CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The 2013 Curriculum

In English Language Teaching field, our educational system had implemented different curricula for the sake of improving learners' proficiency level and coping with the challenges of the global world. Indonesian to be choice for integration scientific and social competence in curriculum 2013. That integration brings the implementation that every study has to make Indonesian language to find the content of the science. According to Kusumaningsih (2013: 288) Indonesian text-based learning in curriculum 2013 is carried out by applying the principles 1) the language should be used as a text, not merely a collection of words or linguistic rules, 2) the use of language is a process of selecting the forms of language to express meaning, 3) functional language is the use of language that is never out of context because it is the kind of language used reflects the ideas, attitudes, and its ideology, and 4) language is a means of forming ability of human thinking. In connection with it, students should be able to produce and use the text in accordance with the purpose and function of the socio-cultural academic.

2.2 The Difference of Spoken and Writing Language

Languages originated from the need for communication between and among people. From this "need", spoken language appeared and developed, and then the written language, which catered for the need of recording and preserving things. To

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put it simply, the purpose and the function of language is to know about other people and let others know about someone (Zhang, 2013: 835). Written language tends to use longer and more complex sentences, because it always pays attention about grammar rule. On the other hand, the utterance in spoken language is shorter and easier to understand. However, spoken language tends to express more emotions and personal feelings, perform more functions in smoothing interpersonal relations.

In order to write, firstly the learner should have a good mastery of English vocabulary which would make it possible for him to choose the most appropriate words for student's writing. Besides, the student is expected to be good at various sentences structures and have a relatively full knowledge of English grammar. On the other hand, spoken language is flexible and open to change. It is not easy to get a good mastery of the spoken language in the foreign language. But it is possible to establish a good basis in pronunciation and the grammar of the target language.

2.3 Reading

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing (Harmer, 2010: 99). Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons. According to Harmer (2010: 99) type of reading as follows:

a. *Intensive Reading*

Intensive reading is usually accompanied by studying activities because it focuses on the construction of reading texts which take place usually in the classrooms. The teacher may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities.

b. *Extensive Reading*

Extensive reading can be referred to as reading for pleasure, because reading is not fixated on the material to be read by students. Students may choose any type of reading materials to be read by them. In extensive reading activities, teachers can ask students to exchange experience after reading the reading materials.

The types of reading in the world language should be understood as things we need to know. Because with the superiority of a person's ability to read, we will be given the opportunity to increase insight into the problem of science.

2.4 Reading Skill

Students need a skill that it takes to read a reading material and depend on the destination of the read material. Scanning, this skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully. Students need to be able to scan the text for particular bits of information they are searching for or searching quickly through an article looking for a name or other detail. Skimming, this skill means to get a general idea of what

it is about or when we look quickly at a report to get a feel for the topic and what its conclusions are. According to Glen (2017: 1) benefits from reading, there are enhanced smarts, reading reduces stress, greater tranquility, improve analytical thinking, increased vocabulary, improved memory, improved writing skill, and helps prioritize goals.

Reading skill allows students to access knowledge, understand and elaborate concepts and integrating information from lectures and reference books' content. When teachers are asked to refer to their students' skills proficiency they often mention that students do not read analytically, can not distinguish between important and unimportant ideas, can not adjust their reading to the different materials they encounter, do not seem to enjoy reading and Hence approach texts unenthusiastically. Students seem to have more and more trouble reading.

Besides understanding the content of textbooks, articles and essays, students should be able to criticize and evaluate ideas in a critical reading and thinking learning attitude. Therefore, students must develop techniques for reading, understanding and remembering what is read, using concentration to deal with all types of reading assignments. This role is reinforced by writing skill as a communicational tool used for conveying ideas, lecture note taking, studying outlining, summarizing, etc.

2.5   Writing

Writing allows people to communicate, express ideas both inside and outside themselves, and be able to enrich their experience. Writing gives them more

'thinking time' than they get when they attempt spontaneous conversation. Writing is used as a practice tool to help students practice and work with language they have been studying (Harmer, 2010: 112). Writing skills cannot be learned by just in theory, but through practice and practice to produce better writing results. Writing is critical to be a good reader, and it makes our thinking and learning visible and permanent.

2.6   Types of Writing

According to Huy (2015: 54-55) there are types of writing:

a.   *Exposition*

Exposition is one of four rhetorical modes of discourse. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

b.   *Argumentation*

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting.

c. *Description*

Description is one of four rhetorical modes. It is also the fiction – writing mode for transmitting a mental image or the particulars of a story.

d. *Narration*

Narration is some kind of retelling, often in words of something that happened (a story). The scene of events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shape history (the scene of events, the story what happened).

