

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of the theory that would be explained as follow. First was about previous research. The second was about theoretical review that provides about writing (the definition of writing, micro and macro skills of writing, process of writing, technique in teaching writing), descriptive text (definition of descriptive text, social functions of descriptive text, generic structure of descriptive text, lexicogrammatical features of descriptive text), presentation practice and production method (the definition of presentation practice and production method, the aim of presentation practice and production method, the procedure in implementing presentation practice and production method), teaching writing descriptive text by using presentation practice and production method.

#### **2.1 Previous Research**

In this research, the researcher takes some of the other researcher's written. There are some studies that related to the researcher's title. The previous study that related to the title is about writing, descriptive text and Presentation Practice and Production (PPP).

The first one is the thesis written by Inta Aulia Asfa (2010) which investigated "The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text". She found that using describing picture in teaching descriptive text was effective for students. It made the students more active in teaching and learning the lesson. Thus, the result of the research was that it could be concluded that the use of describing picture in teaching Speaking in Descriptive text was effective.

The second thesis written by Widodo Hami (2011) which investigated "Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game". This thesis is about writing Descriptive text by using wholesome scattering game, made the students more understand in

teaching and learning process. The wholesome scattering game can develop the students' skill in writing Descriptive text. The result of the research was that by using wholesome scattering game the students did not consume many time, because they could write, arrange and develop the words that was given by the teacher.

The last thesis has written by Maksum (2012) which investigated "Teaching Speaking Use 3P (Practice Presentation Production) Approach for Second Grade Student in MTs At Tauhid Surabaya". In this thesis, the use of 3P in teaching speaking was a good method to make a good improvement of the students. The result of the research is when the 3P approach applied was good. It can be seen by the questionnaire which was given to the students in the last meeting and questions that was given to the real English teacher after the 3P technique was applied the students answer more than seventy percent that they like/ interesting of the 3P approach as a method in teaching learning speaking, exactly seventy six percent. Finally, the 3P technique got good respond from the students and real English teacher.

Nurfiryalianti, et all (2014) investigated a study entitled "Improving Writing Skill by Using Free Writing Technique". In this article, the research purposes was to find out whether the use of free writing technique could improve students' writing skill especially in writing descriptive paragraph. The result of the research showed that the result was good. The researcher's conclusion that the use of free writing technique can improve the student' writing skill particularly in writing descriptive paragraph.

Imelda Wardani, et all (2014) invetigated a study entitled "Imrpoving the Ability in Writing Descriptive Text Through Guided-Questions Technique". The aim of the research in this article was to find out whether the use of guided-questions technique can improve the students' ability in writing descriptive text or not. The researcher's conclusion that the use of guided-questions technique can be used to improve student's ability in writing descriptive text.

## **2.2 Theoretical Review**

### **a. Writing**

#### **a) The Definition of Writing**

English has four skills that have mastered by all of the people in the world. They are listening, speaking, reading and writing. All of the skills have the important point. In addition, the researcher focuses on one of the skill in English namely writing.

Writing is the important skill that is used by the teacher and the students in the learning process. It is one of the skills which must be mastered by the students to express their experiences, ideas, information and feelings. Writing also can help the writers put their thought into some words, sentences, paragraphs and even in a text.

Almost every day the teacher and the students do the writing process in the school. According to Harmer (2007:112), writing is the best skill for improving student's skill. Writing is the common activities that students' do in everyday life in school or other place. It is clear that writing is the important skill for students and also for the teacher.

On the other hand, the components of writing have been written by Harris, (1969:68) they are:

- 1) Content (the substance of writing; the ideas expressed).
- 2) Form (the organization of the content).
- 3) Grammar (the employment of grammatical forms and syntactic patterns).
- 4) Style (the choice of structures and lexical items to give a particular tone or flavor to the writing).
- 5) Mechanism (the use of graphic conventions to the language)

#### **b) Micro and Macro Skills of Writing**

However, according to Brown (2004:221), the earlier microskills apply more appropriately to imitative and intensive types of writing

task, while the macroskills are essential for the successful mastery of responsive and extensive writing.

