

CHAPTER II

REVIEW OF RELATED LITERATURE

1.1 Writing

1.1.1 The Definition of Writing

Writing is one of the four English skills that is used to convey ideas, opinions, thoughts, and feelings in written. According to Ken Hyland (2019) stated that writing is a way to produce language and express ideas, feelings and opinions. Nur Fatimah (2018) stated that writing is a way of communicating a message to a reader for a purpose. Pebri Leonardo (2022) writing skills is the ability to express ideas, opinions, and feelings to other parties through written language.

According to Yin Ling Cheung (2016) stated that writing is an activity where the researcher can express the ideas in written form. It means that writing as an information transfer from the writer's ideas to the readers. In writing, the researcher shares their feeling and expression to the reader.

Writing ability can be achieved with guidance and systematic and intensive practice (Robert B. Kaplan, 2014). According to Linda S. Flower (2016), writing is a process of putting thoughts into words and words onto paper. It is called as process because different things happen at different stages.

James R. King (2023) stated that writing process focuses on generating ideas, organizing them coherently, using discourse markers and rhetorical conventions to put them cohesively into written text, revising text for clearer meaning, editing text for appropriate grammar and producing a final product. In line with this explanation, there are four processes in writing namely drafting, revising, editing and making final product.

Writing skills are very important skills in life, not only important in educational life, but also very important in social life. Writing skills are very important because they are one of the language skills that students must have. By writing, students can express or express their ideas or opinions, thoughts or feelings. Apart from that, it can develop students' thinking or creativity in writing. Writing skills are one of the characteristics of an educated person or an educated nation (Elif Emine Balit, 2018).

According to Ken Hyland (2019) writing skills are used by educated people to take notes or record, convince, report or inform, and influence, can only be achieved well by people who can organize their thoughts and express them clearly. This clarity depends on thought, organization, use of words, and sentence structure. From the opinion above, it can be concluded in general that writing is an activity to convey to other people indirectly by using language in written message form.

1.1.2 The Importance of Writing

According to Dewi Safira Maulida (2022) In order to support language development, foster learning styles, and, most significantly, help students see writing as a stand-alone talent, writing instruction is given to English language learners. Parupalli Srinivas Rao (2019) stated that writing has some significance. These are as follows:

- a. Writing helps learners focus on using proper language since they are forced to think as they write, which may lead to better growth as they work through issues that come to mind while writing.
- b. Writing is often used to support previously conceived language. Students utilize their writing abilities to record what they have learned as the learning process progresses.

- c. Writing is often helpful when used as a way to prepare for another activity.
- d. Writing can be a crucial component of a larger exercise where speaking, acting, or language practice are the main objectives.
- e. Writing is sometimes utilized in tasks that resemble questionnaires. Writing is essential for completing a questionnaire test. Students are requested to respond in writing to the exam questions.

So the importance of writing can help the students' to understanding the meaning of paragraph.

1.1.3 Components of Writing

There are some components of writing which are very importance to know. According to Steve Graham (2019), there are five aspects or components of good writing. They are as follows:

1. Contents/ideas

Contents or ideas are well supported. After that, it is united and interesting to read.

It must stick to the task last.

2. Organization

a. Paragraph

A paragraph must have consistency and coherence, a clear topic sentence, controlling ideas, supporting sentences, and concluding sentences.

b. Essay

The organization of the essay includes a clear thesis statement in the essay's introduction, followed by a body paragraph with good organization, a concluding paragraph, and coherence/cohesion.

3. Grammar/Structure

Grammar or structure is used to show fundamental grammar (eg, tenses, verb forms, noun forms, prepositions, articles). With its complex and compound sentences, it demonstrates the complexity of sentence structures.

4. Word Choice/Word Form

The choice of words should show a comprehensive vocabulary. It uses the proper word forms and idiomatic phrases.

5. Mechanics

The mechanic has a strong paragraph/essay format but does not divide comma splices, or use run-on sentences. Additionally, it shows a good command of capitalization, punctuation, commas, semicolons, and spelling. The researcher deduced from all of the aforementioned justifications that the element in writing was a step toward producing high- quality writing. It may serve as a guide for the researcher when creating a test or a score.