From the types of writing above, I would like to take description type of writing for the study. It is because writing description does not require detailed information for example from the results of research or in-depth observation in describing something. Rather, it is more to describe what we see, hear, and feel at something we want to describe. Basically, writing is a productive and expressive activity. To develop writing skills some steps are required. In learning to write, teachers should be able to direct each stage of writing properly and appropriately, so that students really understand and they can make a good writing. Teachers have to be good at choosing and using approaches in the learning process of writing. In addition to choose the right approach, teachers have to be good at choosing and using learning media so that the learning process of writing can be done effectively.

2.7 Descriptive Text

Descriptive text is one of genre of texts. Descriptive text is difficult enough to learn by the students. According to Keraf (2000) cited in Harmenita and Tiarina

(2013: 31) the writer transfers the images and the feeling that writer experienced to the reader. The writer tries to convey the image, feeling and experience to readers in order imagine or as if, they are also engaged on it. Kane (2000: 352) cited in Hamenita and Tiarina (2013: 31) state that descriptive text is description about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals and reveals a particular person, place, or thing in details or specific to make the reader be able to visualize the description.

According to Utami and Tossi (2014: 47-50) descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. *Descriptive Text about People*

People are different, and writing description of people is different. The writer is probably already aware of some of the complications because writer has often been asked,"What's so-and-like?" In replying, writer might resort to identification, an impression, or a character sketch, depending on the situation.

b. *Descriptive Text about Places*

In describing a place for example a room, what should writer describe first? The walls? The floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, the writer can add

a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

c.   *Descriptive Text about Things*

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

d.   *Using Proper Noun*

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

e.   *Using Effective Verb*

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, "the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves." The verb *chiseled* also gives the reader a more accurate picture of the wind's action than *made* does.

From the forms of descriptive text above, in this study I would take the description of people through interactive multimedia. It is because in writing

description does not require detailed information. The students might resort to identification, an impression, or a character sketch, depending on the situation. Rather, it is more to describe what we see, hear, and feel at something we want to describe. Besides, the material would be presented with a appearance that makes students can understand the material easily, but also students will be more interested in the material being studied.

According to Gerot and Wignel (1994: 208) cited in Kartika and Saun (2013: 281) the generic structure of descriptive text consists of identification and description. Identification explains about the topic or identifying what or who wants to be described. Description explains about detail of the topic: describing parts, qualities and characteristics.

The lexico-grammatical features of the descriptive text are the use of vocabulary and grammar within the text. The vocabulary commonly used in the descriptive text is related to the thing being described. According to Depdiknas (2004) cited in Kartika and Saun (2013: 2) the language features and lexico-grammatical of the descriptive text focus on specific participants, and the use of simple present tense.

It is very important for the teacher to apply the creative way to teach a descriptive text. Therefore, the use of various teaching techniques is necessary for motivating students to learn English, as well as for adjusting the material and avoiding the students' boredom. By mastering a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be

able to achieve the target. It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail.

2.8 Teaching a Written Descriptive Text

Teaching and learning processes have to make it possible for the students to understand the meaning of their learning material. Students as the learning subject are the starting point in teaching and learning, which measure the success of the teaching learning process. Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it. Teaching writing a descriptive text has a lot of preparations that need to be considered among others related to the syllabus and lesson plan. Curriculum is the guidance for the teacher in determining his ways or strategies in doing the teaching and learning process and it is also the guidance for the students in achieving what they expect in their learning process. After the teacher makes a lesson plan and determine the strategy, the teacher should apply it when he conveys the material. The strategy should be appropriate with the syllabus and lesson plan. In teaching writing as a process, the students may produce several drafts of their writing product with the emphasis on the process of writing and on getting feedback from classmates (Alqahtani, 2015: 23).

2.9 Scoring Writing of Descriptive Text

According to Glencoe (2006: 1-2) scoring writing may be conducted for many purposes, but the ultimate goal is always to improve instruction for each student.

1) Make sure students know the criteria for good writing.

2) Let students help develop the criteria. If it is feasible in classroom, have students get involved in determining the criteria and they will use for evaluating a piece of writing. This will give students a sense of ownership and will help them to see why a given piece of writing does or does not meet the criteria.

3) Explain to students how their writing will be scored. Students should know how you will be scoring their work and how to interpret the scores.

4) Evaluate the writing process, not just the final product. Writing is a process of steps, from the idea to the finished manuscript. Students will improve their writing as they improve their ability to complete each step in the process. An assessment of student writing that includes review and discussion of each step will help students understand what works in their writing and why it works.

