocabulary. In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form. When writing, the students should keep in mind their purpose which is selected.

Based on the explanation above, it is said that in writing the teacher should guide the students to write or to express the ideas in writing form. In practice their writing, they have to follow the steps to make their writing more effective.

According to Edelstein and Pival (1988:11), there are three steps of writing. These steps are used to make the writing more effective.

They are:

1. Pre-writing refers to selecting the general subjects, restricts the subjects, generates the ideas, and organizes the ideas.

e.g., T: *Have you ever heard about descriptive paragraph? What do you know about descriptive paragraph?*

S: *Yes miss, descriptive is a text that is used to describe particular thing, person, or places.*

2. Writing denotes to setting on the paper the ideas in minds by using eyes, brain, and hand into words, sentences, paragraph and so on.

e.g., T: *Now, you are required to make descriptive paragraph. Make the descriptive paragraph based on the picture.*

S: *allright miss, we will do it.*

3. Re-writing concerns with evaluating her or his writing, deals mainly with:

- a. Correcting the content and the form
- b. Correcting the vocabularies, punctuations and grammar,
- c. Correcting writing errors, word duplications and omission.

e.g., T: *Allright, students now lets we check your answer and you should checks your friends' writing, okay??*

S: *Yes miss.*

From the process of writing above, the English teacher should guide the students when composing their writing. Many people are afraid of writing and see it as

mysterious and difficult job to do. They never think about what writing can do in their life. Everybody must have ever written something, though it just a list of shopping list, a letter, or may be sweet memories in our diary. Writing is not an unfamiliar thing around us.

Meanwhile, Meyers (2005:2) states that writing is a way to produce language, which do you naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Hoffman (1990:1) says that writing is a way of thinking. It means that while you get things down in writing, it helps you examine experiences, sort though information, and analyze ideas in order to understand and make better sense of the world. He also says that writing is an act of communication. Writing takes a greater importance when you begin to see it as a way to make yourself heard, to persuade people to see something you way, to argue for ideas you believe in, and to change things.

Writing is a verbal communication. In writing, the writer tries to create dialogue t the readers. The dialogue happens in the writers minds. This is what we call as way of thinking. The language use is also must be relevant to the readers so they will get the meaning exactly like what the writers aim.

Concerning about writing, Gould (1989:30) in his book states that writing is an effort to create a dialogue with readers, and it involves exploring our relationship to our readers in much the same way that we explore our relationship to people we talk to.

Writing is not private; it is always a form of social dialogue, a way of talking to someone. From the explanation above the writer concludes that writing is an act of putting words into paper or other media as one way to communicate to others. Writing is also be used for self expression because the writer can explore her/his feeling and experience through writing.

C. Concept of Writing Descriptive Paragraph

Sullivan (1976:85) defines that descriptive text is a series of sentences develops the main idea that makes the readers see or paint a verbal picture. It also conveys the physical or abstract image of person, places, and objects.

According to Mckay (1985:4) states that when we want to describe something we must able to make the reader understand what we mean.

Crimmon (1983:163) add that descriptive is a strategy for presenting a verbal portrait of a person, a place, a thing. It means that when we describe something, we need to capture both details so that the reader can understand what we mean.

According to Depdiknas (2005), Descriptive text is a particular person, place and things. It talks about one specific thing, person, or place by mentioning its characteristic, parts, quantities, or qualities. Basically, the purpose of a descriptive text is providing information and makes the listeners able to see or imagine the subject in their mind clearly as the authors sees in his/her. The descriptive text may come in many forms, such as a text books, encyclopedia, or essay test answers.

This type of text consists of two main parts: general classification and description.

- General classification (introduction the topic): it identifies a particular person, place or thing to be described. Sometimes the identification can be in the form of definition.
- Description: it contains subtopics. Provides details of the topic such as parts, quantities or qualities, characteristic.