So the components of writing

1.1.4 The Process of Writing

In general, writing consists of three stages, namely pre-writing, writing, editing and revision. According to Yunus (2021) : 1) Prewriting (Idea Search and Condensation Stage) Prewriting is the preparation stage. At this stage a writer carries out various activities, for example finding or preparing ideas as material for making a story (source of inspiration), determining the title of the essay, determining the goal, choosing the form or type of writing, making an outline and collecting materials. 2) Writing Stage The writing stage begins with describing ideas in written form. The ideas are expressed in the form of sentences and paragraphs. Next, the paragraphs are combined into one complete

essay. 3) Editing and Revision Stage At the editing stage, we re-examine the entire essay that we have written from the linguistic aspect, including errors in words, phrases, punctuation, writing, right down to the sentences. Meanwhile, the revision stage involves re-examining the essay we have just written from the aspect of content or story logic. If the essay is considered perfect, then submit the essay to the public in printed form or submit it in non-printed form (Kurniawan: 2012).

Meanwhile, other writing process theories are prewriting, writing, and postwriting. 1) Prewriting is the preparation stage for writing. The things that are done at the prewriting stage are choosing a topic, considering the purpose, form and audience as well as identifying and organizing ideas. The prewriting stage is very important and determines the subsequent writing stages. 2) Writing. After the outline of the essay is prepared, the writer begins writing activities. The writer will express his ideas in writing and pay attention to the language. The body of the essay presents the discussion of the topic or main idea of the article. The main idea of writing can be clarified with illustrations, information, evidence, arguments and reasons. 3) Post-writing is the stage of refining and perfecting the rough writing that we produce. This activity includes editing and revising. Tomskins and Hosskisson state that editing is checking and correcting the mechanical elements of an essay such as spelling, diction, sentence analysis, language style, and others. The revision is more directed towards improving and checking the content of the writing (Setyawan, 2018).

Apart from the writing stages above, there are also other stages of writing practice, namely: 1) Copying, namely learning to write according to examples, 2) Reproduction, namely learning to write without a model, 3) Recombination or transformation, namely starting to practice combining sentences that originally stood. itself becomes a combination of several sentences. 4) Guided writing, namely starting to

get acquainted with paragraphs. 5) Writing, namely free writing to express ideas in the form of actual writing, for example writing reports, writing papers, writing news, and so on (Dipendra Kumar 2014).

1.1.5 Teaching Writing

All levels of education in Indonesia have studied English. High school level is one of the education levels in Indonesia that is required to learn English. The Government of Indonesia issues: The National Education System Act (2014) "Foreign languages can be used as the language of instruction in a particular educational unit to support the foreign language skills of learners." that is the reason why English is important to learn.

In teaching writing for Senior High School, the teacher has get used the students to present their ideas in written form as writing is a means of communication media. The students must have a creative learning to achieve a goal in increase the writing competence in English language. It is in order to the students get the opportunities to express their idea freely.

Based on the school-based curriculum, English in Senior High School is targeted to make the students reach the informational level in order to prepare the learners for the futher education in colleges and universities. In addition, the standard of competence for the writing skill in vocational high schools to express the meaning of written functional texts and simple short essays in the form of produce, descriptive, recount, narrative, report, news item, etc.

In this study, the materials which will given to the students based on the standard of competence Kurikulum Merdeka. The researcher will only deal with the tenth grade competence for writing at SMK Kawung 2 Surabaya as present as follow:

TABLE 2.1 Standard of Competence

Elements	Capaian Pembelajaran
Menulis dan Mempresentasikan	Pada akhir Fase E, peserta didik menulis jenis teks deskriptif melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

So, in the learning outcomes it's mentioned that descriptive text was taught in class X MPLB 1.

1.2 Writing Assesment

The term "assessment" refers to the broad range of techniques or instruments that teachers employ in order to assess, measurement, and record students academic readiness, learning progress, skill development, or educational requirements. Writing assessment is a subject of study that includes the theories and methods used to determine how well a writer performs or has potential when given a writing assignment. Teresa Limpo (2018) provided the writing measurement. He assesses the following five aspects of writing:

vocabulary, structure, mechanics, substance, and language use. A maximum of 20 points are allocated to the organization, 20 points to the vocabulary, 25 points to language use, 5 points to the mechanic, and 30 points to the content for the fifth component. Depending on the weight, role, and contribution in writing, each aspect or component receives the maximum score.

