

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented the review of related literature. It presented six major sections. They were about related study, writing, media, kinds of text, descriptive text, teaching writing at Junior High School (MTs).

A. Related Studies

Actually the writer is not the first who researching about using video to increase students writing. But it does not mean that the writer only plagiarizes the previous study. To prove the originality of the study the writer shows the related studies. The study of YouTube video had been conducted by Micholis. Contents of the study: In this research, the writer used quantitative experimental research as a design of the research. The data were collected by recording the pre-test and post-test class. The population of this research is 439 students of the tenth grade students of SMK NU MA'ARIF KUDUS in academic year 2012/2013 from X-TP(3 classes), X-TKR(3 classes), X-TSM, X-TKJ(2 classes), X-IL(2 classes), and X-TOI and the writer takes one class X-TKR 1 as a sample that consist of 39 students by using Cluster Random Sampling. The result of the study show that YouTube video is appropriate in improving the ability of Teaching Writing Procedure Text to The Tenth Grade Students of SMK NU MA'ARIF KUDUS in The Academic Year 2012/2013.¹

The second study of video as media had been conducted by Nurcahyasari and Irawati. Contents of the study: In accordance with the problems faced by the

¹ Micholis, Yusron, *Teaching Writing Procedure Text by Using YouTube Video to the Tenth Grade Students of SMK NU MA 'ARIF Kudus in the Academic Year 2012/2013*, University of Muria Kudus.

eleventh graders in SMA Negeri 4 Malang, this study is intended to improve the students' ability in writing narrative texts by using music videos as the instructional media. It was a collaborative Classroom Action Research which consists of four steps; planning, implementing, observing, and reflecting the action. Based on the dataanalysis, the result showed that the use of music videos improved the students'ability m writing narrative texts.²

The third study had been conducted by Wulandari. In this study the contents: to measure the effectiveness of using audiovisual toward student's English achievement in writing procedure text of the eighth grade students at Islamic junior high school of Muslimat NU Palangka Raya. In this study, the writer used quasi-experiment design, where the writer used nonrandomized control group pre-test, post-test design with a kind of treatment. Therefore, the use of audiovisual media as applied on experiment group only, and for the control group the writer applied visual media. This indicated that the alternative hypotheses stating that the eighth grade of Islamic Junior High School of Muslimat NU Palangka Raya taught using audiovisual media have better achievement in writing procedure text than thosetaught without using audiovisual media was accepted.³

There are differences between the first present studies Micholis, his study is conducted in SMK NU MA'RIF Kudus in academic year 2012/2013. The

²FebrianaNurchayani and EnnyIrawati, *Using Music Videos to Improve the Ability in Writing Narrative Texts of the Elevanth Graders in SMA 4 Malang*.

³Noor Anita Wulandari, *The Effectiveness Of Using Audiovisual Media Toward Students' English Achievement In Writing Procedure Text At The Eighth Grade Students Of Islamic Junior High School Of Muslimat NU Palangka Raya*, unpublished thesis, Palangka Raya: STAIN Palngka Raya.

population are 439 students, and the sample are 39 students. Meanwhile in this study is in MTs N 2 Palangka Raya in academic year 2015/2016. The different with the second study, Nurcahyasari and Irawati's study, their study subject is music video media meanwhile in this study it is an animal video in YouTube. Their research was conduct on the eleventh graders in SMA Negeri 4 Malang, In this study is in the eighth graders of MTs N 2 Palangka Raya. The differences between the third present studies are the time, place, material, and the kind of the audiovisual media. Her study was conducted on the eighth grade of Islamic Junior High School of Muslimat NU Palangka Raya, In this study is in MTs N 2 Palangka Raya. Her study was the used of media in procedure text, in this study is the used of media in descriptive text, especially for animal description.

B. Writing

1. The Nature of Writing

Writing is a complex activity which involves many skill. It includes deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that is intelligible to others.⁴ Academic writing is the kind of writing used in high school and college classes.⁵

Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.⁶ Writing is the language use to express and to communicate

⁴ Ann Browne, *Teaching and Learning Communication, Language and Literacy*, London: Paul Chapman, 2007, p. 81.

⁵ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition, Pearson Longman, p.3.

⁶ Heaton, J. B, *Writing English Language Tests*, New Edition, London and New York, 1975, p. 135.

with others. It must be difficult without practicing regularly. Browne said “writing is important in our live and as communicative acts that transmit information and link people together”.⁷

From several definition of writing above, it can be conclude that writing is not a simple speech that written on the paper. In fact, writing is more complicated rather than speech because writing requires some aspects not only grammatical, rhetorical devices, vocabulary but also other elements as mentioned above. The important thing of learning writing for the students is to express themselves on the paper and they expected to be able produce in their own language. The students should more practice it so they could write well.

a. The use of writing

Writing is a language form that is distinguished from speech because it can be permanent and it can be planned and changed before it emerges. Like talk it can be used to:⁸

- 1.) Entertain and persuade;
- 2.) Express feelings and inform;
- 3.) Request and instruct;
- 4.) Record; and express opinion and idea, etc.

