

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. English Learning Media**

##### **1. Media**

In teaching and learning media presence has a very important meaning. Because in these activities obscurity submitted materials may be assisted by a media as an intermediary. Complexity of the material to be conveyed to the students can be simplified with the help of the media. Media can represent what is less capable teachers say through words specific phrases. Abstractness even in concrete materials can be right with the presence of the media. Thus, students digest material more easily than without the help of the media.

But keep in mind, that's the role of the media will not be visible if the use is not consistent with the contents of the teaching goals that have been formulated. Therefore, the purpose of teaching should be used as a reference base for the use of media. When neglected, then the media is no longer a teaching



tool, but as an obstacle to the achievement of objectives effectively and efficiently.

Media as a tool in teaching and learning is a reality that can't be denied. Because it is the teacher who is willing to assist the teacher in delivering the messages of the lesson materials provided by the teacher to the students. Teachers are aware that without the help of the media, the subject material is difficult to unsure which mush attention in choose the media. One of the primary functions on learning media is help the teaching learning which influence of clime, condition, and environment in learning who arrange by teacher.

Media is talked about all the time because it's everywhere. Look around and you'll see examples all over. Media might be something we hear, see, or even wear on our clothes. Books, TV shows, news reports, the Internet, and video games are also types of media.<sup>1</sup>

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<sup>1</sup> Brien J. Jennings, *What is Media*. (Englan : Capstone Global Library, 2018), 4.

By using media can help the students in learning process. The writer used poster for teaching learning. In poster session student can describe about that poster. It can make the students creative and active in writing especially write descriptive text. It can easy for describing poster.

### **B. Definition of Poster**

The poster is one medium consisting of a very simple symbol or word symbol, and generally contains a suggestion or prohibition, the poster exists as a visual combination of a strong design, with colors, and messages with the intent to capture the attention of passers-by but long enough to impart meaningful ideas in his memory. poster designers developed a new mode of image-centered design that modernized visual communication.<sup>2</sup>

Poster are mounted pictures or photographs accompanied by textual cues or captions<sup>3</sup>. The poster a combination of images and text in a field that provides information about one or two

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<sup>2</sup> Ruth E. Iskin, *The Poster art, advertising, design, and collecting*, (USA: Dartmouth College Press, 2014), 33.

<sup>3</sup>Peter Reilly, *Meeting Learners' academic needs. English Teaching Learning Forum*, (California : U.S Departement Of State, 2006), 25.

main ideas, poster should be made with decorative images and letters are clear, Characteristic good posters: simple, presenting an idea, with a slogan that concusses, clear images and text, and the composition has a nice variation.

The poster carousel technique is the technique that use “poster” as an instrument in the process of teaching and learning English in the classroom because posters are used to attract and hold attention, so the students can develop their idea. Mekler said that there are many types of posters.

- a. Propaganda or Political posters.
- b. Advertising posters : film posters and comic book posters.
- c. Event posters : Boxing posters and concert posters.
- d. Educational posters : research posters and “poster session” and classroom posters.
- e. Other : cheesecake posters, fan posters, affirmation posters, and band/Music posters.<sup>4</sup>

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<sup>4</sup> Kelly Jo Rowan, *The Japan Association for Language Teaching JALT*, (Australi: Cambridge University Press, 2008), 8.

According to the writer, a poster is a picture which has meaning and is used as a learning media by a teacher for teaching and learning. A good poster actually has good meaning and educates. Actually, people use posters for decoration in their homes. Based on many people, the poster that is most applicable at school is an educational poster. Because they think, it can help students when they are studying. Besides that, it can hone students' ideas about education and creativity, and to develop students' skills.

For this paper, the writer used a wanted poster. Because the writer thinks, it will be easier for students to describe it. Generally, a wanted poster is created to provide information to the public about missing persons. The students will describe that person who he or she is missing. They describe about the characteristics of that person.

### **C. Definition of Writing**

Writing is one of four skills that communicates ideas by means of conversational symbols that are traced, incised, drawn or otherwise formed on the surface of some materials. Writing gives

permanence to men's knowledge and enables them to communicate over great distance. According to Harmer Writing is the process of result of recording language in the form of conventionalized visible mark or graphic.<sup>5</sup> Writing is used to express ideas, in Writing, The Researcher will be involved in the process of building the larger units of ideas from the larger ones. Key Hylad give definitions of Writing is seen as a product constructed from the domain of grammatical and lexical knowledge, writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar means of reinforcing language patterns through habit formation and testing learners' ability to produce well performed sentence.<sup>6</sup>

Another statement about writing skill come from key Hyland writing is an intricate structure that can only be learned

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<sup>5</sup>Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.31.

