

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Previous Study**

There are some researchers who have conducted the study of writing Descriptive text. This study is not the first research about Puppet and Descriptive text. Similar studies have been conducted before. The first previous study found by the writer Hidayah Nurul Afifah, in her study entitled “The Effectiveness of Poster Sessions to Improve Students’ Writing Descriptive Text: A Case of Seventh Grade Students in SMP N 1 Mlonggo Jepara in the Academic Year 2013/2014”, In this research, she concluded that the research of which she conducted was done successfully. It is proved by the mean data of the students’ writing skill before being taught poster sessions in Descriptive text is 73,43. The result of experimental group pre-test was in fair grade. The mean of pre-test score of students is 73,42. Meanwhile, for the students of experimental group had gotten good grade, the mean of post-test students’ score is 80,82. Thus, the scoring of experimental group in post-test is higher than experimental group in pre-test. One of the advantages of poster sessions is giving stimulus study in writing and it can make students easy to imagine and arrange the sentences.

Paper puppets and Poster sessions were effective media in teaching writing Descriptive text. The writer here will conduct the research by using different media in teaching the same material. The media that will used by the writer is Paper puppet. The writer applies paper puppet because it is more unique and colorful.

The second study was conducted by Umi Hanifah with the title Using Puppets as Media in Teaching Written Descriptive Text (An Experimental Study on the Eight Grade Students of SMP N 2 Mayong in the Academic Year 2008/2009). She stated that there was significant difference in the achievement of the students between taught using Puppets and taught without using Puppet. The mean score of the post-test I (72,30) and post-test II (65,61) were higher than pre-test I (60,48). It means that Puppets was

appropriate media to improve the students' writing ability. In her research, the students were more interested in learning writing Descriptive text. They were very enthusiastic because the media which used was unique. The Puppet media here was different with the media that used by the writer. The writer improved Puppet to be Paper puppet which could make the students more interesting in writing Descriptive text.

Another previous study is in the research did by Anindita Dwi Irianti entitle "The Effectiveness of Pop Up Card in Improving Students' Achievement in Writing descriptive Text: An Experimental Study at the Eighth Grade Students of MTs N 1 Semarang in the Academic Year of 2013/2014)". In that research, she obtained that there is a significant difference in the students' writing ability before and after getting the treatment using "pop up card". The mean of the experimental group before getting the treatment was 61.4. The student's score after getting the treatment showed better result and improvement in their ability in learning descriptive text, especially writing. It was 75.3. Therefore, there was a significant increasing of the mean score that is 13.9 point. This difference shows that "pop up card" is effective in teaching descriptive text to the year eight of junior high school students. It showed that she had done her research well. This research needed to be improved by the writer, so that the result will be more than she had done. The writer used the media which was more interesting, that is using paper puppets.

Based on the previous studies above, there are some studies which have been conducted using various media in teaching writing descriptive text. Those are proved that the result of teaching descriptive text using interesting media is more effective in learning teaching process. Thus, the writer would like to conduct a research using difference media. The difference of those previous studies above with this present study is the researcher would like to apply paper puppets as media in teaching writing descriptive text.

## 2.2 Related Theories

### a. Teaching Writing

Teaching is a work of a teacher. Teachers use different method for delivering right knowledge. Every teacher tries transference their best knowledge to make students understand well about the material. His duty is to encourage the students to learn material. In teaching field, teacher usually practices his or her course. A course is series of lessons that available in curriculum and syllabus, both of them can espouse all the education activities more organize.

Writing is a process to express your own knowledge, idea or opinion into written language. It can be a complicated activity to think seriously because students must to know special signs such as punctuations, capitalization rules, determine theme or making right sentence. According to Heaton (1990:135), “ the writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements”. The actual writing is necessary for students to be mastered in writing skill since they must pass many steps gradually. The ability to write for students also needs important act from English teachers to help them in writing process. Teaching writing English second language (ESL) for junior high school is difficult because they are on transmissions period. They have to produce good product writing from their knowledge with their own language. In this case, teachers have to make approaching to their students in order that they can produce good sentence with their own words.

Actually, there are many approaching styles to be practiced in junior class. One of the appropriate styles is free writing. It is like having a conversation with ourselves on paper. “Free writing is just starting writing everything based on what you think about one topic. It is like writing nonstop for five minutes. Do not go back and cross anything out, and don’t worry about using correct grammar or spelling; just write (Susan, 2010:52).