b. Aspect of writing

These are the three key elements in writing; first, composition is about deciding what one wants to say and how one is going to say it. It is concerned with making decisions about the content of what is written and how to transmit

⁷ Ann Browne, *Helping Children to Write*, London: Paul Chapman, 1993, p.2

⁸ Ann Browne, *Helping Children to Write*, London: Paul Chapman, 1993, p. 81- 82.

the content in the most effective way. It also involves thinking about the audience or recipient of the writing by considering whether the writing will appeal to, and be accessible to, the readers. Second is transcription, this refers to how writing is recorded, and includes spelling, handwriting, punctuation and presentation. The last, reviewing, what one has written involves rereading and appraising what has been written. It involves reading one's own work from the perspective of the reader and then making alterations to the content, style or presentation through editing or redrafting to make it more effective.⁹

2. Kinds of Writing

a. Paragraph

Paragraph is a group of related statements that a writer develops about a subject.¹⁰ Reid and Tyner in Nirwanto states a paragraph is a series of sentences that develop one idea or main point.¹¹

1.) Title of Paragraph

Title helps us to organize and hint our thoughts. Like Oshima and Houge state in Nirwanto that a title tells the reader what the topic of the paragraph is. It is usually use a word or phrase, not a sentence.¹² According to Nirwanto there are some points to be considered when writing a title of paragraph as follow:¹³

- a.) The first, last and all important words in a title are capitalized, prepositions and articles are not considered important words in a title. Prepositions and

⁹ Ibid p. 83-84.

¹⁰ Alice Oshima, Ann Houge, *Introduction To Academic Writing*, third edition, Pearson Longman.

¹¹ Rahmadi Nirwanto, *Paragraphs and Essay*, first edition, Yogyakarta: Kanwa Publisher, 2013, p.1.

¹² Ibid, p. 6.

¹³ Ibid

articles are not considered important words in a title. Preposition of more than five letters, however, may be capitalized. Articles that begin that title, of course, are capitalized.

- b.) The title of paragraph or essay is not understood.
 - c.) The title is not enclosed quotation marks, nor is it ended with a period.
 - d.) A title will attract the reader about up-to-date topics. Often the readers want the latest information.
 - e.) It should be specific and powerful.
 - f.) It should be brief.
- 2.) Three parts of a paragraph

A paragraph has three parts , a topic sentence, several supporting sentences, and a concluding sentence.¹⁴ Butler in Nirwanto states the topic sentence is similar to a learning objective in that it gives the reader the general idea of what is to follow.¹⁵ According to Oshima and Hogue, the topic sentence tells what topic the paragraph is going to discuss. The supporting sentences give detail about the topic. The concluding sentence summarizes the main points or restates the topic sentence in different words. Below are the more explanation:¹⁶

- a.) The topic sentence has two parts that are a topic and a controlling idea. The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea

¹⁴ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition, Pearson Longman, p. 38.

¹⁵ Rahmadi Nirwanto, *Paragraphs and Essay*, first edition, Yogyakarta: Kanwa Publisher, 2013, p. 7.

¹⁶ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, third edition, Pearson Longman, p. 38-47.

because it controls or limits the topic to a very specific point or points.

- b.) Second, supporting sentences explain the topic by giving more information about it. Supporting point sentences list the main points of the paragraph. The signal phrases at the beginning of a sentence, use *for example* or *for instance*, follow by comma. In front of an example that is just a word or phrase (not entire sentence), use the prepositional phrase *such as* without comma, in front of example that is just a word or phrase (not entire sentence), use the prepositional phrase *such as* without comma.
- c.) Third, the concluding sentence signal the end of the paragraph and reminds the reader of the main idea. Not all paragraphs need a concluding sentence. A paragraph that stands alone needs a concluding sentence, but a paragraph that is part of a longer piece of writing does not always need one.

In a description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. Spatial order is also the arrangement of items in order by space. It does not usually matter whether the spatial organization is left to right, right to left. Far to near, near to far, outside to inside, inside to outside, top to bottom, bottom to top. It is only helpful to use some kind of spatial order when write a description.¹⁷

b. Essay

Essay is a piece of writing several paragraphs long. The topic of an essay is too complex to discuss in one paragraph, we need to divide it into several

¹⁷ Ibid, p. 61-62.

paragraphs, one for each major point. The we need to tie the paragraphs together by adding an introduction and a conclusion. An essay is no more difficult than writing a paragraph except that an essay is longer, but the principles of organization are the same for both.¹⁸

1.) Title of Essay

Reid in Nirwanto states that often selection of a topic will function as the title for essay.¹⁹ According to Nirwanto, title should be clear, concise and precise. The title is a phrase, not a sentence and all extra words should be excluded similarly. Writers should also pay attention to other rules for titles which include; use no quotation marks, centering on the top of the first page, and either capitalizing all the letters in the title or capitalize the first letter of all importance words.²⁰ Mc. Call in Nirwanto also state that title can be either a direct statement of a main idea or an implied one. Title must accomplish several things. Primarily, it must capture the reader's interest, it must give a clue to the thesis, it should also reflect the writer's tone.²¹

2.) The Three Parts of an Essay

Essay has three main parts, that is an introduction (introductory paragraph), a body (at least one, but usually two or more paragraphs), and a conclusion (concluding paragraph).²²

a.) The Introductory Paragraph.