Beside the generic structure descriptive text also has language features (lexicogrammatical features). There are the language features of descriptive text:

1. focus on specific participants: a particular class or thing, person, or place (e.g. The Garden, The Class, roses) rather than generalized participants (e.g. my mother garden, flowers, pictures)
2. use of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, linking verbs such as appear, look, is, am, are)
3. use of simple present tense
4. frequent use of classifier in nominal group (e.g. one of..., many of...,etc)

Descriptive texts usually apply vocabulary which relates to the names of place: location, purpose, use and appearance. For animal, the words that can be used are those which describe classification, featuring, habitat, attitude and its utility.

A descriptive text usually uses simple present unless the topic is extinct. It uses two types of verbs: relational and action verbs. Relational verbs are to be, have, appear contain. Action verbs are verbs that express actions. It uses factual language rather than imaginative. A descriptive text is also objective. It does not express the opinion of the writer and has no reference to the readers. Therefore, we never use “I” or “you”. Language for defining, classifying, comparing and contrasting are very common in descriptive texts. Passive form also can be used in the descriptive text.

The following is an example of a descriptive paragraph:

General classification	Borobudur is a Hindu-Budhist temple built in the 9 th century under the Sailendra dynasty of Java. It is located near Magelang on the island of Java, Indonesia.
Description	Abandoned in the 11 th century and partially excavated by archeologist in the early 20 th century, Borobudur temple is well known all over the world. Influenced by the Gupta Architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight step-like stone terraces. One on top of the other. The first five terraces are square and surrounded by walls domed with Buddhist sculpture in bas-relief; the upper three are circular. Each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passages and stairways. The design of Borobudur, a temple mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur, Rededicated as an Indonesian national monument in 1983, is a valuable treasure for Indonesian people.

From the example of descriptive text, it can be seen that the organization of the description paragraph, they are; general classification and descriptions. General classification sometimes called identification, introduces the topic being describes

(*Borobudur*). And then, the description tells about the *Borobudur* more clearly (such as parts and its characteristics).

D. Contextual Teaching Learning (CTL) in Relation to Writing Skill

In this research, the writer should used Contextual Teaching Learning (CTL) to help her in teaching learning process by using picture as the media in this research.

Owens (2002) states that Contextual Teaching Learning (CTL) is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in variety of in-school and out-of-school settings in order to solve stimulate or real-word problems

According to Legawa (2004) CTL is a learning process that involve learner center and learning in context. Context means a condition that influence students' live in learning in context. Its goals are to increase students' learning results and to make practical materials related to the school condition. Moreover, Ashuri (2003) in Martini (2006) states that students will be learn well if what he/she is learning closely relate to what hey have known and relate their activity or events around him/her. In CTL, the knowledge that the students got before can be reinforced. They have a chance to construct their mind and relate what they have got to the new materials. For instance, in teaching descriptive paragraph, the teacher gives a topic to be discussed that related to the students' environment, e.g. describing their parents, sisters, brothers, friends, places, etc.

There are seven elements underlying Contextual Teaching Learning (CTL) according to Depdiknas (2002) in Flora (2003):

1. Constructivism

It is claim here that knowledge is not a set of facts or concepts of rules that come accidentally. Knowledge grows through exposure and the understanding becomes deeper and stronger if one tests it against new encounters. This mean in this stage students are actively involve in learning process based on previous knowledge. They will achieve goal based on their prior knowledge and use their own styles to achieve the goal (Flora: 2003). In this stage the teacher asked the students about their background knowledge about the topic will be discussed. In terms of writing skill, this aspects has relation, because constructivism is helpful in the teaching of writing, when the teacher gives constructivism in the form of brainstorming by asking something about the topic to be discussed and show a picture related to the topic, then students will be attract his idea, it will help them to remind their vocabulary that they ever have and get ideas to writing.

2. Inquiry

Inquiry is the core in Contextual based teaching and learning activities. It is a cycling process of observing, questioning, analyzing, and concluding. In this process the students have a chance to observe the phenomenon. They trying to explain and describe the phenomenon observe, they trying to test what they

have observe and finally make the conclusion. (Flora:2003). This term also has relation in writing because, knowledge is not the result of a number of facts to remember, but the outcome of the process of finding its own.