The teacher has to know the background knowledge of the students to use of approach in teaching writing by free writing on given topics, with

only minimal correction error. It is described by Raimes (1983:7) as follows:

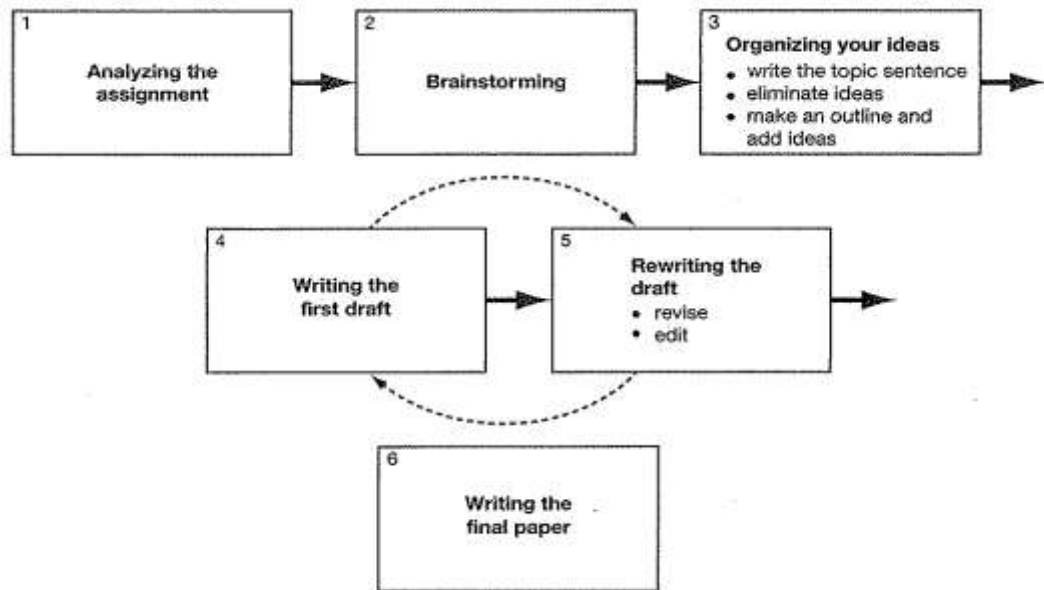
The appropriate approach for intermediate-level students is free-writing. The first approach is students should write the content text fluently and not worry about the form. After the ideas are put down on the pages, the grammatical accuracy, organization and the rest of the brain are needed step by step.

The main thing which is emphasized here is fluency. Some ESL teachers begin the class by asking the students to write simple text on a freely chosen topic for five or ten minutes without worrying about grammar and spelling. At first, students will think that they can't write well but students must try to write more and more often till they feel they have found ideas to write down on paper. They have to write as much as possible till fluency and become a good simple text. Then, the teachers do not correct the short pieces of free writing. Teachers should read the simple text and give suggestions to the students' ideas. After that, some students ask to be a volunteer to read their own text aloud in front of class. The teacher has to concern on "audience and content" are seen as important in this approach, especially since the free approach is applied around the students because it can be basic writing tasks more focused.

#### **b. The Writing Process**

The writer has to own cognitive implication of writing process. Writing process needs combination among some aspects of the writer, brain, and topic or subject. Creating ideas and collecting information in writing process is very important because both of them will get best topic and it can be organized into written. There are six steps in writing process (Boardman and Jia Frydenberg, 2008: 31). Below is a diagram showing the writing process:

Figure 1.1 writing in communicate



These steps follow each other in order, but it is also very common to repeat some stages many times. From the diagram above, the writer can explain more detail with their own language.

#### 1. Analyzing the assignment

At this step, how we can understand the instruction of the assignment given. So, we can analyze the assignment well and know what we should do.

#### 2. Brainstorming

This step is to write down ideas of all kinds, good or bad on a piece of paper. Then we will evaluate at the next stage.

#### 3. Organizing Our Ideas

We need three steps to organize our ideas: write our topic sentence, eliminate irrelevant ideas, and make an outline and relevant ideas.

#### 4. Writing the First Draft

In this step, we are ready to turn the ideas in outline into complete sentences and write the sentences in good paragraph format.