¹⁸ Alice oshima, Ann Hogue, *Writing Academic English*, Fourth Edition, 1999, New York: Longman, p. 56.

¹⁹ Nirwanto, Rahmadi, *Paragraphs and Essays*, First Edition, 2013, Yogyakarta: Kanwa Publisher, p. 65.

²⁰ Ibid.

²¹ Ibid,p.66

²² Alice oshima, Ann Hogue, *Writing Academic English*, Fourth Edition, Pearson Longman,p. 56.

An introductory paragraph has two parts, general statements and the thesis statement. The general statement introduce the general topic of the essay and capture the readers' interest. The thesis statement states the specific topic, may list subtopics or subdivisions of the main topic or subtopics, may indicated the pattern of organization of the essay, is normally the last sentence in the introductory paragraph.²³

b.) Body Paragraphs

The body paragraphs in an essay are like the supporting sentences in a paragraph. Body paragraphs should organize according to some sort of pattern, such as chronological order or comparison or contrast. Sometimes, depending on the topic, will need to use a combination of patterns. A basic pattern for essays is logical division of ideas. In this pattern the topic divide into subtopics and then discuss each subtopic in a separate paragraph.²⁴ There are three keys to organizing a logical division essay, first divide your topic into subtopic in a separate paragraph. Second, write a thesis statement that indicates logical division. The last, use transition between paragraphs to guide reader from one subtopic to the next.²⁵

According to Nirwanto, body paragraph should have the following characteristics:²⁶

- (1) Clarity. The main point and supporting details of the paragraph are clear.
- (2) Unity. All the sentence clearly relate to the main idea of the paragraph and

²³ Ibid, p. 59.

²⁴ Ibid, p.64

²⁵ Ibid, p.65.

²⁶ Nirwanto, Rahmadi, *Paragraphs and Essays*, first edition, 2013, Yogyakarta: Kanwa Publisher, p.72.

support the topic sentence.

- (3) Development. The paragraph provides sufficient detail, including example, facts, statistics, reasons, anecdotes, quotation, and definition, to explain or support the main idea.
- (4) Organization. The ideas and supporting details have a logical pattern of arrangement, such as time, space, or emphasis (for example, from most to least important, from least to most important, or from simplest to most complex).
- (5) Coherence. The sentences are logically connected to each other, and the ideas flow smoothly.

c.) The Concluding Paragraph

The concluding paragraph is the last paragraph of an essay. It has three process:²⁷

- (1) It signal the end of the essay.
- (2) It reminds the reader of main points.
- (3) It leaves the reader with final thoughts on the topic.

The first part of the concluding paragraph summarizes the main points or repeats the thesis statement in different words. In the second part, may add a final comment. This is the place to express the opinion, make a judgment, or give a recommendation.²⁸ The techniques that can use to write a memorable conclusion:²⁹

²⁷Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, New York: Longman, p.153.

²⁸ Ibid.

²⁹ Alice oshima, Ann Hogue, *Writing Academic English*, Fourth Edition, 1999,

- (1) Make a prediction.
- (2) Suggest result or consequence.
- (3) Suggest a solution, make a recommendation, or call for action.
- (4) Quote an authority on the topic.

3. Writing Process

According to Oshima and Hogue the process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.³⁰ When write we need to consider the specific audience, consider the tone of the writing that is the style or manner of expression, and the last is the purpose of a piece of writing determines its organizational pattern.³¹

a. The Writing Process

1.) Prewriting (creating).

Prewriting is a way to get ideas. In this step the students choose a topic and collect ideas to explain the topic.³² In the first step if given a specific writing assignment, here are two tips for making a good choice:³³

- (a) Choose a topic that interests you.
- (b) Choose a topic that fits the assignment.

The first step in the writing process is chosen a topic and narrow it, the

New York: Longman, p. 72.

³⁰ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, third edition, Pearson Longman, p. 15.

³¹ Alice oshima, Ann Hogue, *Writing Academic English*, Fourth Edition, 1999, New York: Longman, p. 265.

³² Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, third edition, Pearson Longman, p. 16-18.

³³ Alice Oshima, Ann Hogue, *Writing Academic ...* p.265.

next prewriting step is to collect information and develop ideas. There are four useful techniques for exploring within yourself are journal writing, listing, free writing, and clustering. First is journal writing, you can record your daily experiences, or quotations that are meaningful. Second, listing is brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Third, freewriting is a brainstorming activity in which you write freely about a topic because you are looking for specific focus. Fourth, clustering is another brainstorming activity to generate ideas. To use this technique, first write the topic in the center, or core, balloon, then write whatever ideas come to you in balloons around the core.³⁴

2.) Drafting

At this point in the writing process, students should seek a structure in which to place their prewriting, unstructured findings. It is here that students should be encouraged to define a focus statement, that is, a sentence which expresses what students hope to examine within their writing. During the draft writing, students should be encouraged to develop their prewriting ideas;³⁵

- (a) Write in a natural and uninhibited manner.
- (b) Develop drafts with as much detail as possible.
- (c) Continue writing until all important points are made.
- (d) Work diligently through drafts with minimal attention to mechanics.
- (e) Leave drafts for a short duration to gain new perspective and objectivity.