TABLE 2.2 Scoring Rubric

Aspect of Writing	Score	Category
Content	4	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assignment topic.
	3	Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant topic, but lack detail.
	2	Fair to poor: limited knowledge of subject, inadequate development of topic.
	3	Very poor: doesn't show knowledge of subject, non-substantive, non-pertinent, or not enough to evaluate.
Organization	4	Excellent to very good: fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	3	Good to average: somewhat choopy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing.
	2	Fair to poor: not fluent, ideas confused, lacks logical sequencing and development.
	1	Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	4	Excellent to very good: sophisticated range, effective word choice and usages, word form mastery, appropriate register.
	3	Good to average: adequate range, occasional of word, choice, usage but meaning is not obscured.
	2	Fair to poor: limited range-frequent errors of word form, choice, but meaning confused or obscured.
	1	Very poor: essentially translation, little knowledge of English Vocabulary,

Aspect of Writing	Score	Category
		idioms, word form, or not enough to evaluate.
Language Use	4	Excellent to very good: effective but simple construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	3	Good to average: effective but simple construction, minor problem, in complex construction, several errors of agreement, tenses, number, articles, pronouns, prepositions but meaning seldom obscured.
	2	Fair to poor: major problems, in simple/complete construction, frequent errors of negation, agreement, tense, number, word function, articles, pronouns, preposition and fragments, run-ons, deletes, meaning confused or obscured.
	1	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalizations, paragraphing, handwriting, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
Finaly Score : $\frac{n}{21} \times 100\%$		

1.3 Descriptive text

1.3.1 Definition of Descriptive Text

The word or descriptive actually comes from the Latin word Describe which means to write about something or explain something. The word description can also come from the English word description which means to paint with language. According to Manfred Jahn (2021), description is a type of text that describes an object according to its actual situation so that the reader can see, hear, feel, smell imaginatively what the author sees, hears, feels and smells about the object in question.

According to Shakti Gawain (2016), stated that the description writer wants to achieve is to create or enable the creation of the reader's imagination or imaginative power so that the reader seems to see or experience for himself the object that the writer describes . Objects that can be painted or depicted can be places, times, views, weather conditions, peaceful conditions, disasters, a person's physical condition, calm conditions, crowds, library visitors, etc. Based on the opinion above, it can be concluded that a descriptive text is a type of text that describes an object in accordance with the actual situation so that the reader can imaginatively see, hear, feel, smell what the writer sees, hears, feels and smells about the object in question.

1.3.2 Generic Structure of Descriptive Text

According to Julian Luber (2014), descriptive text also has the generic structure, there are:

1. Identification

Identification introduces the subject and gives the general information about something.

2. Description

Description gives the details of the characteristic features of the subject. It may describe parts, colour, qualities, characteristics, size, etc. The following is the example of generic structure of descriptive text :

Table 2.3 Example of Descriptive Text

Identification	I have a laptop. My father bought it for me last month.
Description(s)	It is a nice laptop with black colour. It has a 14 inch screen. This is the latest product from asus. The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop. I really like this new laptop. Because it always be helpful to me in various situations.

From the example of descriptive text above, the first paragraph is called identification because the paragraph identifies thing “laptop” to be describe. The next paragraph is called description because it gives the information of particular thing being describe such as parts and colour of “laptop”.

1.3.3 Types of Descriptive Text

In general, descriptive texts can be grouped into two parts, namely (1) expository descriptions aimed at providing information that causes the reader to see, hear, or feel, and (2) impressionistic descriptions that cause the reader to act emotionally (Wayne Ed Otto 2014). Virginia Clinton (2020) also divides description into two parts, namely (1) expository description which refers to logical description,

and (2) impressionistic or stimulative description describing the author's impression of what he wrote.

1.3.4 Characteristics of Descriptive Text

The descriptive text form has special characteristics that differentiate descriptive texts from other forms of texts. Several experts expressed their opinions about writing descriptions. Peter Stockwell (2020) stated that the author of the description invites readers together to enjoy, feel, and understand as well as possible the objects, scenes, personalities and moods that have been experienced by the author. Andrea Vedaldi (2014) used the words "providing details and objects", meaning that the method of delivery must be with details of the object to be discussed. Andriani Nikolakopoulou (2014) said that the characteristics of the description are as follows. (1) Descriptions attempt to show details or details about the object, (2) Descriptions are more about influencing sensitivity and forming the reader's imagination. (3) Descriptions are delivered in a pleasant style with evocative word choices. (4) Descriptions explain more about things that can be heard, seen and felt so that the objects generally are objects, nature, colors and people, and (5) The organization of delivery uses more spatial arrangement.

Based on the opinions of several experts above, it can be concluded that the characteristics of descriptive texts are as follows.

1. Painting or depicting certain objects.
2. Description attempts to show details or details about the object.
3. Providing an object according to its true characteristics, properties, essence.

4. Descriptions are more likely to influence sensitivity and shape the reader's imagination. Descriptions are delivered in a delicious style with evocative word choices.
5. The result of absorption of the five senses.

1.4 Learning Media

1.4.1 Definition of Learning Media

Media is an instrument for communication. If it could convey the messages to meet the learning objectives, it was referred to as a learning medium. Therefore, the media should be related to the messages and strategies. Wondwesen Tafesse and Anders Wien (2018), cited by Douglas Kellner and Jeff Share (2019), limited the definition of media by stating that learning media is a physical medium used to convey subject matter through books, movies, videos, and other media. According to Briggs, media is a tool that helps students learn new material more easily and retain it longer than they would if they were to study it through lecture or speech alone.