<sup>6</sup>Key Hyland, *Second Language Writing*, (New York: Cambridge university press, 2003),p.3

by developing the ability to manipulate lexical and grammar.<sup>7</sup> Arthur Hughes State that The writing displays ability to communicate in a way which given the reader full satisfaction. It displays a completely logical organization structure which enables the messages to be followed effortlessly. Relevant argument are presented in an interesting way, with main ideas prominently and clearly started with completely affective supporting material, arguments are effectively related to the experience or views. There are errors of vocabulary, spelling punctuation or grammar and the writing shows an ability to manipulate the linguistic systems with complete and appropriate.<sup>8</sup>

Based on the definition above the reseacher concludes that writing is the process result of recording language in the form of conventionalized visible mark or graphic sign on a surface.

Writing has always formed part of the syllabus in the teaching of English. However it can used for a variety of purpose,

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<sup>7</sup>Key Hyland, *Second Language Writing*, 5.

<sup>8</sup>Arthur Hughes, *Testing for Language Teacher*,( New York: Cambridge University Press, 1989), 87.



ranging from being merely a ‘back up’ where mastering the ability to write effectively is seen as key objective for learners.

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

According to Grenville, there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform<sup>9</sup>

1. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. Meaning that the researcher need to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

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<sup>9</sup>Kate Grenville, *Writing from Start to Finish: A Six Step Guides*, (Sydney: Allen and Unwin, 2001), 1.

Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedure and events it can be seen in newspaper and article, scientific or business reports, instructions or procedures, and essays for school and university.

### 3. To persuade

The researcher tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow researcher opinions and act upon it.

#### **a. Kinds of Writing**

According to George E. Wishon and Julia M Burk said that “the form of writing used to tell or relate is called narration: that used to describe is called description: that used to explain or interpret is called exposition the form of writing used to persuade or argue is called argumentation.”<sup>10</sup>

There are four kinds of writing:

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<sup>10</sup> George E Wishon and Julia M Burk, *Lets Writes English*,( New York: Van Nonstrain Reinhold ltd, 1980), 377.

### 1. Narration

Narration is the form of writing used to related the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence.<sup>11</sup>Type of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of latter and conversation. The conclusion of narration is telling story that contains problematic experience.

### 2. Description

Description means to tell, description means to show, description is a strategy for presenting a verbal portrait of person, place, or thing. It can be used as a technique to enrich other forms of writing or as dominant strategy for the developing a picture of “what is look like”.<sup>12</sup> The conclusion of description is describing person, place or thing.

### 3. Exposition

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<sup>11</sup> George E Wishon and Julia M Burk, *Lets Writes English*, 379.

<sup>12</sup> Alicie Oshima and Ann Houge, *Writing with a Purpose*,163

Exposition is used in giving information, making explanation, and interpreting meaning, it includes editorials, essay, and informative and instructional material. The conclusion of exposition is giving information about something.

#### 4. Persuasion/ argumentation

Persuasion or argumentation is used in persuading and convincing. An argumentation writing, writing tries to purpose evidence or reason to convince and influence the reader to support the opinion, idea, and attitude as well as researcher conviction.<sup>13</sup> The conclusion of argumentation is starting an opinion and support it convincingly.

#### **b. Descriptive Text**

##### **Definition of Descriptive Text**

Genre classification is influenced by purpose of writer, function of text, and structure of linguistic used in the text<sup>14</sup>.

Function of writing can be thought of in the term of

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<sup>13</sup> George E Wishon and Julia M Burk, *Lets Writes English*, 377.

<sup>14</sup> J. Chares Alderson & Lyle F.Bachman, *Assessing Writing*, (New York. Cambridge University Press,2002), 96.

communicative function. When learning genres, most of time will spend to study the generic structure and language feature is as a distinguish factor of any text. Those genres are define into genre that tell the story including; descriptive, recount, spoof, anecdote, news story, and exemplum, the other is genre that tell the factual thing, including descriptive, report, explanation, procedure, news item, review, discussion, analytical exposition, and hortatory exposition.