3.) Writing

³⁴Alice Oshima, Ann Hogue, *Writing Academic ...* p.271.

³⁵New Nouveau Brunswick Teachers, *English Language Arts the Curriculum for Writing 110*, p. 70.

Step three in the writing process is writing the rough draft. Follow the outline as closely as possible, and do not worry about grammar, punctuation, or spelling, writing is a continuous process of discovery. As you are writing, you will think of new ideas that may not be in your brainstorming list or outline. You can add or delete ideas at any time in the writing process. Just be sure that any new ideas are relevant.³⁶

4.) Revising

Revision should be regarded as an opportunity to make choices about style and content and about how information can be arranged to make writing more effective.³⁷ According to Oshima and Hogue, during the revision, be concerned mainly with content and organization, that are:³⁸

- (a) Read over your paragraph carefully for a general overview, focus on general aspects of the paper and make notes in the margins about rewriting the parts that need to be improved.
- (b) Check to see that you have achieved your stated purpose.
- (c) Check for general logic and coherence. The audience should be able to follow the ideas easily and understand what have written.
- (d) Check to make sure that the paragraph has a topic sentence and that the topic sentence has a central (main) focus.
- (e) Check for unity. Cross out sentences that are off the topic.
- (f) Check to make sure that the topic sentence is developed with sufficient

³⁶ Alice oshima, Ann Hogue, *Writing Academic*.... p. 272.

³⁷ New Nouveau Brunswick teachers , *English Language Arts the Curriculum for Writing 110*, 2007, p. 70.

³⁸ Alice oshima, Ann Hogue, *Writing Academic* p. 273.

supporting details. Each paragraph should give the reader enough information to understand the main idea.

- (g) Check the use of transition signals.
- (h) Finally, does your paragraph have or need a concluding sentence?

5.) Editing

Editing is the final step before possible publication. Once students have revised the final draft, they must go through it line by line to clarify meaning and strive for technical competence. Effective editing involves several thorough readings of the writing in question.³⁹In Oshima and Hogue book, in editing we need to be focus for possible errors in grammar, sentence structure, spelling, and punctuation. Below are we need to do:⁴⁰

- (a) Check each sentence for correctness and completeness. You should have no fragments and no choppy or run-on sentences.
- (b) Check each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, noun plurals, articles and so on.
- (c) Check the mechanics: punctuation, spelling, and capitalization.
- (d) Check for incorrectly (can't, isn't, I'll, and so on).

6.) Publishing

Students should be encouraged to write for real and varied audiences and to submit written work to various venues such as newspapers, magazines, and writing contests. Students need to be aware of the importance of the audience and

³⁹New nouveau Brunswick teacher, *English Language Arts the Curriculumfor Writing 110*, 2007, p. 71.

⁴⁰Alice Oshima, Ann Hogue, *Writing Academic ...*.p. 275.

thenecessity of writing with clarity.⁴¹

4. Writing Assesment

Assessment is carried out to collect information on learners' language proficiency and or achievement that can be used by the stakeholders in language learning programs for various purpose. These purpose include:⁴²

- (a) Selection: e.g. to determine whether learners have sufficient language proficiency to be able to undertake tertiary study;
- (b) Certification: e.g. to provide people with a statement of their language ability for employment purposes;
- (c) Accountability: e.g. to provide educational funding authorities with evidence that intended learning outcomes have been achieved and to justify expenditure.
- (d) Diagnosis: e.g. to identify learners' strengths and weakness.
- (e) Instructional decision-making: e.g. to decide what material to present next or what to revise.
- (f) Motivation: e.g. to encourage learners to study harder.

In the teaching of writing we can either focus on the product of that writing or on the writing process itself.⁴³ According to Fauziati in Wulandari, traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on products and the activities which focus on process. In traditional way of teaching writing, which focuses more on the product, very little

⁴¹New Nouveau Brunswick teachers , *English Language*, p. 71.

⁴²Ronald Carter and David Nunan, *the Cambridge Guide to Teaching English to Speakersof Other Language*, Cambridge University, 2001, P. 138.