According to Arif Fauzi Hilmi (2017), media is divided based on how it is delivered and received into three types, namely: audio media, visual media and audio-visual media.

1. Audio media such as: radio and tape recorder.
2. Visual media such as: (a) graphic media/printed materials/supplementary materials (whiteboards, drawings, sketches, cartoons, posters, flannel boards, and bulletin boards), (b) physical objects such as realia, and (c) models.
3. Audio visual media such as: television and film.

By knowing the explanation above, the researcher refers to visual media that can be used as real objects to describe something.

1.4.2 Visual Media

According to (Willy Bachtiar Wijaya, 2022) Visual media are educational tools that teachers employ in the classroom to promote learning and make it more convenient and pleasurable. According to D. Dzakiah (2022), stated that visual media are real things through which students interact and integrate into their daily lives.

1.4.3 Realia

Gerlach and Ely say (that realia, when understood in broad terms, are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media).

This statement is also confirmed by the opinion taken by the author from Dony Novaliendry (2020) who stated that one type of media in learning is the environment as a learning medium. Learning itself is a communication process between learners, teachers and teaching materials. So, it can be said that the school environment is an alternative learning media that can be used in the teaching and learning process. This alternative was chosen because the environment is very close to the students so it can facilitate students' understanding in absorbing the subjects given.

Dodi Irawan (2017) stated that, "Realia is an actual object or item which is brought into a classroom as an example or as aid to be talked or written about and used in teaching." Rachman defines realia as real objects that are used as teaching materials. The real lace is referred to as an object that can be seen, touched, heard and observed through the five senses. These real objects can be the environment around

students. The environment (physical, social, or cultural) is a very rich source of student learning materials. The environment can act as a learning medium, but also as an object of study (learning resource). Using the environment as a learning resource often makes students feel happy in learning. Utilizing the environment can develop a number of skills such as observing (with all the senses), taking notes, formulating questions, hypothesizing, classifying, writing, and making pictures/diagrams.

Utilizing the environment as a learning medium has many advantages. Some of these benefits include (a) saving costs, because it utilizes objects that already exist in the environment; (b) practical and easy to do, does not require special equipment such as electricity, (c) provides real experience to students, lessons become more concrete, not verbalistic; (d) because these objects come from the student's environment, these objects come from the student's environment, so these objects will be in accordance with the student's characteristics and needs. This is also in accordance with the concept of contextual learning; learning is more applicable, meaning that learning material obtained by students through environmental media will most likely be applied directly, because students will often encounter similar objects or events in their daily lives, (e) environmental media provides direct experience to students. With environmental media, students can interact directly with real objects, locations or events in a natural way; and (f) more communicative, because objects and events in the student environment are usually easily digested by students, compared to packaged (designed) media.

From the description above, it can be concluded that realia learning media means an intermediary or something that can be used to stimulate students' thoughts and channel messages so as to create student motivation in the learning process to gain

knowledge through real objects around students, one of which can be the environment. school.

This realia learning media invites students to make direct observations of objects. By seeing it directly. Students gain deeper knowledge and the knowledge gained will be embedded in their minds. According to Mark Paterson (2020), it is estimated that learning outcomes through the sense of sight are around 75%, through the sense of hearing around 13%, and through other senses around 12%. From the results of this opinion, it is clear that learning outcomes through the sense of sight are much higher when compared to other senses. When viewed from the ability of high viewing experience, the position of learning media is very strategic because the ability of learning media can: (a) stimulate the learning process, (b) present objects directly. (c) making abstract things concrete, (d) providing a common perception, (e) overcoming barriers of time, place, number and distance, (f) presenting information consistently, and (g) providing a relaxed learning atmosphere (Claudia Arcos, 2016).

From several definitions of realia media, the author concludes that realia media is: (a) real media or real objects that can be seen, touched, held and manipulated, and (b) realia media is media that does not change or is genuine and not in the form of imitations. or a model of a real object.

1.4.4 Steps in Implementing of Realia

The step in implementing the use of realia are the following:

1. Identify opportunities the use realia Be aware of opportunities to include realia in lesson as you plan. Pre read any stories to be read aloud or used for reading instruction to identify vocabulary that may be unfamiliar to the students and locate realia that will be helpful to their understanding.

