

## Chapter 2

### REVIEW OF RELATED LITERATURE

#### 2.1 Previous Studies

There are some studies, which have been done before the present study. This review can be used as the reference in present study.

The first study that is reviewed here is done by Alawi (2011), He conducted the researcher entitle **“Improving Student’s Ability in Writing Descriptive Text Using Clustering Technique”**. The researcher use Classroom Action Research (CAR) as the method of the research. The research aimed to know whether the clustering technique can improve students’ ability in writing descriptive text and to know how the clustering technique can improve students ability’ in writing descriptive text. The researcher using prewriting steps technique. It is one of the prewriting step is Clustering. The result of this research show that using clustering in writing descriptive can improve the writing ability. The student’s response showed that they were interesting to learn writing subject, because they felt easier to write using the technique. The students’ achievement in pre-test and post-test showed significant improvement. The student’s mean preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile the mean score in the second cycle was 74.3%. It means that that there was 15.2 point or 30% of mean improvement from the students score in preliminary study to the second cycle. From this result, that teaching writing descriptive to improve their writing ability.

The second study that is reviewed here is done by Utami (2014), She conducted the researcher entitle **“Improving the Ability in Writing Descriptive Text Trough Brainstorming Technique”**. The researcher use Classroom Action Research (CAR) as the method of the research. The research aimed to improve the ability in writing descriptive text by using brainstorming technique. The researcher use brainstorming technique. The result of this research is

implementation brainstorming technique in the writing classes was believed to be effective to improve student ability in writing descriptive text. Brainstorming technique helped students to generate ideas and organize them into paragraphs. They could manage the writing effectively and perform the writing task maximally. The students also perceive that brainstorming helped them to improve the writing ability. Brainstorming could improve the students' ability in writing descriptive text in term of encouraging the students to start with writing.

The last study that is reviewed here is done by Nawawi (2011), He conducted the researcher entitle **“Improving Students’ Writing Skill of Descriptive Text Trough Guided Questions”**. The researcher use Classroom Action Research (CAR) as the method of the research. The research is aimed to find out whether teaching writing of descriptive text using guided question is effective to improve students writing skills. Guided questions is a method which is the writer use in this research. Based on the research result the application of learning writing skills (Descriptive Text) by using guided questions has improved, in the end of cycle three, the result of the post test showed that there are 43 students (100%) who pass the KKM there are also 100% of students understand the material, 100% the students thought that guided question made them easily in making descriptive paragraph. 88.37% of students think that guided question make them more creative in creating descriptive paragraph. In addition, the students’ response are learning generally positive.

## 2.2 Review of Related Literature

### 2.2.1 Definition of writing

Writing is a one-step action; it is an ongoing creative act (Alice Oshima& Ann Hogue, 1988: 15). Writing was skill that was the exclusive domain of scribes and scholars in educational and religious institutions (H. Douglas Brown, 2004: 218). It is aspect of everyday life for people was carried out orally. Writing also is a way the writer think which is share to the reader. Gina L Vallis (2010: 20) said that Academic writing

uses a style that tends to offer a question, in an implicit or explicit manner, and then to move, step by step, to a conclusion, through reasoned argumentation.

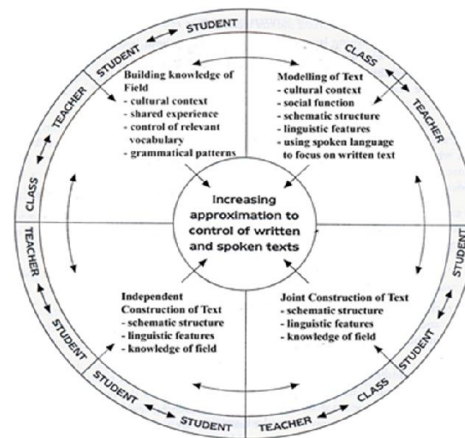
Likewise, basic academic writing in English is linear in structure, that is, it has a beginning, a middle and an end, and it continues directly from one part to the next (Cynthia A. Boardman, 2008: 4). The procedure a good written product, the writer should master them well: they are interacted recursively in writing process. Besides in removing the writer's idea to written text is complex.