⁴³Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition)*, p. 325.

attention is paid to help learners develop their ideas in the process of meaning-making.⁴⁴ Characteristics of writing as a product and process as follows:⁴⁵

a. The Process Approach

The process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its “release”) to give students a chance to think as they write. Another way of putting it is that writing is indeed a *thinking process*.⁴⁶ Fauziati states in Wulandari, in teaching writing as a process, consequently, the students may produce several drafts or versions of their writing with the emphasis on the process of writing and on getting feedback from classmates.⁴⁷ Shih in Brown states the process approaches in this following:⁴⁸

- (a) Focus on the process of writing that leads to the final written product.
- (b) Help students writers to understand their own composing process.
- (c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- (d) Give students time to write and rewrite.
- (e) Place central importance on the process of revision.
- (f) Let students discover what they want to say as they write.
- (g) Give students feedback throughout the composing process as they attempt to

⁴⁴Noor Anita Wulandari, *The Effectiveness Of Using Audiovisual Media Toward Students' English Achievement In Writing Procedure Text At The Eighth Grade Students Of Islamic Junior High School Of Muslimat NU Palangka Raya*, unpublished thesis, Palangka Raya: STAIN Palangka Raya, p. 20.

⁴⁵Ibid

⁴⁶H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, p. 336.

⁴⁷Noor Anita Wulandari, *The Effectiveness Of.....*, p. 22.

⁴⁸H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, p. 335-336.

bring their expression closer and closer to the intention.

- (h) Encourage feedback from both the instructor and peers.
- (i) Include individual conferences between teacher and student during the process of composition.

In the construction of class tests, it is important for the test writer to find out how composition is tested in the first language. Although the emphasis in the teaching and testing of the skill in English as a foreign or second language will of necessity be quite different to the development of the skills in the first language, a comparison of the abilities acquired and methods used is very helpful.⁴⁹

b. The Product Approach

A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should “look” like. Compositions were supposed to (a) meet certain standards of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would consider to be conventional. A good deal of attention was placed on “model” compositions that students would emulate and on how well student’s final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.⁵⁰

Fauziati in Wulandari state The product is, after all, the ultimate goal: it is

⁴⁹Heaton, J. B, *Writing English Language Tests*, New Edition, London and New York, 1975, p. 136- 137.

⁵⁰H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, p. 335.

the reason that we go through the process of prewriting, drafting, revising, and editing. Without that final product firmly in view, we could quite simply drown ourselves in a series of revisions. Process is not the end; it is the means to the end.⁵¹ The scoring rubric for measurement the writing skill based on teachers' books as follow:⁵²

2.1 Scoring Rubric for Writing Assessment

| No | Aspect of writing | Criteria | Score |
|----|-------------------|---------------------------------------|-------|
| 1. | Originality | very original | 5 |
| | | Original | 4 |
| | | Original Enough | 3 |
| | | Less original | 2 |
| | | Not original | 1 |
| 2. | Content | Content very appropriate with title | 5 |
| | | Content appropriate with title | 4 |
| | | Content appropriate enough with title | 3 |
| | | Content less appropriate with title | 2 |
| | | Content not appropriate with title | 1 |
| 3. | Coherence | text very coherence | 5 |
| | | text coherence | 4 |
| | | text coherence enough | 3 |
| | | text less coherence | 2 |

⁵¹ Noor Anita Wulandari, *The Effect of ...*, p.20.

⁵² Kementerian Pendidikan dan Kebudayaan. 2014. *Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan, p.14-15.

| | | | |
|----|-------------|---|---|
| | | text not coherence | 1 |
| 4 | Diction | Diction very appropriate | 5 |
| | | Diction appropriate | 4 |
| | | Diction appropriate enough | 3 |
| | | Diction less appropriate | 2 |
| | | Diction not appropriate | 1 |
| 5 | Grammar | Grammar very appropriate | 5 |
| | | Grammar appropriate | 4 |
| | | Grammar appropriate enough | 3 |
| | | Grammar less appropriate | 2 |
| | | Grammar not appropriate | 1 |
| 6. | Vocabulary | Diction writing very appropriate | 5 |
| | | Diction writing appropriate | 4 |
| | | Diction writing appropriate enough | 3 |
| | | Diction writing less appropriate | 2 |
| | | Diction writing not appropriate | 1 |
| 7. | Handwriting | Orderly writing and easy to read | 5 |
| | | Not orderly writing but easy to read | 4 |
| | | Orderly writing but easy to read | 3 |
| | | Not orderly writing and difficult to read | 2 |

C. Media

1. Definition

Media is a means of communication and source of information. Derived from the Latin word meaning “between,” the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning.⁵³

2. Kinds of Media

There are types of media such as:⁵⁴

a. Visual Media

There are many ways LCD, photograph, charts, posters, magazines, newspaper, postcards, flashcards, puppet, and book can be used in English teaching.

b. Audio media

Audiotapes can be prepared by students to use in presentations to the class. Students can prepare the tapes with special sound effects or elements of music to enhance a portion of their speech. Students also could use an audiotape of an interview with a special individual’s individual as a part of their presentation,

c. Print media

Print media is one of the oldest and basic forms of mass communication. It includes newspapers, weeklies, magazines, monthlies and other forms of printed

⁵³ Robert Helnich and Michael Molenda, *Instructional Technology and Media for Learning*, Columbus: Upper Saddle River, p.9.