There are several steps in finding activities (inquiry) that can be practiced in class:

- Observing : students observe and collect data from the object that was first given by teachers, and students also take information from other sources to obtain more information
- Analyzing : students try to create a descriptive paragraph in the framework from the object that has been observed
- Questioning : student shows chart the descriptive paragraph essay that has been made to her classmates to get suggestion from their friend.
- Concluding : students make inferences from what has been observed and the results of the analysis the students are able to make a better descriptive paragraph.

3. Questioning

In contextual teaching and learning the questioning not dominates of the teacher. The teacher will be provides or creating the situation that make the students to have curiosity. Learning is essentially asking and answering questions. In the learning process through CTL, the teacher does not just

convey information, but students can find themselves fishing. Because asks a very important role, because through the questions, teachers can guide and direct students to find each material. In a productive learning, the activities ask helpful for:

- students can explore the information
- to check students' understanding in making a descriptive paragraph
- to attract students' responses
- know how far the students' curiosity in descriptive paragraph
- to know the things that students already know about how to make a descriptive paragraph.

4. Learning Community

Learning community is a group of people who shares their knowledge in learning. The essence of learning community is that learning in group will give better result than learning alone since they can help other friends who have difficult. Falsetti (1986) suggest that group must be mixed ability, so that begin the students can learn more advance one. This terms has the relation in writing skill because, learning community concept in CTL suggested that learning outcomes obtained through collaboration with others.

cooperation that can be done in various forms, whether in a formal study group and in the environment that happens naturally. learning outcomes can be obtained from sharing the results with less people, between friends,

between groups; who already know tells the uninitiated.

Students can exchange ideas with friends about the idea of what should be developed in the writing of descriptive paragraphs, and from there the students will more easily understand how to write a good descriptive paragraph. This proves that the learning community is very involved in terms of writing skills

5. Modeling

Contextual teaching and learning process requires the teacher or the students themselves to be the models at the classroom activities. It means that the teacher is not the only person who is responsible in giving the model or example. In terms of writing, the teacher makes a simple sentence using simple present tense in the whiteboard, so the students will imitate their teacher. So the modeling help the students to know what should be do in writing descriptive text.

6. Reflection

Reflection is a way of thinking about what we have learned or what we have done. Self assessment (self reflection) occurs to enable learners to take more responsibility to help themselves progress; the students think about what they have learned. This aspect has the relation for writing because, the teacher gives a feedback to the students about what they have learned at the day. For example, ask the students about what descriptive text is, the example of

descriptive text, how to make sentence in present tense and what the function of descriptive text.

7. Authentic Assessment

Authentic assessment aims at evaluating students' ability in "real world" context. It does not encourage rote learning and passive test taking. Instead, it focuses on students' analytical skill in the multiple form of assessment that reflects students' learning achievement on instructionally relevant classroom activities (Suyanto: 2002). Contextual teaching learning is intended to build knowledge or skill in meaningful ways by engaging students in real life, or authentic context. This term has the relation in writing because, the teacher asks the students whether they have understood or not about the descriptive text. If they have not understood yet, the teacher will give more explanation.

E. CTL in Relation to the Teaching of Writing

In applying CTL, the teacher needs to motivate the students' ability in delivering their idea because their idea does not come directly in the students' mind. The material should be related to the students' real word situation. In this context, the students have to understand what the meaning of learning is, what the benefits are, and how to reach it. They know what they are learning is useful for their future.

In relation to teaching writing, Owens (2002) states that Contextual Teaching Learning is teaching that enables students to reinforces, expand and apply their academic knowledge and skills in variety of in-school and out-of-school settings in order to solve simulated or real-word problems. Aart and Aart (1982:2) state that the network of relation between words of a sentence is called its structure. The components o writing includes of content, grammar, vocabulary, mechanism, organization. The different order of the words entails a different in their structure and in their meaning. For instance,(1). *The lion is less dangerous in this cage* and (2). *The lion in this cage is less dangerous*. In sentence (2) *in this cage* now primarily combines with the lion whereas *less dangerous* relates to the combination the lion in this cage as a whole. The difference in meaning is that in (1) a particular lion (that the speaker has been talking about) is said to be *less dangerousnin this cage* (than in other), but that in (2) *the lion in this cage is said to be less dangerous* (than other lions in other cage).