Students need to breakdown the purpose in order to plan and compose a text. The genre defines the style that the writer will use and suggest about the language and structure of each genre. Informative writing used to share or give knowledge and information. Descriptive text include to the informative writing. it is because descriptive text tell and explain the description of people, things, or place based on fact and writer visual experiences of sound, shape, and feel of it.

Thomas S.Kane state Descriptive is about sensory experience how something looks, sounds, testes. Mostly it is

about visual experience, but description also deals with orders kinds of perception.<sup>15</sup> Ann Hogue also said that descriptions are “word pictures” you tell how something looks, feels, smells, tastes, and sounds.<sup>16</sup> There are two keys to writing good descriptions; Use space order to organize your description, and Use lots of descriptive details. descriptive text in define in below more to visual experince and what do you lools,fells smells,tastes, and sounds.

Based on the definition above the researcher concludes that descriptive text is basically text that describes something in detail, it can be people, place, or other things. When the s want to describe something, they have to use words that help their readers see, hear, smell, taste and feel what the s are describing.

Descriptive text consist of two generic structures, they are identification and description. Identification is used as an introductory paragraph. It provides the general information to

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<sup>15</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), 352- 365.

<sup>16</sup> Ann Houge, *First Steps in Academic Writing first edition*, (England Longman, 2008), 95.

introduce the object or thing which will be described. Description consists of the characteristics of the particular object which is being described, or discussed. There are some language features in descriptive text, the language features in descriptive text are focus on simple present tense, linking word, use of adjective (size, shape, texture, speed, etc), linking verb (also, is, belong, etc), and signal word (such as, for instance, etc).

### **c. Teaching Writing**

Teaching is an art form, an imaginatively engaging and creative endeavor, which relies upon the creative capacity, autonomy and intuitive knowledge base of the profession. Yet in recent years pressure on the curriculum has arguably resulted in a narrowing of learning experiences, so that emotional engagement, full participation, experiential and inquiry based learning, as well as spontaneity and creativity have been pushed to the margins of learning.<sup>17</sup>

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<sup>17</sup>Teresa Grainger, Kathy Gooch & Andrew Lambirth, *Creativity and writing Developing voice and Verve in the Classroom*, (New York: British Library, 2005), 9.

According to Dawn Latta Teaching Writing is challenging, it may be one of the toughest jobs a teacher faces.<sup>18</sup> Effective teaching of writing takes time : time for practice, time to share writing, time to complete pieces of writing, and time to respond to and evaluate all of that writing. Many teachers dread teaching writing precisely because it takes lots of time, in class and out. In addition, the kids may be tough to reach, the curriculum is demanding, and conventional class schedules are not particularly amenable to the teaching of the writing. Teaching ‘writing for writing’ is entirely different, however, since our objective here is to help students to become better writers and to learn how to write in various genres using different register.<sup>19</sup>

According I.S.P. Nasution, the following principles can be used to evaluate teaching and learning activities so that the best are chosen for use. The principles can also be used to evaluate a writing course or the writing section of a language course to

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<sup>18</sup> Dawn Latta K, and Darren Crovitz, *Inside Ou Strategy for Teaching writing*,( Heinemann, Portsmouth, NH, 2013), 9.

<sup>19</sup>Jeremi Harmer, *How To Teach Writing*, 34.



make sure that learners are getting a good range of opportunities for learning.<sup>20</sup>

#### **d. Teaching Writing for EFL (English Foreign Language) Student**

According to Rosa M. Manchon, an English as a foreign language (EFL) setting epitomizes the situated nature of writing. The writing of EFL students is affected not only by their first language (L1), but also by the educational context where they learn to write. This socially and culturally characterized context provides meta knowledge about writing (i.e. view of audience and goals of writing) as well as linguistic and textual knowledge, affecting the ways in which students process and produce writing.<sup>21</sup>

#### **e. Assessing Writing**

Assessing writing is one of the best known and most widely used analytic scales in ESL was created by

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<sup>20</sup>I.S.P. Nasution, *Teaching ESL/EFL Reading and Writing*, (New York: Firsh Published, 2009), 93.

<sup>21</sup>Rosa M. Manchon, *Writing In Foreign Language Contexts Learning, teaching, and research*, (Canada: British Library, 2009), 23.