There are some of Microskills of writing. The first is to produce graphemes and orthographic patterns of English. Second is to reduce writing at an efficient rate of speed to suit the purpose. After that, to produce an acceptable core of words and use appropriate words `order patterns. Then, to use acceptable grammatical system (e.g., tenses, agreement, pluralization), patterns, and rules. Next to express a particular meaning in different grammatical forms. Finally is to use cohesive devices in written discourse (Brown, 2004:221).

On the other hand, some of the Macroskills of writing will be mentioned as follows. The first is to use the theoretical forms and conventions of written discourse. Second is to appropriately accomplish the communicative functions of written texts according to form and purpose. After that, convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Then, distinguish between literal and implied meanings when writing. Next, correctly convey culturally specific references in the context of the written text. The last is that develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing (Brown, 2004:221).

### **c) Process of Writing**

In the writing, the writer has a product that the reader will read it but the product of writing is not suddenly done. The product of writing has the process to be a good writing. Thus make the reader interest and understand what the writer's write. The process of writing has some steps to guide the students to be the beginner of writer. Usually the

teacher used some steps to provide the students in a good form of writing.

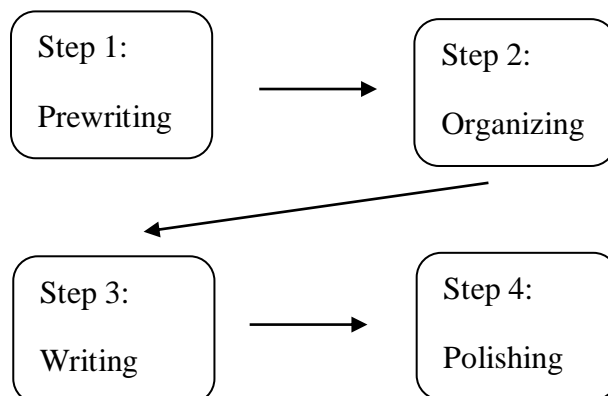
In other word, the purpose steps of writing is that the students should become a better at writing, whatever kind of writing that might be write. When students are writing for writing, the researcher will want to involve them in the process of writing. In the ‘real world’, this typically involves planning what the researcher is going to write, drafting it, reviewing and editing what we have written (Harmer, 2007:113). It means that, the researcher will make sure to the students to do the plan, draft, review and editing what the researcher have to write.

On the other hand, writing is not in one action. When the writer have already finished our writing, the writer has to make sure whether their writing. The writer has to always check what they have written until they fell finished and satisfied with their writing.

According to Hogue (2007: 16-18), the process of writing has roughly four steps. In the first step, the writer creates ideas. In the second step, the writer organizes the ideas. In the third step, the writer writes a rough draft. In the final step, the writer polishes their rough draft by editing it and making revisions.

**Figure 2.1**

**Intoduction to Academic Writing**



Source: Alice Oshima and Ann Hogue (2007)

### Step 1: Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step the writer choose the topic and collect the idea to make a good writing.

### Step 2: Organizing

The next step inthe writing process is to organize the ideas into a simple outline.