In conclusion, the teacher must guide the students to be able to express their writing skill well. By the seven components of CTL, it can help the teacher to lead the students to compose the descriptive text by seeing the five aspect of writing. For content, the teacher can help the students to generate their ideas, to express their feeling in written form. For the organization, the teacher helps the students to make well organized writing of content. In descriptive text, the students are emphasized to write the composition by determining orientation, complication, resolution, and moral value as the generic structure of the text. Descriptive text used simple present tense. Understanding of grammar enables students writing a description in the paragraph text. To improve their grammar, the teacher can helps the students in constructing their writing in right grammatical pattern by using simple present tense, for example *I have a nice garden in front of my house*. Vocabularies are needed for expressing the students' ideas in writing the story of descriptive text. The lack of vocabularies and the wrong choice of words are the difficulties for writing descriptive text. And the last, for mechanism of writing teacher helps by correcting their mistake. The teacher revises the incorrect spelling, the using of capital letter in the wrong place and the punctuations as the sentences sign in the text.

F. Teaching Descriptive Text Writing through Contextual Teaching and Learning

In teaching learning process of CTL, a teacher is expected to apply seven components of CTL, as mentioned before, in unity. The material should be related to the students' real world situation. The students have to be motivated to make connection between knowledge and its application on their daily life.

According to Susanti (2006:10) in Elly (2008:18) to express an idea about something in writing form is difficult. It does not come directly in the students' mind. They should construct their own knowledge in their mind based on their prior knowledge. In this case, the teacher helps them by building constructivism. It will help them to remind the vocabulary that they ever have and to get ideas to writing.

In order to make a good descriptive text, the students need some examples from their teacher. The teacher must give some examples of descriptive text should be arranged based on its generic structure that consists of two parts; they are Introduction and Classification. After the teacher gave some examples of good descriptive text, the students can reflect their text. Reflection can be said as a respond towards events, activity, and the latest information. By doing such reflection, the students are able to think about what they have learned, what they have done and whether it is wrong or right in order to make their descriptive text better.

In CTL class, the teacher is suggested to make heterogeneous learning class. In this context, the teacher should divide the students into some groups in doing tasks. In a group, they can share their ideas, information, and knowledge to the others. To get

the description of students' improvement or ability in writing descriptive text, the teacher needs to assess the students. Assessment is important to measure the students' knowledge and skill (Depdiknas, 2002 in Elly). Therefore, the teacher needs an authentic assessment, which can be done during the process or after the process of teaching learning activity.

In conclusion, the seven components of CTL should be applied during teaching learning process of descriptive text writing.

G. Advantages and Disadvantages of Contextual Teaching and Learning in Teaching Descriptive Text Writing by Using Pictures

The advantages of using CTL in teaching descriptive text writing are as follows:

1. The advantages are:

- a. CTL encourages students become more effective and involve directly in the teaching learning process, it is because makes the students study the material with the full attention.
- b. Students by themselves seek for some information and knowledge. For example, the students show their ability in thinking and interpreting the events.
- c. Pictures stimulate students' interest, and the students are given a chance to discuss and share their ideas each other.
- d. Assessment is adapted with the material that the students have learned.

2. The disadvantages are:

- a. Self-discovery will not occur if the whole students in one group consist of weak students. Furthermore each student has different perception about the meaning of the pictures.
- b. It forces the teacher to make special preparation before teaching in the class because it is to look for the specific pictures which suitable with the students' level, curriculum, needs and social relation, so the teacher needs appropriate kinds of media.
- c. It spends much time during the teaching learning process and can be quite time consuming to find the right pictures for a specific type of activity for a beginner teacher who lack of collection.