⁵⁴ *Ibid.*, p.274

journals. A basic understanding of the print media is essential in the study of mass communication. The contribution of print media in providing information and transfer of knowledge is remarkable.⁵⁵

d. ICT based media

As access to Information and Communications Technology (ICT) has become more widespread, CALL has moved beyond the use of computer programs to embrace the use of the Internet and web-based tools. The term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communications technology. The use of technology in the class room is becoming increasingly important, and it will become a normal part of ELT practice in the coming years.⁵⁶

3. YouTube Video

YouTube is a video-sharing website on which users can upload, share and view videos.⁵⁷ YouTube is an audio-visual media. Maness in Kabilan states, YouTube is one of the online materials that can be embedded in traditional classroom situations. These days YouTube has become more popular, especially among adults. This website provides learners with authentic situations and with everyday clips that help them to get better understanding of their lessons. Many researchers asserted that students get positive indicators when they watch nature

⁵⁵Introduction of print media, module-2. (<http://download.nos.org/srsec335new/ch5.pdf> online on 18 April 2015)

⁵⁶ Gavin Dudley, Nicky Hockly, *How to Teach English with Technology*, series editor: Jeremy Harmer, 2007, England: Pearson Longman, p.7.

⁵⁷ Muhammad, Kabilan, *The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study)*, international journal of Linguistic, p.527. (<http://www.macrothink.org/journal/index.php/ij/article/viewFile/2930/pdf>)

and real life videos.⁵⁸

Alimemaj in Kabilan states, watching video in YouTube will help students to memorize the events more easily. As the researchers in this current study hope to make use of YouTube which makes the learning process not only more meaningful ,but also with more enjoyment.⁵⁹

1. An overview of YouTube

YouTube is a video-sharing website on which users can upload, share and view videos. It is created in 2005, and it was founded by Chad, Steve Chen, and Jawal Karim, who were employees in PayPal Company. YouTube began as a venture technology with us 11.5 million investments. The domain name is www.youtube.com, and then it is developed as and grew rapidly as more than 100 million video views per day. YouTube is classified as the third most visited website on the internet. In these days 2010 YouTube launched a new design to simplify its interface and increasing the time users spend on the site. It provides students with a visual connection to abstract literary theory, which help teachers to increase students' participation, and shed the light on context.⁶⁰

Cox in Kabilan states, videos on YouTube combines visual context with spoken language, and provide students with a better understanding to keep the events in the memory for a long time. Using YouTube in the classroom attract students' attention to be in the situation. It is regarded as a source of interactive language learning. In YouTube lesson, students' can comment and ask questions

⁵⁸ Ibid

⁵⁹ Ibid

⁶⁰ Ibid, p.527.

about the video.⁶¹

2. Learning value of video

Here are 20 potential outcomes to ponder:⁶²

- a. Grab students' attention; and Focus students' concentration;
- b. Generate interest in class; and Create a sense of anticipation;
- c. Energize or relax students for learning exercise;
- d. Draw on students' imagination; and Improve attitudes toward content and learning;
- e. Build a connection with other students and instructor; and Increase memory of content;
- f. Increase understanding; and Foster creativity; Stimulate the flow of ideas;
- g. Foster deeper learning;
- h. Provide an opportunity for freedom of expression;
- i. Serve as a vehicle for collaboration; and inspire and motivate students; j. Make learning fun; Set an appropriate mood or tone;
- j. Decrease anxiety and tension on scary topics; and Create memorable visual images.

During doing the study the writer found several disadvantages from YouTube video:

1. Because the video show not only one animal, so the students cannot focus on one sub topic.
2. Because offline media, the students cannot surfing by their self and

⁶¹Ibid,p.528.

⁶²Roonald A. Berk, *Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom*, vol. 5, no. 1, 2009, p.2.

looking for their own interesting animal.

3. It cannot apply in classroom without LCD and speaker.
3. Types of video.

There is a wide range of video categories that can be used in the classroom. The actual choice will depend on the instructional purpose or outcome and the characteristics of the students and their interests. The sources identified in the next section will suggest methods to obtain that information. In the meantime, here is a shopping list to keep in mind: (a) drama, (b) action, (c) romantic, (d) comedy, (e) romantic comedy, (f) documentary, (g) TV programs, (h) commercials, (i) college music videos (mtvU), and (j) faculty or student made videos.⁶³

All of these types of videos can evoke or induce anger, excitement, terror, activity, motivation, love, laughter, whimsy, tears, dreams, calmness, relaxation, sleep, and a coma. Videos can have powerful emotional effects. Instructors need to decide the effect they want to produce in a given learning situation. Applied inappropriately, the video clip can distract and decrease learning, even incite students to riot. Unless rioting is a specific learning outcome, instructors should be very discerning in their choices.⁶⁴

4. Teaching Writing Using YouTube Video

- a. Steps for using a video in teaching.

The most common procedure for using a video clip in teaching consists of

⁶³Roonald A. Berk, *Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom*, vol 5, no 1, 2009, p. 7.

