

CHAPTER II

REVIEW OF RELATED LITERATURE

The elaboration of the related theories of this study begins with the previous studies, writing, the nature of writing, teaching writing, the process of writing, the importance of teaching writing, descriptive text, generic structure, language features, instructional media, video as audio visual media, interactive media, teaching English at SMK levels, Experiment research.

A. The Previous Studies

There are some previous studies related to this topic. The first is a study conducted by Mayasyarah (2010), entitled “The Effectiveness of Video Compact Disc as an Audiovisual Medium toward The Students’ Listening Comprehension Score of The Tenth Grade Students at MAN Model of Palangka Raya”.¹⁴ The result of the study showed the using Video Compact Disc as an Audiovisual Medium for experiment class more effective to students’ score in teaching listening comprehension than without using Video Compact Disc as an Audiovisual Medium for control group in the teaching learning of listening comprehension at MAN Model of Palangka Raya.

The second is a study carried out by Sri Rahayu (2010) entitled “The Effect of Audio Visual Aid on the Students’ Score in Telling Time of the Fourth

¹⁴ Mayasyarah, *The Effectiveness of Video Compact Disc as an Audiovisual Medium toward The Students’ Listening Comprehension Score of The Tenth Grade Students at MAN Model of Palangka Raya*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya .p.16.

Grade Students at MIN Model of Palangka Raya”.¹⁵ The result of the study showed that the implemented audiovisual aids to increase the students’ score in teaching telling time and interest the students in learning English. The results of her study showed that learning using audiovisual aids was given effect for the students’ score in teaching telling time.

The third study is a study by Noor Anita Wulandari (2012), entitled “The Effectiveness of Using Audiovisual Toward Students’ English Achievement in Writing Procedure Text of the Eighth Grade Students at Islamic Junior High School of Muslimat NU Palangka Raya”. The result of the study showed the eighth grade of Islamic Junior High School of Muslimat NU Palangka Raya taught using audio visual media have better achievement in writing procedure text than those taught without using audio visual media.

The three related studies above are different from this study. This study focuses on writing descriptive text and the writer would like to measure the effect of using interactive video media on students’ writing score in descriptive text of the tenth grade students at SMK 4 Palangka Raya.

B. Writing

1. The Nature of Writing

Communication not only can be done in spoken but also in written. Writing is a process of communicating something on paper to readers. Writing is

¹⁵ Sri Rahayu, *The Effect of Audio Visual Aid on the Students’ Score in Telling Time of the Fourth Grade Students at MIN Model of Palangka Raya*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2010.

a difficult work since we should study from the basic that is making sentences, paragraphs, essay, text, or even scientific writing¹⁶. For most students, it perhaps the most difficult skill, but it is very important since in writing one can express his/her feelings, experiences, ideas and thoughts to others. It is not an easy job to do because the writer has to be able to pour the idea as good as possible to what they will write. It is done to convey the message to the reader clearly.

It can be said that writing is a crucial part in our global society. Writing has many general definitions. Writing is different from speaking; the final product of writing is not nearly instant. We can say that the writing cannot only be taught, it takes continual practice. In addition, Hornby (2003) defines writing refers to:

“make letters or numbers on a surface, especially using a pen or a pencil and also to produce something in written form so that people can read, perform or use it”.

Writing is a way to produce language which you do naturally when you speak. Writing is communicating in verbal way. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action, a process of discovering and organizing your ideas, putting them on a paper, reshaping and revising them.¹⁷

From the definitions above the writer can conclude that writing is a way that comes from our thought to produce a piece of writing. It is written on a paper or computer. It is influenced both by personal attitudes and social experiences that

¹⁶ Noor Anita Wulandari, *The Effectiveness of Using Audio Visual Toward Students English's Achievement In Writing Procedure Text At The Eight Grade Students Of Islamic Junior High School Palangka Raya*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya. 2012.

¹⁷ Stanley, Graham, 2007, *Approaches to Process Writing*. British Council, Barcelona, http://.teachinEnglish.org.uk.think/write/process_write.shtml. (online 05th March 2013)

the writer brings to writing and impacts of the particular and institutional contexts. It is also a process, as when we write, it will be influenced by the constraints of genre which has to be presented in learning activities. A writing will be read and exist whenever the author is absent. Writing is also skill to express ideas, thought, and memories into written form, either in form of sentences, paragraph, or composition which needs some practice done step by step.