H. Concept of Visual Aids Used in Contextual Teaching Learning (CTL)

Picture is one of visual aids that can raise the students' motivation in learning English (Zainuddin, 1984: 3). Hill (1990:1) also mentioned that pictures bring image of reality into the unnatural world of the language classroom. Pictures bring not only images of reality, but can also function as a fun element in the class. In picture, we can see something interesting and related with the real world. Pictures not only provide bases for answer to factual questions but also many stimulate a variety of creative expressions. (James W. Brown, 1973:86)

According to Andrew Wright (www.egyankosh.ac.id), there are some roles of pictures:

- Pictures motivate the students.

- Pictures bring the real world into the classroom and provide a context for language learning.
- Different responses are possible to pictures; they can be described in an objective way, or interpreted or respond due to subjectively.
- Pictures can stimulate and provide information which could be used in conversation, discussion and story telling.
- Pictures are easy to prepare, easy to recognize. They are interesting and provide scope for meaningful and authentic use of language.
- Pictures can be used with students to all levels, from beginners to advanced learners, from children to adult.

From the explanation above, it means that picture can be used in Teaching Learning English.

I. Types of Picture

There are various types of pictures to be used for language learning, practicing and organizing (www.google.com/using+picture+for+writing):

1. Flashcards

David A.Hill (1990) classified pictures according to their size into three categories:

- “Large (20 x 30cm) : useful for whole class work”
- “Medium (10 x 15cm) : useful for group-work”

- “Small (5 x 5cm) : useful for games and other group-work activities”
(Hill 1990:5).

2. Drawing

Drawing finds huge potential in teaching learning language. Provide an immediately available source of pictorial material for the activities. Students and Teachers drawing also have a special quality, which lies in their immediacy and their individuality. The activity of drawing within the classroom will be perhaps divided into two categories: drawing on the board carried out by the teacher. For example to illustrate the meaning of new language in presentation and drawing as an activity of students in various, usually listening or reading, exercise.

3. Wall pictures and posters

Wall pictures are another valuable visual material for language classes. Wright and Haleem (1996:45) specified in their characteristic of wall-pictures that these are often complex pictures, illustrating scene and containing lots of objects and details. They are big enough to be seen by the whole class and they can be use instantly and repeat.

J. Pictures in Teaching Writing

There are various using in pictures in the teaching of descriptive text writing. Picture is one of visual aids that can raise students' motivation in learning English. (Zainuddin, 1984:3). It means that pictures can be used in teaching English to raise

students' motivation. In pictures we can see something interesting and relate them with the real word. And pictures do not only provide basis for answering factual questions but also stimulate a variety of creative expressions (Brown, 1973:186).

Pictures also tools that help students to express their ideas in writing descriptive text. In the teaching process, the teacher guides the students to organize and to write descriptive including the five aspects of writing. They are content, organization, vocabulary, grammar and mechanic.

In teaching descriptive text, pictures help the students during the pre-writing and writing activity. In the pre-writing activity, pictures help the students to fish what is in their minds so that the students can find the main idea to write the text. Here, the teacher prepares and delivers the pictures to the students. Before the students begin to write, she asks the students to find the main idea from the pictures.

In the writing activity, pictures lead the students to express their ideas and help them with vocabulary problems in writing. In this case, pictures should be very helpful tools since vocabulary is one of the aspects that motivated the students' to express their idea. To complete their descriptive text writing, the teacher guides the students to make their text in the right order, punctuation, spelling and capitalization, called by mechanic. For mechanic is also an important in writing.

In conclusion, in teaching descriptive text through pictures, students are able to express their idea in writing form including the five aspects of writing. The role of the teacher is only a guide, facilitator and motivator.

K. Procedures of Teaching Descriptive Text Writing Through Contextual Teaching Learning by Using Picture

According to Edelstein and Pival (1998:11) states there are three steps of writing.