#### 5. Rewriting the Draft

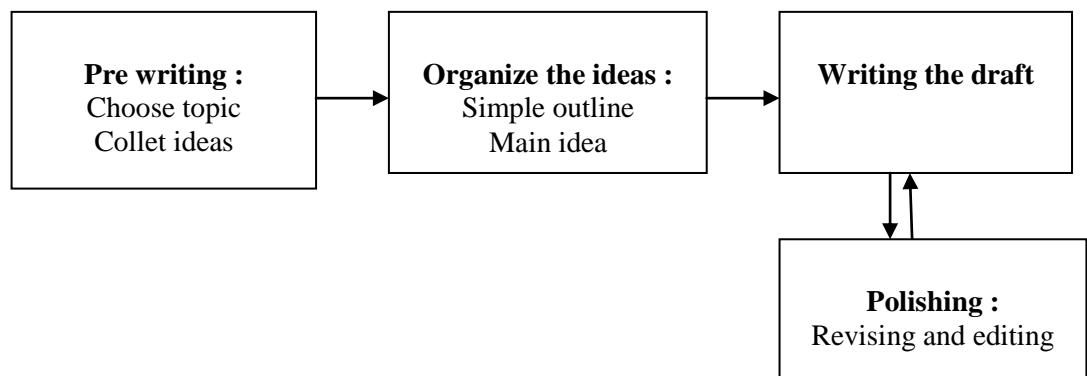
The next step, we should rewrite our paragraph, rewriting consists of two parts: revising and editing.

## 6. Writing the Final Paper

The last step is writing process, we write a clean version of the paragraph with all the revisions and editing carried out.

Added by Oshima and Houge (2007:15) writing process has four steps which is incorporate. Below is a diagram of writing process:

Figure 1.2 Introduction to Academic Writing



Writing is not only needing one-step action but also need creative act. Those steps above can explain more detail by our own language.

### 1. Pre writing

Prewriting is a way to get ideas. This activity can be stimulus students' brain to write. It can help to clarify the stages of thinking process and students think clearly about the subject that they want to write.

### 2. Organize ideas

The second step in the writing process is to organize the ideas into a simple outline. Students put their own ideas on paper or other media.

### 3. Writing the draft

The next step is to write a rough draft using our outline as a guide. We can write our rough draft as quickly as we can without thinking about grammar, spelling, or punctuation. We just write our ideas down on paper. We will see many errors in our draft.

### 4. Polishing

In last step, we polish what we have written. This step is also called revising and editing. Polishing step is almost successful if we do it in

two steps. First, we correct the content and organization ideas by using revising. Then work on careful checking of grammar, punctuation, and mechanics through editing.

**c. Genre (English Text-types)**

“A Genre is a culturally specific text-type which results from using language written or spoken to help accomplish something (Gerot and Wignell, 1994:17). Genre represents the different kind of writing. Genre is various English text types which representing how to write the text well based on the purpose of the text, generic structures and language features of genre provided. Every genre has different ways through language and grammar to build of the text. Those are to organize both of written or spoken information. It means that learning text-type is to make active communication in the English culture. There are some kinds of English texts, they are:

<b>Genre</b>	<b>Purpose Of The Text</b>	<b>Generic Structure</b>	<b>Language Features</b>
<b>RECOUNT</b>	to retell past events for the purpose of entertaining or informing.	Orientation (Introduces participants ) Events (Tell what happened in order sequence) ). Re-Orientation (Closer of events).	Using past tense. Focus on <u>specific participant</u> . Use of material processes. <u>Circumstances of time and place</u> .
<b>NARRATIVE</b>	entertain/ to amuse the readers.  Includes: Fable,	Orientation (Introduction the participants and the scene).  Complication	Using <u>individualized participants</u> . Using <u>past tense</u> . Using action verbs. Using saying verb.

	fairy tale, legend, myth, novel, etc.	(A crisis arises). Resolution (The crisis is resolved).	chronologically arrange.
<b>DESCRIPTION</b>	to describe a particular thing, person, or place.	Identification (Identifies phenomenon to be described).  Description (Describes parts, qualities, characteristics).	Focus on specific participants. Using simple present tense. Using <u>noun phrase and Epithets.</u>
<b>REPORT</b>	to describe the way things are.	General classification (Tells what the phenomenon). Description (Describes parts, qualities, characteristics)	Introducing group or general aspect, <u>using conditional logical connection</u> , and using simple presents tense.
<b>ANECDOTE</b>	to share with others an account of unusual or amusing incident.	Abstract ( Signal the retelling of an unusual incident ) Orientation (Set the scene) Crisis ( provide details of an unusual incident) Reaction (Reaction to crisis) Coda (Reflection on)	Using <u>exclamations, rhetorical questions and intensifier.</u> Using material process, and using temporal conjunction.
	to retell an event with a humorous twist.	Orientation (Setting of scenes).	Using past tense. Using action verbs. Using adverb.