2. Teaching Writing

This research is related to teaching writing. Writing is one of four skills in English language. Every student has to master this skill beside the listening, speaking, and reading skill. The difficulties are in generating and organizing idea as well as in translating these ideas into readable text. Learning and teaching language promote anxiety and there is more anxiety when writing is involved.

The difficulties in teaching writing is not directly writing paragraph or composing the text. It can be started by writing sentences, overcome problem with sentence and write connected sentences. After the students have the ability to construct the sentences, the writing exercise is increased by giving experience to the students to write paragraph or text. This activity will have students to become independent writers.

Beside the exercises and activities that the successful of teaching writing also influenced by the interest of teachers. Teachers should be interested in

teaching writing, because their suggestion instead of paying attention to what students say will show improvement in writing.¹⁸

Since most of the students have difficulties in mastering writing skill, the teachers should find an effective teaching technique or method to increase the students' English achievement especially in writing ability. Nowadays, there are many kinds of modern learning. In teaching writing, there are also the varieties of methods and interesting instructional media that can be used by the teachers, so in teaching and learning process the students is more active than the teacher. This learning is called with Students-centered.

The difficulties are not only faced by the teachers, as learner, the students often have problems in understanding the theory of writing and how to practice it in order to produce a good writing such as in the form of paragraph or text.

3. The Process of Writing

The writing process provides an opportunity for someone to state and share their thoughts until they have expressed their selves as clearly as possible. There are four main parts of the process of writing, they are planning, drafting, revising and editing. Teachers can help students to write more effectively through giving motivation or creativity teaching.

Students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Students can be shown the basic phases of the writing process: pre-writing, drafting, revising, and presenting. The writing process is the thinking process that goes on during

¹⁸ Rudi Hartono, *Genres of Text, English Department Faculty of Language and Art Semarang State University*, 2005, p.24.

writing. The book of Carter summarized that there are four writing process¹⁹, they are:

a. Planning.

Planning gives a chance to think about what to write and how to write. Planning involves brainstorming for ideas, defining and narrowing the topic by using pre-writing strategies, conducting research if necessary, writing a thesis statement, and writing working outline. In planning stages, we use pre-writing technique to gather ideas, and then choose a purpose, and an audience.

b. Drafting.

In drafting, some people aim for perfection when they write a first draft. They want get everything right from word choice to tone to sentence structure to paragraph organization. A first draft involves putting ideas down on paper for the first time. We may write many different versions of the assignment until we do what we like. In this stage, the writer wants to get every thing right from word choice to tone sentence structure to paragraph organization to spelling, punctuation, and grammar.

c. Revising.

Revising evaluates the word choice, paragraph structure, and style of our first draft. The revising can be done by a peer reviewer, she or he can tell the writer what comes across well and what seems confusing. If eviewer has a different perspective on their writing is extremely valuable.

¹⁹ Carol Carter, *Keys to effective Learning*, London : 2010,p.250.

The elements of revision include being a critical writer, evaluating paragraph structure, and checking for clarity and conciseness. In revising stage, we can do editing like considering ideas and organization. Then we can do proofreading like correcting errors including sentence structure stage, spelling, punctuation, and capitalization.

d. Editing.

Editing involves correcting technical mistakes in spelling, grammar and punctuation, as well as checking style. Editing comes last, after you are satisfied with your ideas, organization, and style of writing. If the writer uses a computer, the writer might use the grammar check and spell check function to check their work on their own.

4. The Importance of Teaching Writing

The process of teaching a foreign language is a complex one²⁰. Learning a language is not only learning its grammatical form or structure. There are productive skill and receptive skill in learning language that should we master. Receptive skill are the ability to understand the spoken language (listening) and the ability to understand the written language (reading) while productive skills involve speaking and writing.

Writing as productive skill must be taught in teaching learning. Moreover, the real goal of language learning is communication. Teaching of writing should give special attention to the development at writing ability. Both teacher and students should be aware of the powerful role of writing ability for their success in

²⁰ Ur Penny, *A Course in Language Teaching Practice and Theory*, Cambridge: Cambridge University Press, 1996, p.10.

language learning. Writing is different from other skills. In language teaching process, writing is an effort to increase students' language ability.

Writing can offer more opportunities to learn English. It can offer students considerable opportunities to increase their vocabularies, to refine their knowledge of the grammar, and to develop their understanding of how things are best expressed and how well their message is understood.²¹ Learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of the writing system that represent the utterances one has in mind.²²

Writing is a means of developing students' general abilities in English, it is very important. There are some reasons for bringing writing into a more central position in classroom work because the aspects in writing include the use of vocabulary, structure of sentence, spelling, and punctuation. These aspects are very important to master in order to be able to write well.