### Step 3: Writing

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

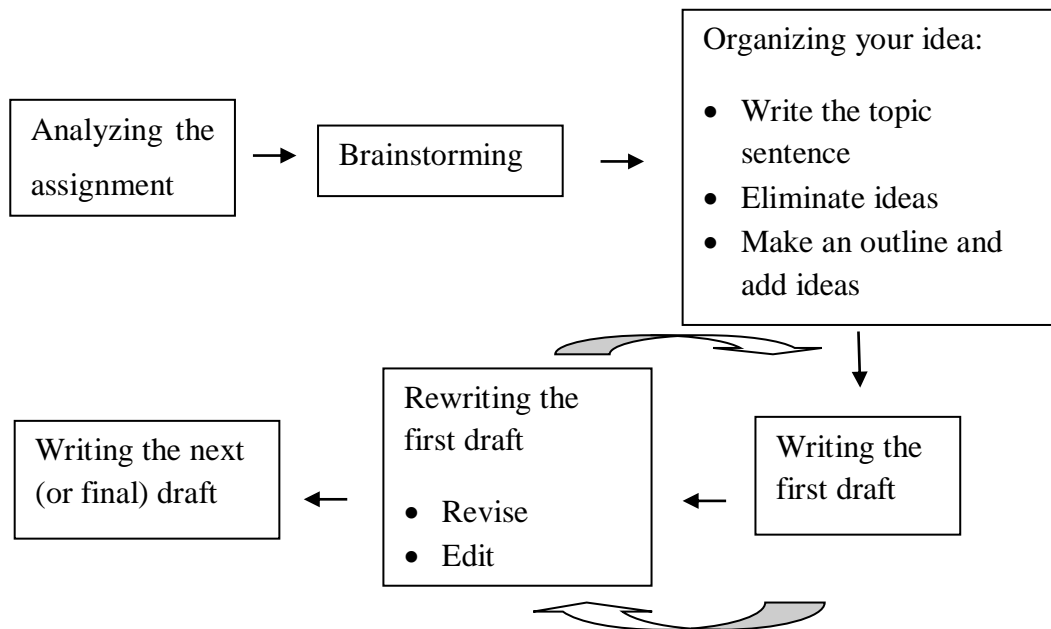
### Step 4: Polishing: Revising and Editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

Based on Boardman and Frydenberg (2008:31), there are six steps in writing process. They are:

- 1) Analyzing the assignment
- 2) Brainstorming
- 3) Organizing your idea
- 4) Writing the first draft
- 5) Rewriting the first draft
- 6) Writing the next (or final) draft

**Figure 2.2**  
**Writing to Communicate**



Source: Boardman and Frydenberg (2008)

#### **d) Technique in Teaching Writing**

According to Judith A. Langer in Fatona Suraya (2011:12), there are six features of effective instruction in teaching middle and high school students to read and write well, they are:

- (1) Students learn skill and knowledge in multiple lesson types.
- (2) Teachers integrate test preparation into instruction.
- (3) Teachers make connections across instruction, curriculum, and life.
- (4) Students learn strategies for doing the work.
- (5) Students are expected to be generative thinkers.
- (6) Classrooms foster cognitive collaboration.

#### **b. Descriptive Text**

##### **a) Definition of Descriptive Text**

Descriptive is one of the objects for the writer to write. Descriptive is also one of the kinds of genre in writing. This text is a

kind of text with a purpose to give information. The context of this kind of this text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general.

According to Hogue ( 2007:61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It means that descriptive text is a text that describe how something, someone, or place in specific.

On the other hand, according to Suwandita, descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities (Suwandita, 2013:242).

#### **b) Social Function of Descriptive Text**

The social function is a goal of the text and the purpose of the text. The purpose should be gained by the writer when making a text because it is specified event. The social function of this paragraph is to describe a particular person, place or thing by Gerot and Wignell (1994:208). It means that descriptive text is a text that describes a person, place or thing in a specific. Another purpose of descriptive text is to describe such as who is he or her, what is that, how many and many others.



### **c) Generic Structure of Descriptive Text**

There are two generic structure of descriptive text, they are:

#### **(a) Identification**

Identification is a part of paragraph which introduces or identifies the character to be described. It can be called general description of the object. Usually, it contains of object's name, kind of the object, and others.

#### **(b) Description**

Description is a part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described. It should be described in detail, so the readers can get clear description of the object.

According to Wardani, et all (2014:2), the generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

On the other hand, Gerot and Wignell (1994: 208) the generic structures of descriptive text as follow:

#### **(a) Identification**

Identification is identifies phenomenon to be described.

#### **(b) Description**

Description is describes parts, qualities, characters.