<b>SPOOF</b>		<p>Events (Tell what happened)</p> <p>Twist (Provides the “punchline”).</p>	<p><u>Chronologically arranged.</u></p>
<b>PROCEDURE</b>	<p>to describe how something is accomplished through a sequence of action or steps.</p>	<p>Goal Materials ( Not required for all procedure text)</p> <p>Step ( Goal followed by a series of steps oriented to achieve the goal)</p>	<p>Focus on <u>generalized human agents.</u></p> <p>Using imperatives sentences.</p> <p>Using <u>temporal conjunction or numbering to indicate sequence.</u></p>
<b>EXPLANATION</b>	<p>to to explain the process involved in the information or working of natural social cultural phenomena.</p>	<p>General statement to position the reader.</p> <p>Sequenced explanation of why or how something occurs.</p>	<p>Focus <u>on generic, non-human participant.</u></p> <p>Using of material and relational process.</p> <p>Use of simple present tense.</p> <p>Using of temporal, causal circumstances and conjunction.</p> <p>Some of <u>Passive voice.</u></p>
<b>NEWS ITEM</b>	<p>to inform the readers about events which are considered newsworthy or important.</p>	<p>Newsworthy (Summary of the event)</p> <p>Background event(s) ( Elaborate circumstances)</p> <p>Source.</p>	<p><u>Short, telegraphic information about story.</u></p> <p>Material process</p> <p>Verbal process</p> <p><u>Focus on circumstances</u></p>

<b>REVIEW</b>	to evaluate an art work or events for a public audience.	Orientation Interpretative recount Evaluation Evaluative summation	Focus on specific participants. Using adjectives. <u>Using long and complex clauses.</u> <u>Using metaphore.</u>
<b>HORTATORY EXPOSITION</b>	to persuade the readers that something should or should not be the case.	Thesis/issue Arguments recommendation.	using present tense, <u>using modals</u> , using action verbs, using thinking verbs, and using adjective.
<b>ANALYTICAL EXPOSITION</b>	to persuade the readers that something is the case.	Thesis Arguments Reiteration	Using modals. Using action verbs. Using thinking verb., Using <u>technical terms</u> .
<b>DISCUSSION</b>	to discuss or present (at least) two points of view about an issue.	Issue Arguments for and arguments against or different statements. Conclusion or recommendation.	Focus on <u>generic human and generic non-human</u> . Use of material, relational and mental process. Use of comparative. Reasoning expressed as verb and nouns.
<b>COMMENTARY</b>	to explain the process involved in the information.	General Statement. Sequence explanation Evolutionary step 1,2, 3 and others.	<u>Generic, non-human participants</u> . <u>Temporal and causal circumstances</u> . Using past tense.

#### **d. Descriptive Text**

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

According to English Revolution (2009:14), “descriptive text is to describe a particular person, place or thing”. Other expert said that “descriptive text is important to the writing you do in your personal life. Your diary and journal entries might include descriptions of people and scenes (Clouse, 2006:155).

Teaching descriptive text is to teach how to describe something particularly. Descriptive is useful to improve the students’ skill in writing text. In studying descriptive text, the teacher hopes that the students can improve their writing skill in making and arranging the sentences become a paragraph, then it will be made as a text.

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

There are two generic structure of descriptive text (according to Alexander, 2009:14), They are:

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

It consists of the introduction about the subject which will be described in general and identifies phenomenon to be describe.

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

It consists of the characteristic of the subject and describes part, qualities, and characteristic. For example: the appearance, quality, or character of the subject that will be described.

##### **c) Language Features of Descriptive Text**

Based on Gerot and Wignell (1994:208), there are some specifications in significant lexicogrammatical features on 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 connected a verb.

Example: Is/am/are, was/were, have/has.

## 2. Material Process/Action Verb

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

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

## 3. Mental Process

Mental process is what the people do by using their mind.

Example: Think, feel, sad, happy, and so on.

## 4. Behavioral Process

Example: Tell, say speak, and so on

(c) Frequent use of Epithets and noun phrase.

(d) Use of Simple Present Tense

Verbal Sentence	Nominal Sentence
(+) S + V1 (e/es) + O	(+) S+ is/am/are+ adj/noun
(-) S+ don't/ doesn't+V1 + O	(-) S+ is/am/are+ not+ adj/noun
(?) Do/ Does + V1 (s/es) + O + ?	(?) Is/Am/Are+ S+adj/noun?