Teacher's role in teaching will affect students' advance in writing skill. Teacher should give an interesting way to the students so they steadily have great enthusiasm and creativity to write and also to throw away their boring or nervous feelings while doing writing. Besides, teacher also should prepare a good material. The material should characterize like material should be practical, interesting, and creative.

²¹ John Little Andrew, *Writing Student's Book*, Cambridge: Cambridge University Press, 1991, p.79.

²² Robert Lado, *Language Teaching*, Cambridge: Cambridge University Press., 2003, p.143.

C. Descriptive text

Descriptive text is a kind of text with a purposes to give information. The context of this kinds is the description of particular thing, animal, or others.²³ The social function of descriptive text is to describe a particular person, place or thing. Descriptive writing is usually used to help a writer develop an aspect of their work, to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects. Descriptive text is the text that describes what kind of person or an object described, good shape, properties, number and others in paricular. Goal (purpose) of the descriptive text is clear, namely to explain, Describe or disclose a specific individual or object.

1. Generic Structure:

- a. Identification : identifies the phenomena to be described
- b. Description : describes parts, qualities, characteristics

A typical descriptives text has an opening paragraph introducing the subject of the description, followed by a series of paragraph, each describing one feature of the subject. There can be also a final concluding section that signals and the description. The example of descriptive text based on generic structure:

Identification	Borobudur is a great Buddhist temple
	The temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20 th century. Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150ft) high and

²³ M. Mursyid , *The learning of Descriptive Text*, Malang,: Malang University,2011, p. 6.

Description	<p>consists of eight steplike stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned Buddhist sculpture in bas relief the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the to circle . The way to the summit extends through some 4,8 km (some 3 ml) of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.</p>
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(*The example of descriptive text adapted from Genres of texts English Department Semarang State University*)²⁴.

2. Linguistic Features

- a. Focus on specific participants
- b. Use of attributive and identifying processes
- c. Frequent use classifiers in nominal groups
- d. Use of the simple present tense

The linguistic features of descriptive texts are focused on specific participants, use of attributive and identifying process, frequent use epithets and classifier in nominal groups.²⁵ The vocabularies, which are often used in descriptive texts are words that are related to name of place: location, purpose, beneficial, presentation, and evidence of today, which are needed (for building). For animals, the words which are used are words which describe classification,

²⁴ Rudi Hartono, *Genres of Text. English Department Faculty of Language and Art Semarang State University*, 2005, p. 25 .

²⁵ Nurul Wulandari, *Kinds of text*. Jakarta Press, 2009 , p.6.

presentation, habitat, behavior, life cycle and beneficial. Language, which is used the neutral objective language.

Descriptive texts often used one of the forms be present or past, and one of the forms have. Tenses which are often use are present tense, but sometimes past if there are things, wich are described had lost (nothing again). Passive forms are often used too. Describe texts are often completed with photo, diagram, map, etc.

Description reproduces the ways thing look,smell,taste,feel or sound. It may also evoke moods , such as happiness,loneliness,or fear.²⁶ It is use to create a visual image of people, places,even of units of time-days,time of day,or season. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

D. Instructional Media

Media leads to anything used to send message(s) from the sender to the receiver(s), so it can arise the learners' thought, feeling, and interest to gear the students' learning.²⁷ In addition, according to *National Education Association* (NEA) in America, media refers to all kinds of communication tools in the form of printed-media or even audio visual to deliver the particular message or information.

Instructional media is as a tool, in education used to facilitate the teaching and learning process and it is used to make the communication between teachers and students more effective in teaching and learning process.

²⁶ George E. Wishon and M.Burks Julia, *Let's Write English*, Canada, 2011 p.379.

²⁷ Rodhatul Jennah., *Teknologi Pembelajaran, Edition 1*, Antasari Press, 2009.p.18.

Based on the definitions explained above, the writer concludes that Instructional media can facilitate the learning process and it makes the students easily understand the teaching materials. Furthermore the class will be more alive. That is why media is very useful in learning even in learning English.

