

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains some theories which are related to the some problems in this research. Some theories will be elaborated with writing skill for junior high school students, teaching writing descriptive text, teaching writing by using problem-based learning, teaching with flashcard media, and assessing teaching writing.

#### **A. Writing Skill for Junior High School Students**

Writing is one of the skills that students must master in learning English. By writing students can convey messages or write down ideas. In junior high school, students must study various types of texts in English, including descriptive, narrative, and recount texts. Students can explore their concepts and knowledge by writing. They have more opportunities to process the language they are thinking about because writing gives them time to consider different ways to express what they gain from spontaneous conversation. Hamer (2007) suggest in situations like this, they have to compose sentences consisting of ideas, opinions, and experiences in written form. Because the structure is different from their mother tongue, students have difficulty making correct sentences. According to Hasan and Wijaya (2016), some students experience difficulty in composing and connecting paragraphs in the writing process. Apart from that, students still find it difficult to start and continue writing. Therefore, good writing requires practice to be able to write with good and correct spelling, as well as good vocabulary in writing. Organizing good ideas and expressing ideas with good paragraphs shows that students can understand how to write good English.

In applying writing skills, students make many mistakes. According to Miftah (2015), students still have a little difficulty in the process of writing good essays. According

to Anggraini (2019) in grade 7 the problems experienced by students tend to be fear of making mistakes and worrying about not being able to compose sentences. When learning to write, students feel that writing descriptive text in English is difficult. They have difficulty in making paragraphs and composing sentences that are used so it takes quite a long time to make good and neatly arranged paragraphs.

Based on the explanation above, it can be concluded that teaching writing is an activity between teachers and students in the classroom that aims to help students understand how to write texts and improve their writing skills. Teachers must also improve the quality of writing teaching to improve the quality of their learning process. It is designed to prioritize student writing growth.

## **B. Teaching Writing Descriptive Text**

In teaching writing the teacher needs a lot of activities and strategies that are given during learning. This aims to facilitate the activities carried out by the teacher. When learning to write the teacher uses relevant strategies and techniques. A teacher, must have a lot of knowledge about writing when learning. According to Amalia, et, al. (2021) teaching English using explicit teaching of English vocabulary, collaborative English writing and English writing exercises can be a solution to facilitate learning. The main factor in teaching writing difficulties lack of understanding and prior knowledge (Badi, 2015). Apart from student problems, writing difficulties also come from inadequate classes, lack of facilities and different student abilities

Furthermore, in the learning process, a teacher must be able to motivate students to be able to have ideas for writing English. According to Hidayati (2018), a teacher someone must be able to motivate students to be enthusiastic about developing their ideas and skills in writing. Motivating students makes them more enthusiastic and builds self-confidence to achieve goals. According to Artvianti (2013) as a teacher, the class blog is

used for teaching, which makes it easier for students to have a private space to read and write. Through it, students have space to express ideas and interact with other friends as feedback. Students who study English as a foreign language should write because they can strengthen their language, develop their learning style, and, most importantly, writing is a basic skill. Therefore, writing is a skill that must be learned.

One of the writing competency standards expected from the 2013 curriculum teaching for grade seven is that students can compose correctly and according to the context of short and simple oral and written descriptive texts relating to humans, animals, and objects by paying attention to social function, text structure, and elements. language. Text that tells about certain people, places, or objects is called descriptive text. Because they have to write about topics assigned by the teacher, students face difficulties in learning descriptive texts. They have to write down their thoughts and opinions. The aim of learning to write descriptive text is for students to describe objects, places, animals, and locales using English through the example media provided. According to Iskandar (2013) mention several descriptive text structures, namely identification and description :

- a. Identification is a brief statement about the introduction that is located in the initial paragraph to identify the object being described. Identification text has an interesting sentence so that the reader is interested in the text written.
- b. The description is the part that provides a description of the object being discussed.