Writing as both physical and mental act. At the most, basic level is a physical act committing words or an email message into computer. Writing is the mental work of inventing ideas, thinking about how to express them into statement and paragraph. Writing can be called as an activity in using long in the form of written text.

### 2.2.2 Genre – Based Writing

Genre is a type of kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose (Mary Macken, 1990: 48). One of its main concerns is to discover and describe the major characteristics of kind of writing, important for participation in both formal schooling and the wider society.

According Helena I. R. Agustien (2004) to implement the 2004 English curriculum the two cycles and four stages recommended are represented in the following diagram quoted from Hammond et al. (1992:17).



Teaching written genres can be describe as a cycle involving stages of Building Knowledge of Field (BKOF), Modeling of Text, Joint construction of text and Independent Construction of Text.

a. Building Knowledge of Field (BKOF)

This process for scaffolding writing will work best with structured research tasks and shared experiences including:

1. Note taking, focus questions, using graphic organizers Build cultural context
2. Guest speakers, interviews
3. Brainstorming, discussions
4. Vocabulary development
5. Problem solving activities
6. Hands on experiences

([www.education.vic.gov.au/studentlearning/teachingresources/esl/](http://www.education.vic.gov.au/studentlearning/teachingresources/esl/).)

b. Modeling of Text

Activities useful in this stage are those:

1. Sorting Text
2. Sequencing stages
3. Highlighting parts of text
4. Constructing flow charts

5. Evaluating models of text
6. Comparing example of the text types
7. Vocabulary building tasks

([www.education.vic.gov.au/studentlearning/teachingresources/esl](http://www.education.vic.gov.au/studentlearning/teachingresources/esl))

In the modeling phase we want to:

- a) Set an immediate context for learning about a particular genre
- b) Investigate the social and learning function of the genre under focus
- c) Explore the language (text) relevant to this context (via question and answer or via modeling the language appropriate to that situation) (Mary Macken, 1990: 11)

That features that we will concentrate on are:

- a) The social function of the genre
- b) The schematic structure of the genre
- c) Particular aspects of the register relevant to the genre and to extending students' writing in that genre (Mary Macken, 1990: 11)

c. Joint Construction of Text

In this stage:

1. The students begin to contribute to the construction of whole examples of the text-type
2. The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type. Independently.

They try to develop written texts with their peers and with the help from the teachers. ‘The teacher is still guide but the students’ enter into more active participation in learning to write in a particular genre. The Joint-Negotiation phase can be said to include two distinct stages (Mary Macken, 1990: 11):

a) Preparation for Joint Writing of a Text in the Genre

The students make decisions about how they are going to gather information, to order it and to integrate it in the writing of a new text. They may need to make more detailed observations of phenomena, to interview someone, to make notes, to read, to discuss something with their peers, to retell a process or sequence of events, to role play, to visit a particular place and draw diagrams.

b) The Actual Co-Writing of a New Text (Joint-Construction)

The teacher acts as a scribe for the class group and shapes the students contributions into a text which approximates (central to this teaching/learning model) to the genre under focus. This may need to be done into two steps- a group note-making step and step in which students shape the notes into continuous prose.

How we can joint construct a text:

- Plan writing together
- Jointly research a topic
- Brainstorm the participants, circumstance and processes related to a topic
- Different group draft a paragraph/ section of writing & jointly discuss and edit
- The use selection of template to scaffold writing is very important

d. Independent Construction of Text

There are 5 identifiable stage to this phase of the cycle:

1. Preparation for independent construction of text in an particular genre
2. Individual writing in genre (Drafting)
3. Consultation with teacher and conferencing with peers about individual writing efforts
4. Critical evaluation of writing efforts
5. Creative exploitation of the genre and its possibilities.