2. Collect realia - begin to collect items that can be stored in the classroom and organize them so that they can be easily accessed for instruction. Plastic tubs or large, clear plastic bags are often used for this purpose. Some items will be used with only one theme or book and should be stored with the theme materials or book. Yard sales and end of season sales at craft stores are good sources of realia for classroom, parents can often be helpful in locating and supplying useful items.
3. Build a library of realia- collaborate with other teachers at your school or grade level to build a library of realia that can be shared for major theme studies. Locate local merchants, farmers, and other resources for the loan of large items such as farm equipment or animal.
4. Use field trips as realia if it's too large to move and your students; learning would benefit by experiencing it, take a field trip. Give your students the opportunity to really understand what they are studying.

1.4.5 Advantages of Media Realia

The use of media has a positive impact on teaching and learning activities in the classroom. Kajal Sinha (2022) stated that in general media has uses, namely clarifying messages so that they are not too verbalistic, overcoming limitations of space, time, energy and sensory power, creating enthusiasm for learning. Direct interaction between students and learning resources. allows children to learn independently according to their visual, auditory and kinesthetic talents and abilities, provides the same stimulation, equalizes experiences, and creates the same perceptions.

More specifically, the superiority of realia media was expressed by Pujita (2006). Realia media has advantages, namely: first, realia media is easy to obtain. In general, realia media can be found because they are real objects that exist in the

environment. Second, realia media provides clearer and more accurate information, considering that realia objects are real objects, so that explanations or information related to these objects become clearer and more accurate.

The same thing seems to be stated by Rizal Amiruddin Khalala (2016) regarding several advantages in using realia media, namely:

- a can provide maximum possible opportunities for children to learn something or carry out tasks in real situations
- b provide opportunities for children to experience real situations themselves
- c train children's skills by using as many sensory tools as possible.

Regarding the opinion above, Sartika Andi Patau (2017) stated that the use of realia media in teaching and learning activities in the classroom is "That by using realia media in the learning process students will be more active in observing, handling, manipulating, discussing, and ultimately can become a tool to increase students' willingness to use similar learning resources".

Based on the opinions above, it can be concluded that (a) realia media can foster direct interaction between children and these objects, (b) realia media can help children's learning process become more active when observing, handling and manipulating. (c) realia media can instill basic abstract concepts into true, concrete and realistic ones, and (d) realia media is more motivational and stimulates children to learn.

1.4.6 Previous Study

There are several studies of using Realia media in this research. They are as follows:

1. Aziza Kulmamatova (2021) The Use of Realia to Improve Students' Speaking Ability in Procedure Text (A Classroom Action Research with the Ninth Grade

Students of MTs Mathalibul Huda MlonggoJepara in the Academic Year of 2010/2011). The goal of this study was to describe how realia was used to enhance students' speaking abilities in procedure texts and to determine which aspects of the students' speaking abilities improved. The ninth-grade pupils at MTs. Mathalibu Huda MlonggoJepara in the 2010–2011 school year served as the research subjects. There were 44 pupils involved in the topics. This study used action research in the classroom. This study was carried out in three phases, which are referred to as cycles 1 through cycles 3. The data were collected by using observation guide in order to know the events in the classroom during teaching learning process. Besides that, she also used test to get the students' score, in order to know the improvement of students' ability in speaking from their score. The data were analyzed by using quantitative analysis. In this research, the researcher used kinds of realia. In the first cycle, the researcher used candles, match and candle holder. Then, in second cycle she used water faucet, soap and towel. In third cycle, she used pencils and sharpener. The result of research shows that realia used in teaching speaking procedure text with the ninth grade of students MTs Mathalibul Huda Jepara in The Academic Year of 2010/2011 can improve students' speaking ability. This successfulness can be seen from the result of students' average score and good responses by students.

2. Fuad Hasan (2018) The Effectiveness of Using Realia on Students' Speaking (A Quasi-experimental Study at the Tenth Grade of SMAQ Al-Ihsan Kebagusan, the researcher found that the students were motivated and able to concentrate on the material given by the teacher; their speaking ability and the activeness was improved. It meant that the use of realia had strength to help

the students learn language easily. The research method was Classroom Action Research with cycle model. The research was done collaboratively with the English teacher with some steps. They are identifying the problem, finding the solution, planning the action, implementing the action, observing and evaluating the action, analyzing the data and reflecting the action. The research was conducted in one cycle which includes two meeting for treatment and one meeting for conducting the test. The research subject was the eighth class. The total number of the students in this class was eighteen. There were two kinds of data used in this research; they are the primary and the secondary data. The primary data was collected by speaking test and observation in the form of checklist, while the secondary data was obtained from documentation and interviewing. Based on the results, the use of realia to teach speaking can improve the students' speaking ability.