Example of descriptive text:

**Table 2.1**

**Example of Descriptive Text**

<b>Generic Structures</b>	<b>Descriptive Text (Safari Park)</b>	<b>Lexicogrammatical Features</b>
Identification	<p>Safari Park or Taman Safari is a quite unique zoo. It lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor, about two kilometers from Puncak.</p>	<p>→ Specific Participant → Relational Process (Present Tense)</p>
Description	<p>This zoo reminds us of the similar park in Kenya, Africa. Although it is not as large as the one in Kenya, we can still enjoy the park which is about one hundred hectares. In conventional zoos, the animals are in cages, but not in the Safari Park; they wander freely. Visitors are in buses or cars. They are not allowed to get off the cars or buses. Visitors who don't have cars can use the touring buses available at the park.</p>	<p>→ Mental Process → Mental Process → Relational Process (Present Tense)</p>

#### **d) Lexicogrammatical Features of Descriptive Text**

Based on Gerot and Wignell (1994:208), there are four specifications in significant lexicogrammatical features of descriptive text:

(a) Focus on specific participant

(b) Use of Attributive and Identifying Processes

1. Relational Process/ Linking Verb

Relational process is a word that connects a verb

Example: Was/were, is/am/are

2. Material Process/ Action Verb

Material process or action verb is the verb that shows the activity.

Example: Run, eat, work, write, walk, and so on

3. Mental Process

Mental process is what people do by using their mind.

Example: Think, feel, guess, imagine, sad, happy, and so on

4. Behavioral Process

Behavioral is a process of communication.

Example: Speak, spell, tell, say, and so on

(c) Frequent use of Epithets and Classifier in nominal groups

(d) Use of simple present tense

<u>Subject + verb 1 or V. Inf + . . .</u>	<u>Subject + V s/es + . . .</u>
I, You, We and They	He, She, It

(e) Use of Temporal Conjunction

Then, after that, next, finally, and so on

#### **c. Presentation Practice and Production (PPP)**

##### **a) The Definition of Presentation Practice and Production (PPP)**

PPP which stands for Presentation Practice and Production method is one of a variation method in Audiolingualism. This procedure's method, the teacher introduces a situation which contextualizes the language to be taught. In this method, the students practice and repeat the words, sentences, paragraph or even a text together with the teacher's conduct.

PPP stands for Presentation Practice and Production. Presentation Practice and Production (PPP) is method a common method that usually used by the teacher to teach their students in the world. For the explanation of Presentation Practice and Production as follows:

According to Carri (2012:18), Presentation Practice and Production (PPP) could be defined as follows:

**(a) Presentation**

Presentation is the first and probably the most crucial stage to the language learning process since it actually influences on the effectiveness of the other two stages.

Presentation is most important part by the teacher for the students. This part can make influence to the next part. The teacher has to give the effective time when the teacher is explaining. This situation, the teachers are presenting the material depends on what the teacher's creativity. In this situation the teacher should explain what the material for students. The teacher asks the students to pay attention and also gives the students time to understand.

**(b) Practice**

This middle stage is the step toward the Production stage. It is the important for teachers not to over use it or use it ineffectively.

In this step, the teacher prepares the activities for the students in order to make them more confident and have a good motivation. The students have challenge to practice what the teacher's explain

in the first step. In this step, the teacher asked the students to drill or to practice in individual and in a group.

**(c) Production**

This is the most important stage of communicative language teaching since if at this level students produce successfully, that will mean they are making a transition from “students” of the target language to “users” of the language.

This is the step to measure the students’ ability. The students are given the treatment from the teacher in the same level is like what the teacher’s explain in the first step, but the students have to improve with their own words, sentences, paragraph even in a text.

**b) The Aim of Presentation Practice Production (PPP)**

Based on Carri (2012:21), the aim of a PPP lesson is to teach a specific language form grammatical structure, or the realization of a particular function or notion.

- a) In PPP cycle, the first (P) Presentation will be explained the target of the context.
- b) Students repeat, manipulate and apply the language that used by the teacher.
- c) The examples of PPP are made up to illustrate a single language item.
- d) The teacher selects the language that would be taught.
- e) A PPP cycle leads from accuracy to fluency.
- f) PPP method only provides for grammar and focused on a lessons.
- g) In a PPP lesson, except during the final production stage, teachers are at centre stage, orchestrating the class.
- h) Students are dependent.