⁶⁴Ibid

the following:⁶⁵

- (a) Pick a particular clip to provide the content or illustrate a concept or principle (Note: If you want students to view the entire video, assign that viewing outside of class.);
- (b) Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for. What's the point of the clip? Make it clear to the students;
- (c) Introduce the video briefly to reinforce purpose;
- (d) Play the clip;
- (e) Stop the clip at any scene to highlight a point or replay clip for a specific in- class exercise;
- (f) Set a time for reflection on what was scene;
- (g) Assign an active learning activity to interact on specific questions, issues, or concepts in clip; and
- (h) Structure a discussion around those questions in small and/or large group format.

D. Kinds of Text

Based on syllabus in 2013 curriculum there are some kind of text that taught at VIII class, and the most text are descriptive text, narrative text, and recount text.

1. Descriptive text

Descriptive text is a text which describes person, place, mood, and

⁶⁵ Ibid, p. 10.

situation. A descriptive text focuses on the characteristics features of a particular thing, person or place.⁶⁶

2. Narrative text

Abbott in Nair defines narrative as “the representation of an event or a series of events”.⁶⁷ The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. The most common structure is:⁶⁸

- (a) an opening that establishes setting and introduces characters;
- (b) a complication and resulting events;
- (c) a resolution/ending.

Language features vary in different narrative genres, but the common features are:⁶⁹

- (a) presented in spoken or written form;
- (b) may be augmented/supplemented/partly presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/ images/ video/ audio);
- (c) told/written in first or third person (I, we, she, it, they);
- (d) told/written in past tense (sometimes in present tense);
- (e) chronological (plot or content have a chronology of events that happened in a particular order);
- (f) main participants are characters with recognisable qualities, often

⁶⁶ Bachtiar Bima M., Cicik Kumiawati, *Bahasa Inggris untuk SMP/MTs kelas VIII semester I*, Klaten: Intan Pariwara, 2013, p. 57.

⁶⁷R.B Nair, article nairnarrative, Title *What is Narrative?* Duham University. dur.ac.uk pdf (online on Wednesday, 15 April 2015)

⁶⁸Engres. 2009. *Progression in Narrative*. Ied.edu.hk pdf (online on Wednesday 15 April 2015)

⁶⁹ Ibid

stereotypical and contrasting (hero/villain);

(g) typical characters, settings and events are used in each genre;

(h) connectives are widely used to move the narrative along and to affect the reader/listener: to signal time (later that day, once); to move the setting (meanwhile back at the cave, on the other side of the forest); to surprise or create suspense (suddenly, without warning).

3. Recount text

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. The generic structure:⁷⁰

(1) Orientation: Introducing the participants, place and time

(2) Events: Describing series of event that happened in the past

(3) Reorientation: Stating personal comment of the writer to the reader.

Language feature in recount:⁷¹

(1) Introducing personal participant: I, my group, etc

(2) Using chronological connection: then, first, etc

(3) Using linking verb: was, were, saw, heard, etc

(4) Using action verb: look, go, change, etc

(5) Using simple past tense.

E. Descriptive Text

1. Definition of descriptive text.

Descriptive text is a text which describes person, place, mood, and

⁷⁰ M.Arifian Rosyadi, 2011. *Learning Material Development Recount Text*, p.1-2. (online on Wednesday, 15 April 2015)

⁷¹ Ibid

situation. Descriptive text is also a text which describes something that appeal directly to the sense like Warriner said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). Descriptive paragraph is normally full of vivid verbs and precise adjective. It depends on details, not action, to hold the readers interest.⁷²

According to Barnet and Stubb's, description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates.⁷³ A descriptive text focuses on the characteristic features of a particular thing, person or place.⁷⁴

From the opinion above, the writer concludes that descriptive text is a text that describes someone, things, and animal. In this study, writer focused on animal description. The writer used video of animal on YouTube, download and play it in classroom as media. Descriptive text has several elements like Lila Fink, Phyllis Levy, Charlotte Miller, and Gwen Brewer said in Nawawi, they are:⁷⁵

1. Concrete details. A concrete detail is a specific description that support, reflects, or expands a writer's attitude or purpose.
2. Images. An image is a concrete, literal (real, actual) description of person, physical object, or sensory experience that can be known through one of the five senses.

⁷²John E. warriner, *English grammar and composition*, new York: Harcourt, 1992, p.327

⁷³ Barnet, Stubb's, *Practical Guide to Writing*, Boston: Little, Brawn and Company, 1983, p. 160.

⁷⁴ Bachtiar Bima M., Cicik Kumiawati, *Bahasa Inggris untuk SMP/MTs kelas VIII semester I*, Klaten: Intan Pariwara, 2013, p. 57.

⁷⁵ Muhammad Bagus Nawawi, *Improving Students ' writing skill of descriptive text through guided questions*, Jakarta: 2011.

The Generic Structure of descriptive text usually consists of two parts:⁷⁶

1. Identification, introduces the subject of the description; and
2. Description, presents the characteristics or the features of the subject, e.g. physical appearance, qualities, habitual behavior or significant attributes.