From the explanation above, it can be concluded that teaching writing to junior high school students requires certain methods and strategies for learning to write. The teacher uses flashcard media that displays images. The media is then given to students, then they will think about what sentences to write about the images on the flashcards. After that, the teacher gives instructions to students to write a descriptive text about the picture that has been given. The writing comes from the thoughts and ideas of each

student.

### **C. Teaching Writing by Using Problem Based Learning**

In learning using Problem Based Learning, teachers analyze the problems students face when learning to write. Hadi & Izzah (2018) stated that PBL learning is not about solving problems faced by students but rather analyzing these problems to improve students' abilities and understanding. The problem faced by students is a lack of understanding of the vocabulary and grammar used in composing writing. PBL focuses on learning, analysis, explanation and problem solving. During PBL learning, students do small group work collaboratively and learn what they need to know to solve the problems they face. The teacher acts as a learning guide. In this process the teacher uses PBL to identify problems found when learning to write. When students understand the problem well, this is the initial process carried out to correct mistakes when writing. Identifying the problems students face is the first step to improving students' understanding and writing skills in English. The ultimate goal of PBL is to motivate students with interest and ability to write English. Finding the problems they face is a necessary step to correcting problems in writing.

From the explanation above it can be concluded that in using the PBL method teachers focus on learning, analyzing explanations and solving problems faced by students during learning. In overcoming these problems the teacher identifies students' problems to improve understanding and writing skills so that the final goal of the PBL method can be achieved.

### **D. Teaching Writing with Flashcard Media**

In learning to write in class in this study the teacher used flashcards as a learning medium. Flashcards are small cards that contain images, text or symbols that are useful for improving and increasing vocabulary. The size of the flashcard is large enough so that

students can see the pictures on the card. According to Hendriyati (2021), flashcards are media with pictures measuring 25 x 30cm. Each flashcard contains a description shown along with the image. Images in flashcards will help improve the ability to remember and understand the contents of flashcards.

In this lesson, the teacher uses flashcard media for learning to write descriptive text because flashcards can provide stimulus and brainstorming to motivate student learning. Flashcards have various pictures and descriptions so students don't get bored easily. According to Buttner (2013), flashcards are first given to each student. Then they look at flashcards with various words and pictures. Then the teacher asks them to compose descriptive text sentences according to the pictures they see. These results are also in line with research according to Matruty & Que (2021). Flash cards are a very effective tool for increasing student motivation. On the other hand, flashcards are an easy-to-use tool to help teachers and students, especially junior high school students, in the learning process. Whenever an educator wants to teach, they can enjoy any situation.

Based on the definition above, a general view can be taken that flashcards are cards with words, numbers, or pictures on them to be used in class by teachers and students to help learn and memorize new words. Apart from that, flashcards are a visual aid that is used to make students more interested and enjoy the teaching and learning process and improve students' ability to understand the material provided by the teacher.

#### **E. Assessing Teaching Writing**

Written assessment is the process of evaluating the results of students' learning processes. This assessment is also feedback from students to the teacher. According to Carter and Nunan (2001), assessment is used for the purposes of the learning process to collect information and to determine students' abilities to achieve learning goals. Assessment has a goal, namely to improve teaching to students. Teachers give grades to

students to determine the extent to which they have mastered the material. According to Brown (2004), assessment in written form is not a simple task. When giving assessments to students teachers pay attention to objectives such as handwriting skills, correct spelling, grammatical correctness, paragraph structure, and development of ideas.

Writing performance is evaluated based on five different criteria: content, organization, vocabulary, grammar, and mechanics. There are five scoring categories for each aspect: 20–18 excellent to good, 17–15 good to fair, 14–12 fair to fair, 11–6 unsatisfactory, and 5–1 college-level work Brown (2004). Thus, Brown's writing assignment consists of five assessment factors, each of which is explained thoroughly. Student assignments in these aspects can be evaluated by English teachers using this rubric.

From the explanation above, writing assessment is used to determine students' abilities in achieving learning goals. With assessment, teachers can give grades to students to find out the extent of their ability to master the material.