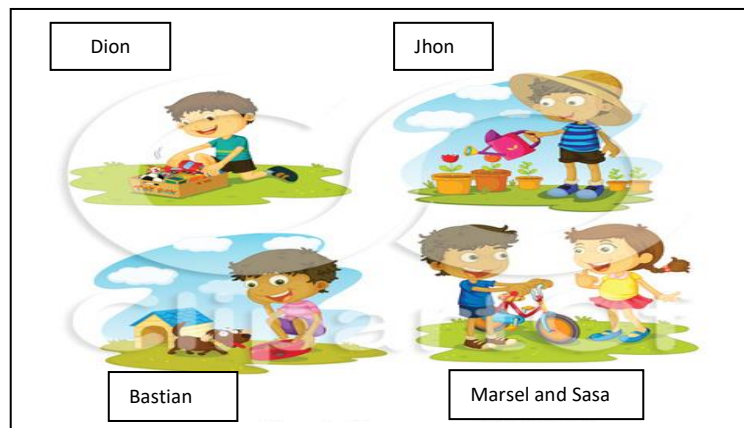
**c) The Procedure in Implementing Presentation Practice Production (PPP) Method**

Based on Harmer (2007:65), the procedure of PPP will be explained as follow:

**(a) The first step is Presentation**

The teacher explains to the students about the material and asks them to pay attention and understand.

For example:



Adapted from: <http://www.clipartof.com>. Accessed on 28<sup>th</sup> November, 2016.

The teacher explains that the first picture “*Dion is playing games*”. The second one is “*Jhonis watering his plants*”. The next picture is “*Bastian feed the dog*”. The last picture is “*Marsel and Sasa are playing a bicycle*”.

**(b) The second step is Practice**

The teacher asks the students to repeat the sentences that the teacher has been explained. The teacher points the picture and also asks the students by choosing some of the students in the class.

For example:

*Teacher* : *Can you tell me what is Bastian doing?*

*Student 1* : *Bastian feed the dog.*

*Teacher* : *Can you tell me whatthe first picture?*

*Student 2* : *Dion is playing games?*

*Teacher* : *Good job!*

**(c) The third step is Production**

The last step is production. In this step, the teacher provides some picture to the students and asks them to explain based on their own sentences in order to make sure that the students are understand what the teacher's explain before.

**d. Teaching Writing Descriptive Text by Using Presentation Practice and Production (PPP) Method**

In teaching writing descriptive text by using Presentation Practice and Production (PPP) method, the teacher should prepare the material well. It means that the components should prepare well such as material, media to support in the teaching and learning process and the situation. In this research, the teacher uses power point to support the teaching and learning process in order to help the students when they have to practice and produce the material.

In this study, the writer would make some modifications of the TPR method that is by using visualization in the form of animations. These animations would be used to explain the expressions of classroom instructions and give the real example of their physical responses. In order to maximize the usage of the time allotment and keep the attention of the students, the writer have arranged the schedules for teaching and learning process. The writer would take three meeting to accomplish the research and it took seventy minutes for each meeting to teach English instructions

to the tenth graders students of State Senior High School 1 Bangsri. The process is classified by three steps. They are: presentation, practice and production.

In this research, the writer used Presentation Practice and Production (PPP) method in teaching writing descriptive text. The first P (Presentation) would be used to explain the whole material in detail. It means that the teacher and researcher should prepare well for making the students interest in teaching and learning process. In this research, they use the media to support in the teaching and learning process. They use power point to make the students more interest and help them easy to understand.

The second P (Practice) would be used to practice for the students. The second P is the opportunity for the students to practice it. This second P could measure student's understanding. The teacher only asks or gives them some question that related to what the teacher explained. For instance teacher asks about the generic structure, social function and many others. The example that is used in the second P here is same with what the teacher used in the first P. Thus could be called as a drilling.

The last P is Practice. In this step, the teacher asks the students to produce the text according to the theme. For example the students would make descriptive text about their pat, their favorite place, their family or many other. In this step, the students should do individually. Thus the teacher could measure how understand they are.