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. The Social Function of descriptive text is to describe a particular person, place, or thing.⁷⁷

Jenny states in Mursyid the language feature of descriptive text:⁷⁸ Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant grammatical features are;

- Focus on specific participants, (e.g. Andini's cat, My favorite place.)
- Use of Simple Present.
- Tense Use of Simple Past Tense if Extinct.
- Verbs of being and having 'Relational Processes', (e.g. My mum is really cool, She has long black hair.)
- Use of descriptive adjectives (e.g strong legs, white fangs.)
- Use of detailed Noun Phrase to give information about the subject.

Example: a very beautiful scenery, a sweet young lady, very thick fur.

⁷⁶ Bachtiar Bima M., Cicik Kumiawati, *Bahasa Inggris untuk SMP/MTs kelas VIII semester I*, Klaten: Intan Pariwara, 2013, p. 57.

⁷⁷ Ibid

⁷⁸ Mursyid, M.PW. 2011, *English Learning Handout for Grade VIII Learning Descriptive Text*, p. 4-5. Learning description pdf (online on 16 April 2015)

- Use of action verbs 'Material Processes'. (e.g. It eats grass, It runs fast.)
- Use of adverbials to give additional information about behavior, (e.g. fast, at tree house.)
- Use of Figurative language. (e.g. John is as white as chalk.)

Kurniawati and Yuliani in Utami give an example of descriptive text (animal description) as follows:⁷⁹

The Frog

There is small pond behind my house. I often hear the sound of a frog from the pond. I'm curious to know what it looks like, so I go to observe. Here is the description of the frog. The frog is dark brown. It has two goggly eyes on its head. Italso has four legs with some toes on each of the legs. As an amphibian, it lives bothin water and on land. Like to other frogs, the frog is super jumper. It jumps here andthere to catch insects. It catches insects by darting out its long and sticky tongue.

F. Teaching Writing in Junior High School Level (SMP/MTs)

1. Principles for Teaching Writing.

The following principles can be used to evaluate teaching, learning, evaluate a writing course or the writing section of language course activities,within each strand the principles are ranked with the most important principle first.⁸⁰

a. Meaning - focus input

⁷⁹ Eka Sri Utami, *The Eleventh Grade Students' Language Learning Strategies in Writing Descriptive Paragraph Using the Pictures at SMA Muhammadiyah 1 Palangka Raya*, unpublished thesis, Palangka Raya, STAIN Palangka Raya, 2012, p.19.

⁸⁰ Notion,I.S.P. *teaching ESL/EFL reading and writing*, UK:tylor and francis e-library, 2008,p. 93.

- a.) Learner should bring experience and knowledge to their writing.
- b. Meaning - focus output
 - a.) Learners should do lots of writing and lots of different kind of writing.
 - b.) Learners should write with a message - focused purpose.
 - c.) Writing should interest learners and draw on their interests.
 - d.) Learners should experience a feeling of success in most of their writing.
 - e.) Learners should use writing to increase their language knowledge.
- c. Language - focused learning
 - a.) Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing.
 - b.) Learners should have conscious strategies for dealing with parts of the writing process.
 - c.) Where the LI uses a different script or where learners are not literate in their LI, the learners should give attention to clarity and fluency in producing the form of the written script.
 - d.) Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing.
 - e.) Teacher should provide and arrange for feedback that encourages and improves writing.
 - f.) Learners should be aware of the ethical issues involved in writing.

2. Fluency development

Learners should increase their writing speed so that they can write very simple material at a reasonable speed.

3. The role of the teacher

When students are asked to write, the ones that are especially important are as follows:⁸¹

- a. Motivator: to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.
- b. Resource: especially during more extended writing tasks, we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.
- c. Feedback provider: giving feedback on writing tasks demands special care. Teacher should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers will choose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

Fauziati states in Wulandari, there are classroom techniques in teaching writing, such as:⁸² first, instruction should be focus on the writing process. Means

⁸¹ Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition)*, Pearson Longman, p. 330-331.

⁸² Noor Anita Wulandari, *The Effectiveness Of Using Audiovisual Media Toward Students' English Achievement In Writing Procedure Text At The Eighth Grade Students Of Islamic Junior High School Of Muslimat NU Palangka Raya*, unpubl ished thesis, Palngka Raya: STAIN Palngka Raya, p. 24

that students can initiate into the process, and the teacher should prepare to intervene in the students writing process with suggestions and correction to help the students overcome difficulties encountered in each of the stages. Second, the assigned writing task should encourage students to write a variety of modes besides expository writing. This is based on the understanding that people do use different modes of writings, and they do required different processes. Last, conferencing is an important part of the classroom activity. It occurs between teacher and students as well as between students. Such an activity provides students with immediate, meaningful responses to their writing. This will develop students' ability to reflect upon their own writing and the writing of others in a critical and constructive way.

MTs N 2 Palangka Raya used K13 (2013 curriculum) that integrated one to another skill, one subject to another subject, and also consider the characterbuilding, but the writer focused on one subject that is English, and more focus on students' writing skill.