The advantages of media in learning are to increase the students' motivation, to prevent boring situation in teaching and learning process, and to make the students understanding the teacher's explanation easily in teaching and learning process. Based on Meier (2002:263) *Learning is successfull by SAVI (Somatis, Auditori, Visual, and Interactive).*²⁸

As we know that media can be useful for different purposes, media has important role in education. In this case, the writer wants to emphasize the use of electronic media especially combination between computer and video as instructional media. Some of them are audiovisual media and interactive video that will be explored below:

1. Video as Audiovisual Media

Nowadays, it cannot be denied that media particularly audiovisual media cannot be separated from our life, so does in education. In learning English, media is an interesting thing to improve the student's communicative ability. Defines audiovisual media as a unit of tools which designs or presents moving pictures and audio concretely.

²⁸ Robin,2007, *Multimedia interactive* <http://www.investopedia.com/terms/i/interactive-media.ashtml> (online May 9 ,2014)

Many kinds of media that are used to save a message both audio and visual. There are many benefits of using video as an instructional media. Video also as an audio-visual media shows the movement, the messages can be facts (events) or even fictive (story) that tends to be used in informative, instructional, and educative side.²⁹

Video is suitable for learning, such as in class, group, and even a student. It is based on the culture of students that at least they watch a program in television every day.

Furthermore, states that video has some beneficial features if it is used in teaching and learning process. One of them is *slow motion* where the movement of object or events can be accelerated or slowed in order to make the lesson is easy to be learned.

The electronic media such as video or film still rarely used in learning English because some teachers feel that the use of video needs long time (time-consuming) and it is too difficult to prepare. If the teachers realize about the important of instructional media in learning English, there are many benefits gained. Wilson (2004:168) *The right video based on the students need, it can make the situation of teaching and learning process to be more effective instead of learning in usual way Higher-order thinking skill by Audio Visual interactive program* .³⁰

²⁹ Rodhatul Jennah, *Teknologi Pembelajaran, Edition 1*. Antasari Press ,2009, p.114.

³⁰ Shoaib Khan,2006, *Media and computer* [http// .www.the freedictionary.co.id /Interactive/video](http://www.thefreedictionary.co.id/Interactive/video) (May 9,2014)

2. Interactive Video

The definition of interactive video is combining video and computer technologies to offer interactivity. According to Zeembry ((2001):

“ video technology and computerized devices operate jointly to create and or provide interactive options and the combination by input output (audio,music,animation,video and interactive to communitate.”³¹

One of teaching method which helps students improve their writing abilities and their attention to details while experiencing a new technology called Interactive Video. Video is one of technology using as media for teaching and learning. Video uses visual and audiovisual. The video can be stored on videotapes, CD- Rom, DVD, or computer drives. Kind of interactive video in this writing is educated video such as the Nyaru Menteng location video, from this video we can give students advice to keep environment, and we can give the knowledge of the educated.

3. The Advantages And Disvantages of Interactive Video

Interactive video, an innovation in educational technology is getting popularity day by day because of its dual functions of providing video pictures and computer-assisted instruction. Thus, interactive video makes use of the existing technologies of video and computer-assisted instruction and there by provides all the advantages of the two media as well as an effective interaction between them.In the application,interactive video has advantages and disvantages. The Advantages of interactive video are first, interactive video is that the amount of

³¹ Purnawan Sanjaya , *Perancangan media interaktif teori editing video* ,Bandung Press: 2003 .p.153.

information immediately available is enormous because of the immense storage capacity of a video disc. Second, It has the potential to present text, graphics, graphics film and sound in varied ways. Third, More interesting for teaching students and make students more interested to the topic lesson. Fourth, Acomodating students respon in teaching learning. Five, The combination media by audio and visual. Sixth, Increase the students quality in learning. Seventh, give active response in which the respond determines the on-off control over what appears on the screen and the interactive video can use indivual.

The disvantages of interactive video are first, cause benefit anlysis because the software and hardware is expensive. Second, Need long time to make an interactive video. Third, difficult media than others media. Fourth, need special program and format.³²

4. Kinds of Interactive Video

There are two kinds of interactive video based on the purposes. first is Commercial –Interactive Tutorial. CIT (Commersial Interactive Tutorial) use for Teaching learning process for students. Second is Non-Commersial such as video interactive of goverment profil ,tourist, city and profil of company. Here, the writer use CIT(Commercial Interactive Tutorial) because its suitable for teaching writing descriptive text in the research and its focus on education.

5. Differences Between Televisi, VCD and Interactive Video

³² Bambang Warsita , *Teknologi Pembelajaran Landasan Dan Aplikasinya* , Jakarta: Rineka Cipta., 2008. p.140.