5) Provide opportunities for feedback. Whenever possible, give students feedback about their writing to help them understand their strengths and weaknesses and identify what parts or aspects of their writing need to be improved. Providing frequent feedback can also be valuable in helping to identify patterns of growth, providing direction for a student's individual development, and helping students improve their abilities to assess their own work and respond to the writing of others.

6) Encourage self- and peer assessment. Students can develop a clear sense of their abilities by evaluating their own writing.

7) Incorporate assessment into the instructional process. Instead of viewing assessment as a final judgment, work to make assessment, teaching, and learning all part of a continuous cycle.

In scoring writing of the descriptive paragraph, I used the score procedure as follow based on Brown (2007):

Table 2.1

Rubric of Assessing Writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Content - Detail	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limitied range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 100$$

From the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the descriptive text. The content is weighted 30% since it can be more worth that the other aspects. The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanic. As there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.

2.10 Using Media in Language Learning

According to Susikaran (2015: 1) media as a tool for learning and teaching language. Media-based material should not be viewed only as an irrelevant subject. They should be carefully planned like the lesson itself and should form the main component of the lesson. The use of media is to engage students more integrally in the learning process and facilitate language learning by making it a more authentic and meaningful process.

English teaching is to set up a harmonious and high-effective teaching atmosphere in the English class to make students take part in the practice. Thus we can cultivate their listening, speaking, reading and writing abilities, which are the final teaching aim-developing the students' English intercommunicative ability. The interaction and intelligence of the multimedia become good medicine for mute English students. With the powerful functions of the multimedia, students can talk with the virtual characters set by the computer. At the same time, students can

correct their own mistakes according to the judge of the computers, which is beneficial to improve their ability of communication.

2.11 Learning Media

Media are one of the means of communication to convey the message from the sender to the receiver. Media if applied in education will be very helpful in the learning process. Media used in learning process are referred to as a medium of learning. According Heinich (1993) cited in (Rusman, et al. 2011: 169) as vehicles of communication channels. Media comes from Latin and is the plural of the word "medium" which literally means "intermediary" is an intermediary source of the message (a source) to the receiver of the message (a receive).

Learning media is a messenger technology that can be used for the purposes of learning, it is a suggestion of physical media to convey the subject matter. Learning media means of communication tools in print or heard of view including hardware technologies. Utilization of learning media should be planned and systematic in accordance with the purpose of learning. It depends on the characteristics of the media and the ability of teachers and students understand how the media work, so the media can be used and developed in accordance with the intended learning objectives.

Methods and learning media are two very important elements in learning activities. According to Rusman, et al. (2011: 176-177) there are some functions of learning media in the learning process are:

a. ***As a tool in the learning process***

Learning media is a tool that can clarify, simplify, and accelerate the delivery of messages or learning materials to the students, so the main subject matter as a whole can be delivered to students.

b. ***As a component of the learning subsystem***

Learning is a system where in it has a sub-components of which is a component of instructional media that determine the success of the process and learning outcomes.

c. ***As the director in learning process***

One of the functions of a learning media is as a director of messages or materials to be delivered, or what competencies will be developed for the students.

d. ***As the game or arouse the attention and motivation of students***

One of the functions of a learning media is as a game or arouse the attention and motivation because learning media can accommodate all students in learning skills.

e. ***Improving outcomes and learning processes***

In quality and quantity of learning media greatly contributed to the results and the learning process.

f. ***Reducing the occurrence of verbal***

In learning process, the students experience verbal because of what the teacher delivered is more abstract or no form, therefore the learning media can serve as an effective tool in clarifying the message or material subject.

g. ***Overcoming the limitations of space, time, energy and power of the senses***

It often happens in the learning process describes learning objects that are broad or large, small or limited. Thus, require tools to explain, closer to the object in question.

2.12 Presentation Multimedia

Definitions of multimedia vary in particulars but tend to agree in substance. Mayer (2001: 1) cited in Mishra and Sharma defined multimedia learning simply as "presentation of material using both words and pictures." A presentation is quite simply the transmission of some stimulus or messages from one individual or group of individuals (the presenter) to another individual or group of individuals (the audience). Presentations are used in order to inform, educate, or persuade the audience. The use of visual aids has long been considered to add to the effectiveness of presentations. The use of charts, tables, pictures, and graphs can be an extremely effective way to get your point across. Although every picture may not be worth a thousand words, the use of visual aids allows the presenter to get additional meaning across in a short period of time. It allows the presenter to direct the attention of the audience to a specific point. It strengthens and reinforces the presenter's arguments by appealing to the visual senses in addition to the auditory senses.