They are pre-writing, writing, re-writing. The procedures of teaching descriptive text writing through Contextual Teaching Learning (CTL) by using picture to be presents as follows:

Pre-writing activities:

In this activity, the teacher:

1. The teacher greets the students, e.g. T: *Good morning students!*

S: *Good morning Miss!*

2. Gave brainstorming by:

- a. The teacher asking the students what they know about the descriptive paragraph. (*constructivism*)

e.g., T: *Have you ever heard about descriptive? What do you know about descriptive?*

S: *descriptive is a text that is used to describe particular thing, person, or places.*

- b. The teacher explains the definition of descriptive and every aspect of descriptive. (*modeling*)

T: *Alright students, there are two generic structures in descriptive text 1) general classification: introduces the topics, 2)*

description: provides details of the topic such as parts, quantities or qualities, characteristics, etc.

- c. The teacher gives the examples of picture and hangs it on the whiteboard. (*Modeling*)

T: *Alright, I have a picture, do you know what the picture is?*

S: *Yes miss, it is the Garden*

Writing activities:

In this teaching learning phase, the teacher:

- a. The teacher gave all the points about descriptive paragraph and the five aspects of writing based on the picture. (*modeling*), e.g.,

T: *Alright, let me tell you about descriptive paragraph is a text that is used to describe a particular thing, person, or place. It talks about one specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. It has general classification, description as the generic structure. Beside generic structure, descriptive paragraph has also language features (lexicogrammatical features) it is focus on the specific participants, used simple present tense, use of attributive and identifying process (e.g. adjective clause, adjective phrase, linking verbs such as taste, smell, appear, look, is, am, are, etc).*

b. Breaks the class into groups of five students (*learning community*),

e.g., T: *Please, make a group. Each of groups consists of five students.*

S: *Yes, Miss.*

c. Asks them to discuss the generic structure (Identification, Classification) of descriptive text. (*inquiry, learning community*),

e.g., T: *Alright students now from the picture please discuss and try to make the descriptive paragraph with your group based on the generic structure and language features of the descriptive paragraph.*

S: *Yes, Miss. We will do it.*

d. After that, teacher asked the students to make descriptive text individually related to the picture. (*assessment*)

e.g., T: *Please sit back on your chairs. Now, you are required to make descriptive paragraph. Make the descriptive paragraph based on the picture.*

S: *Allright, Miss. We will do it.*

e. The teacher controls student's activities and help them if it is necessary,

e.g., T: *Is there any difficulties?*

S: *No there is not, Miss.*

Re-writing activities:

In the last activities, the teacher:

- a. The teacher asks the students to check their friends' writing and correct it if there are some mistakes by using self assessment (questions for students' editing) that is given by the teacher. (inquiry, questioning),

e.g., T: *Well, students now lets we check your answer and you should checks your friends' writing, ok?*

S: *Allright, miss.*

- b. Asks them to revise or rewrite their descriptive text writing to get the better result.

- c. Collects the students work during in writing activities.

Finally, before ending the classroom activities, the teacher:

- d. Asks them about what they have learned that day. (*Reflection*),

e.g., T: *Well students, enough for today, so from the activities today, what do you have learned today?*

S: *We have learned about descriptive paragraph and how to write descriptive paragraph.*

- e. Summarizes the material (reflection),

e.g., T: *Well, that's all about descriptive text. Today we have discussed about how to write descriptive paragraph based on generic structure and language features.*

L. Theoretical Assumption

From the literature review above, the writer comes to have the assumption that appropriate technique might increase students' ability in descriptive writing. By this research, the writer should use Contextual Teaching Learning (CTL) by using picture. CTL is a good method and have the seven characteristics enables the students to write descriptive text more easily because beside it helps them to organize the event in chronological order. And by using picture makes the students more interesting because picture also makes the students easier to imagine and next to it should help them to describe the thing. That is way the writer assumes that CTL by using picture will develop students' descriptive paragraph writing ability.

M. Hypotheses

Based on the theories and discussion above, the writer formulates the hypothesis as follow:

1. "In general, there is improvement of students' ability in writing descriptive paragraph after they are taught CTL by using picture"
2. "Specifically, there is improvement of students' ability in writing descriptive paragraph in term of content, grammar, organization, and vocabulary"