Televisi is audio visual. Its a telecommunication medium for transmitting and receiving moving images that can be monochrome (black-and-white).Television do not give active respon for the user and we cannot give our idea .Television only focus on the something that showed .Television include in Offline (traditional).³³

Video Compact Disc is medium that shows a moving picture along with the sounds. Video Compact disc without menu to give active respon as interactive video.³⁴

Interactive video is a system which is the result of combination between computer and the material of video recording to present information or messages in the form of text, audio, and visual and the audiences not only listen and watch the video, but also give active response in which the respond determines the on-off control over what appears on the screen.³⁵

E. Teaching English Using Interactive Video Input

Teaching English using Interactive Video is suitable for learning, such as in class, group, and even a student. It is based on the culture of students that at least they watch a program in television every day. Therefore, video with short

³³ Bambang Warsita, *Teknologi Pembelajaran Landasan Dan Aplikasinya* , Jakarta: Rineka Cipta, 2008, p.112.

³⁴ Hujair A.Sanaky in Mayasyarah, *The Effectiveness of Video Compact Disc as an Audiovisual Medium toward The Students' Listening Comprehension Score of The Tenth Grade Students at MAN Model of Palangka Raya*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2010. Page.7.

³⁵ Rodhatul Jennah.,*Teknologi Pembelajaran Edition 1*, Antasari Press, 2009,p. 119.

duration can make teaching is more easy and bring to bear the learning directly of the student needs. The message is delivered from the video offers a refreshing change in the routine activities of students.

Video technology and computerized devices operate jointly to create and or provide interactive options and the combination by input output (audio,music,animation,video and interactive to communivate. It is so helpful in structuring students effort(without getting in the way of student progress) that often notice dramatic in the quality of work student turn in the first time they follow all the way through. The biggest change in teaching may come from shifting expectations about the amount of time students need to complete a particular writing project. Here interactive video combined with Writing across the curriculum teacher that will take the lead in writing instruction and by using better techniques like six traits criteria based assessment writing process and students should be coming better prepared for the writing work. And the six criteria writing important for students in vocational high school level. The first, written output is a great way to assess students knowledge.Writing is a simplest,more –direct,most-effective, and most time-effective way for students to express their knowledgeof a given subject. Second, writing is the essential skill students need. Third, Helping students learn to express themselves with confidence in all subject areas can contribut to improvements in behaviour and self-esteem. Fourth, Students must think clearly, will write clearly.Student who have think clearly will express with the written word. Fifth, the writing must have power. The writing must have purposes for the writer .Example students write

descriptive paragraph to describe something. In teaching based on the curriculum, the teacher should prepare to intervene in the students writing processes with suggestions, and correction to help the students overcome difficulties encountered in each of the stages.

The assigned writing tasks should encourage students to write a variety of modes besides descriptive writing. This is based on the understanding that people do use different modes of writing and they do required different processes. The using of interactive video here, to support ideas before writing focus on pre writing or brainstorming.

Conferencing is an important part of the classroom activity. It occurs between teacher and students as well as between students. Such as an activity provides students with immediate, meaningful responses to their writing. This will develop student's ability to reflect upon their own writing and the writing of others in a critical and constructive way by helping interactive video.

The main role of the teacher is as facilitator. The teacher no longer focuses just on error in the product, but is free to respond to a number of faces of students writing. This may include understanding and giving nice responses to what the students is writing. Since the teacher's role is as facilitator and students would work help each other, rather than work alone or just with the teacher, the classroom would be arranged in the manner of a workshop, where the students can work in pairs, or group. The students, therefore, eventually realize that writing generally requires many drafts and revisions to get ideas into a form of writing.

F. Experiment Research

Experimental research is research in which the investigator manipulates one or more independent variables (the treatment) and observes the effect on one or more dependent variables.³⁶ This study is Quantitative research. “Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical method.” It was the study which measures the effect of using Interactive media in teaching writing of descriptive text.

Experimental research design may also be classified according to how well provide control or the threats to internal validity: preexperimental design,true experimental and quasi-experimental. Preexperimental design do not have random assignmentof subjects to groups or other strategies to control extraneousvariable. True experimental design (also called randomized designs) use randomization and provide maximum control of extraneous variables. Quasi - experimental designs lack randomization but employ other strategies to provide some some control over extraneous variable.

In the study, the writer used quasi-experimental design. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi - experimental design does not provide full control, it is extremely important .

³⁶ Donald Ary and Lucy Cheser Jacob,Chris Sorensen ,and Ashgar Razavieh, *Introduction to Research in Education Eight Edition, Canada* : Wardsworth, 2010, p..641.