## e. Paper Puppet

### a) Definition of Paper Puppet

“Puppet (*Wayang*) is a culture which came from Java. In Bahasa, *wayang* means *bayangan*. In the past, the function of *wayang* show is as the religion ceremony as a worship of ancestors of *Hyang* faiths which is an indigenous Indonesian culture (Dwiandiyanta, 2012:96). As the time passing, the function of *wayang* grew up to be used for social communication media which has benefits for supporting community development and education field.

Even today, puppet is not only used for art show but also it is used as media in teaching learning English. They need little modern renovation so that the students are interested. One of the media is like paper puppet, it is a puppet created from colorful thick papers. Paper puppets are adaptable, easy to make and can be used with many types of artwork. “Paper thickness is the most consideration in making paper puppets. Paper comes in many sizes,

colors, textures and thicknesses (Toraya, 2009:14). The form of the puppet itself can be a person, animal, or thing.

Paper puppet is one of media that can be used for teaching and learning, especially in English. Teacher needs lot of idea to make the students enjoy and keep studying. Paper puppet can helpful for the teacher because this media is unique and colorful. This media encouraged students to understand the material easier and does not make them feel boring. By using paper puppet, the students will be motivated to study in the class effectively. The use of paper puppet is beneficial to the students who prefer to learn kinesthetically.

#### **b) Benefits of Paper Puppet**

Most puppet design has goals that can be solved simply and visually. Toraya (2009: 23) said that “an experimenting of a puppet with proportion shape can help communicate the puppet better and can be used to create impressive detail. Puppets also have sharp cutout that can be suggestive because our brains are wonderful at filling in visual gaps in space”.

From the explanation above, it can be known that paper puppets have several benefits in teaching writing Descriptive text, they are:

##### (1). Communication and social skills

By using paper puppet, the students can communicate more easily. They are more confidence to express their ideas and feeling. The shy students can become acquainted with others through the roles they take on.

##### (2). Creative Skill

Paper puppets develop students' creative skills by forcing them to use their imagination. They make up the roles, the rules, the situations and the solution. Through imaginative play, the students understand the differences between fantasy and reality. The real world becomes more real for them who have opportunities to pretend.

### (3). Design Thinking

Paper puppet changes the entire classroom by creating more possibilities for creativity, collaboration, and critical thinking. The paper puppet represents the students' expression, so their thinking is more orderly.

Example of teaching writing Descriptive text using paper puppets



Title	My Smart Brother
<b>Paragraph 1 (Identification)</b>	I have a handsome brother, his name is Samu. He is 20 <sup>th</sup> years old. He is the tallest brother that I have. His tall is 180centimeters. He has long brown hair. Her nose is sharp enough and he has oval face. Samu likes wears a hat and brings book also two pencils wherever he goes.
<b>Paragraph 2 (Description)</b>	Samu is smart and humble boy. He likes spending her time to read books. I always ask him if I do not understand well my homework. He never bored when I ask to explain more about

	<p>my lessons. He also has a drawing hobby. He draws something like the real object. He ever won a competition in drawing exposition when he was at senior high school. He is good brother for me because he always takes care on me.</p>
--	---

#### **f. Using Paper Puppets to Teach Writing Descriptive Text**

The objective of the English teaching at Junior High School is to give students knowledge of English. It means that they have to master four language skills; they are listening, speaking, reading and writing. When teacher teach text types, especially writing descriptive text in Junior high School, they should hold the Government Curriculum System (KTSP). They are:

- (1) Standard Competence is expressing the meaning of short functional text and essays in the forms of descriptive and procedure in the context of daily life.
- (2) Basic Competence is expressing the meaning and rhetoric step of short functional text and essays by using written language accurately, fluently, and acceptable language in the context of daily life to access the knowledge of the text in the forms of descriptive and procedure.

Based on the Curriculum KTSP above the writer conclude that the aim of teaching writing Descriptive text is that the students can respond to the meaning and rhetorical step of a descriptive text. Responding to the meaning means that they should be able to determine the main ideas, general ideas and the content of the text. Meanwhile, responding rhetorical steps means that the students should be able to determine all the language features of descriptive texts. Hopefully, students can write the text well.

Students get difficulty when they have to write English well. They will get the difficulty to express their ideas, opinions and feelings. As a result, they will spend more time to write their ideas into written product. That is why paper puppet is needed in teaching writing descriptive text to help the students in describing an object effectively, orderly and easily.