2.13 Elements of A Presentation

Most of the words read barely register in our brain, and most of the words people speak barely register in the listener's brain. In fact, research shows that

words are the least important part of communication when we have face-to-face conversations with others. According to Kruse (2014: 1) there are four elements of a effective presentation are:

1) Content

2) Audience

3) Tools

4) Presenter

At school, to be able to convey the presentation well and easily understood a teacher must do three things. Firstly, doing a good preparation. In this stage the teacher must set the learning objectives, arrange the material according to the objectives, time structured and contain content that is credible. Then, It must then prepare the visual media and presentation tools used and support methods that can be collaborated. Secondly, delivering the material well and easily understood. In this stage the teacher should be able to deliver the material with good public speaking skills. The last, the teacher can managing the class well.

2.14 Multimedia Interactive Learning

Multimedia present the possibility of combining in a single instructional environment all the technologies, symbol systems, and processing capabilities of the individual media. Alessi and Trollip (2001) cited in Leow and Neo (2014: 100-101) found that when multiple media contents are used to present information simultaneously, students can learn more effectively by focusing on attention than those who studying with separating media where attention is split. Multimedia

learning is basically a learning activity that is expected to empower all students do the activity of their thought during learning in the classroom.

According Darmawan (2012: 55) learning interactive multimedia characteristics as follows:

1) Representative material content in the form of visual, audio, audiovisual

2) A variety of communications media in use

3) Has the power of language and language-resolution color objects

4) Types of learning are varied

5) Responses varied learning and strengthening

6) Establish the principle of self-evaluation to measure the learning process and results

7) Can be used in the classical or individual

8) Can be used offline as well as online

Media that follow the current technological developments are computer assisted learning media. Computer-based learning media that is currently developed is an interactive learning media, one of them in the form of a Compact Disk (CD) interactive. Sharpless (2003: 3) The compact disc (CD) was developed jointly by Philips and Sony. Philips contributed laser disc experience and Sony digital audio expertise.

The use of interactive CD in learning process is actually meant to help students to be more creative, express their ideas, and improve their vocabulary. For example when the students are asked to write about a famous people or public figure, or they are asked to write a tourist attraction like Lawang Sewu or Sam Poo

Kong etc., they will get confused if they have never been there before. They are still difficult to describe what it is like. So that is why Interactive CD can help students to easily understand the meaning of words in the Descriptive Text.

2.15 Model of Material Development

According to Tomlinson (1998: 11) cited in Harsono (2007: 170) materials mean anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned. There are at least two things to be elaborated about materials development. It is both a field of study and a practical undertaking. As a field of study, it studies the principles and procedures of the design, implementation, and evaluation of language teaching materials.

1.15.1 Material Development as a Field of Study

Material development as a field of study may include some aspects among them; materials development studies the principles and procedures of the design, implementation, and evaluation of language teaching materials.

1.15.1.1 Principles of Material Development

1) Materials should achieve impact,

2) Materials should help learner to feel at ease,

3) Materials should help learner to develop confident,

4) What is being thought should be perceived by learner as relevant and useful,

5) Materials should require and facilitate learner self-investment,

6) Learners must be ready to acquire the points being taught,

7) Materials should expose the learners to language in authentic use,

8) The learners attention should be drawn to linguistic features of the input,

9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes,

10) Materials should take into account that the positive effects of instruction are usually delayed,

11) Materials should take into account that learners differ in learning styles,

12) Materials should take into account that learners differ in affective attitudes,

13) Materials should permit a silent period at the beginning of instruction,

14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities,

15) Materials should not rely too much on controlled practice,

16) Materials should provide opportunities for outcome feedback.

1.15.1.2 Materials Development Procedure

The procedure of materials development includes the design, implementation, and evaluation of language teaching materials. According to Dick and Carey (1990) cited in Harsono (2007: 173) suggest ten components of the systems approach model, that is, identify an instructional goal, conduct an instructional analysis, identify entry behaviors and characteristics, write performance objectives, develop criterion-referenced test items, develop an

instructional strategy, develop and/or select instructional materials, design and conduct the formative evaluation, revise instruction, and conduct summative evaluation. Each of these components is closely related to each other in the systems approach model.

1.15.1.3 Material Development As A Practical Undertaking

Teachers usually use any textbook to teach their students in classroom. What the teacher can do is usually trying to evaluate the textbook they have to use to teach their students. In evaluating the textbook, teachers observe what works and what does not work and they add their own style/preference and interpretation to the textbook. If they think that the textbook is in line with the curriculum and syllabus, the textbook can be used to teach their students. The teacher can also develop learning materials on the basis of the student's character.