2.2.3 The Types of writing

Writing has four categories of written performance (H.Douglas Brown, 2004: 220). These categories are:

a. Imitative

To produce written language, the learner must attain in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences, thus categories includes the ability to spell correctly and to perceive phoneme-grapheme. Correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

b. Intensive (controlled)

Beyond the fundamentals of imitative writing are skill in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the rest design.

c. Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically contrived, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expressions of ideas. The writer has mastered the fundamentals of sentences level grammar and is more focused on the discourse conversations that will achieve the objectives of the writer text. Form focused attention is mostly at the discourse level, with a strong emphasis on context of meaning.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

#### 2.2.4 The process of Writing

Writing is a way to send a message from the writer to the reader. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.

According to Alice Oshima & Ann Hogue (1988: 16) the process of writing has four steps:



a. Prewriting

Prewriting is a way to get ideas. In this step choose a topic and collect ideas to explain the topic.

b. Organizing

Organizing is to organize the ideas into a simple outline. In this step the writer of our models wrote a sentence that named the topic and told the main idea.

c. Writing

To write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling or punctuation.

d. Polishing: Revising and Editing

In this step, you polish what you have written. Polishing also called Revising and Editing. Polishing is most successful if:

1. Attack the big issues of content and organization (revising)
2. Work on the smaller issues of grammar, punctuation, and mechanics (editing)

### 2.2.5 Descriptive texts

a. Definition of Descriptive text

Descriptive text are a text type we use when we want to tell how something looks, smells, feel, acts, tastes, sounds, etc (Sundara Rajan. et al, 2002: 61). Descriptive texts describe the appearance of things that occupy space, whether they are object people, building or cities. Dasep Suprijadi & SitiMasitoh (2015: 40) define “Descriptive text is a text for describe person, place or a thing by visual experience”. It used to add details about something physical like a person, place, or things. According Alice Oshima & Ann Hogue (1988: 61) descriptive is a word picture, the reader can imagine the object, place, or person in his or her mind. Descriptive writing uses a

lot of flowery adjective and adverbs to describe what is going on or how something appears. For example when you write description of person, you tell what she or he looks like, when you describe a place you tell what it look like, if you describe a scene with people you might first describe the place and then you might also tell what is happening and what the people are doing.

According to Alice Oshima & Ann Hogue (1988: 73), there are some important points covered to be understood in descriptive writing. Some important points are:

1. A description is a word picture. It tells the reader how something looks, feels, smells, tastes, and sounds.
  - a) Use spatial order to organize a description. Spatial order is the arrangement of items in order by space: back to front, left to right, top to bottom, far to near, and so on.
  - b) Use spatial order expressions to show the order. Examples of spatial order expressions are on the dashboard of my car, in front of the sofa, and in the distance.
2. Unity is an importance element of a good paragraph. Unity means that a paragraph discusses one, and only one, main idea.
3. Supporting details are the ‘meat’ of a paragraph. They prove the truth of your topic sentence, and they make your writing rich and interesting.
4. For, yet, and nor are three additional coordinating conjunctions that you can use to make compound sentences.
5. One way to make your writing more interesting is to vary your sentence openings. Occasionally move a prepositional phrase to the beginning of a sentence. (you cannot move every prepositional phrase, however)
6. Clustering is another prewriting technique you can use to get ideas.

This theory is appeared in his study to support the teaching of writing theory. In order we know that there are six point important to be understood in descriptive writing.

b. Purpose of Descriptive Text

The purpose of Descriptive is to help our listeners/readers ‘see’ the people, other animals, things and places in a text.

c. Generic structure of Descriptive text

According Gerod & Wignell (1994: 208) the generic structures of descriptive text are:

1. Identification : identifies phenomenon to be described.
2. Description : describes features in order of importance:
  - Parts/ things (physical appearances)
  - Qualities (degree of beauty, excellence, or worth/value)
  - Other characteristics (prominent aspects that are unique)

d. Generic Linguistic Features of Descriptive Text

According Gerod & Wignell (1994: 208) the generic linguistic features of descriptive texts as follow:

1. Focus on specific participant
2. Use of Attributive and Identifying Relational Processes
3. Frequent use of Epithets and Classifiers in nominal groups
4. Use of simple present tense

2.2.6 Outdoor Activity

a. Definition of Outdoor Activity

Outdoor activity is an activity that can be done by people to loose boredom. According Mintohari & Siti (2014) Outdoor activity method is an activity to convey lessons outside the classroom, so that the activities or activities of learning - teaching takes place outside

the classroom or in free nature. The activity of teaching and teaching learning activity is conducted outside the classroom.

According to Oxford Learner's Dictionary that outdoor activity is activity done located outside a house or building. Outdoor activity mean student's activities that are done outside the classroom, whether in the school yard, the town park, the zoo, the industry, or any other place. Outdoor activities usually mean activities done in nature away from civilization.

However, for the purpose of this study, that outdoor activities are related to facilitate the students to do and the activities would take place doing Building Knowledge of Field (BKOF).

b. The purpose of using Outdoor Activity

There are main reasons why outdoor play is critical for the healthy development of young children.

1. Physical exercises

Children need to develop large motor and small motor skills and cardiovascular endurance.

2. To provide students with words that they need in writing descriptive texts

3. Enjoyment of the Outdoor

Outdoor play is one of the things that characterize childhood. Children need opportunities to explore, experiment, manipulate, reconfigure, expand, influence, change, discover, practice, dump up, push their limits, sing and create. Some of our favorite childhood memories are outdoor activity.

4. Learning about the World

Much of what a child learns outside can be learned in a variety of other ways but learning it outside is particularly effective and certainly more fun. In the outside playground children can learn

math, science, ecology, gardening, ornithology, construction, farming, vocabulary, the seasons, the various time of the day, and all about the local weather. Not only do children learn lots and basic of fundamental information about the world in a very effective manner.

5. Learning about self and environment

To learn about their physical and emotional capabilities, children must push their limits. An essential task of development is appreciating how we fit into the natural order of things animal, plants the weather and so on.

6. Allowing children to be children

Using open space to fulfill basic childhood needs jumping, running, climbing, swinging, racing, yelling, rolling, hiding, and making a big mess. Outdoor environment fulfill children basic needs for freedom, adventure, experimentation, risk-taking, and just being children.

c. Using Outdoor In Descriptive Writing Process

Teaching and learning process is not only done in the room with some media of learning with many books on the table but also teaching and learning process is can be done outside classroom with an different situation and interesting condition in order the students can be active can more understand the lesson.

Outdoor Activities is Building Knowledge of Field (BKOF). Education outside classroom describe school curriculum learning, other than with a class a students' sitting in a room with a teacher and books. While there are many definition of outdoor education. Outdoor is 'in', 'about', and 'for the out of doors'. This definition tells the topic, place and the purpose of outdoor education.

‘In’ tells us that outdoor education can occur in any outdoor setting from a school yard in an industrial neighborhood to a remote wilderness setting, in swamps, meadows, forest, shores, lake, prairies, desert, estuaries, and all other biomes. ‘About’ explain the topic is the outdoor itself and the culture aspects related to the natural environment. You might teach about mathematic, biology, geology, communication, history, political science, art, physical skills, or endurance. But learning occurs through the context of the outdoors. ‘For’ tells that the purpose of outdoor education is related to implementing the cognitive, psycho-motor, and affective domains of learning for the sake of the ecosystem itself. It means understanding, using, and appreciating the natural resources for their perpetuation.

Outdoor education is an experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment. In outdoor education, the emphasis for the subject of learning is placed on relationship concerning people and natural resources.

In addition, outdoor education is a method of teaching and learning that emphasized direct, multisensory experiences, take place in the outdoor environment. Outdoor education programs strive to elevate the physical, emotional, cognitive and spiritual levels of the individual.