Jacobs(1981).In Jacobs scale, script are related on five aspect writing: content, organization, vocabulary, language use, and mechanics.<sup>22</sup>

This specific criteria of assessing writing according Jacobs according to English First Language.

### The Criteria of Assessing Writing<sup>23</sup>

No	Level	Score	Criteria
1	Content	30-27	<b>Excellent to very good:</b> knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	<b>Good to average:</b> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	<b>Fair to poor:</b> limited knowledge of subject, little subject, inadequate development topic.
		16-13	<b>Very poor:</b> does not show knowledge of subject, non substantive, or not enough to evaluate.
2	Organization	20-18	<b>Excellent to very good:</b> influence expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive

<sup>22</sup>Sarah Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 115.

<sup>23</sup> Sarah Cushing Weigle, *Assessing Writing*, 116

		17-14	<b>Good to average:</b> some what choppy, loosely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	<b>Fair to fair:</b> non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
		9-7	<b>Very poor:</b> essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.
3	Vocabulary	20-18	<b>Excellent to very good:</b> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
		17-14	<b>Good to average:</b> adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13-10	<b>Fair to fair:</b> limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.
		9-7	<b>Very poor:</b> essentially translation, little knowledge or English vocabulary, idioms, word form, or not enough to evaluate.
4	Language Use	25-22	<b>Excellent to very good:</b> effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronoun, perceptions.
		21-18	<b>Good to average:</b> effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number, word/order function,

			articles, pronouns, perceptions but meaning seldom obscured.
		17-11	<b>Fair to fair:</b> major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word/order function, articles, pronouns, perceptions or fragments, ruins, deletions, meaning confused or obscured.
		10-5	<b>Very poor:</b> essentially translation, little knowledge or English vocabulary, idioms, word form, or not enough to evaluate. <b>Very poor:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communication, or not enough to evaluate.
5	Mechanic	5	<b>Excellent to very good:</b> demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	<b>Fair to fair:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		4	<b>Very poor:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hard writing illegible or not enough to evaluate.

#### **D. Poster in Teaching Process**

As English teachers, we are usually required to teach grammar because, supposedly, it will help students write better. However, research indicates that a knowledge of grammar has very little effect on how well students write. Despite these data, most public schools still give instruction in grammar. With that in mind, I tried in my “Snurdles” project to bring the teaching of grammar and writing together. I postulated that if students were challenged to apply what they knew about grammar in their own compositions, then correctness could be a creative enterprise that would foster long-term editing abilities.<sup>24</sup>

Poster session is one of learning media that use for teaching learning, especially at school. In this paper the writer focus on writing skill especially in descriptive writing. In teaching process descriptive writing the writer used poster session as learning media. So that, the students will be easy when they do

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<sup>24</sup> Carol Both Olson, *Practical Ideas for Teaching Writing As a Process*. (California, University of Calofornia 1987), 171.

write what the writer ask. The teaching processes in descriptive writing are:

1. Re Activity

The teacher goes to the class and prepared teaching learning. Before begin for teaching learning, the teacher give the students brain storming so that the students remember learning before. After that, the teacher give the students a new learning about descriptive text.

2. While activity

The teacher asks to the students to write about descriptive text (the mean of descriptive text, generic structure of descriptive text, and social function of descriptive text). After that, the teacher prepared the poster as learning media. The teacher explain mean of poster and kinds of poster to the students. The teacher choose wanted person poster for teaching learning, especially the teacher choose President and artist for Post-test in the last. So that the students are being easy write descriptive text. Than the teacher asks to the

students write about descriptive text and poster as media. So the students describe a poster (wanted person) in the descriptive writing.

### 3. After activity

After the students finished write descriptive text, the teacher collected their exercises. Then the students give the students feedback and ask what difficulties in that learning.

Competition Day is designed around a game format that puts motivation theory to practice while encouraging class participation in learning. It is based on the following principles:

1. High interest through the use of competition (This is especially effective at the intermediate level.)
2. Immediate knowledge of results (This reinforces learning.)

3. Success according to level of difficulty (The teacher can individualize the game to make success easier for each student.)<sup>25</sup>

### **E. Teaching Writing Through Poster**

Strategy involves the optimal management of troops, ships, or aircraft in a planned campaign.<sup>26</sup> A different, but related, word is tactics, which are tools to achieve the success of strategies. Many people use these two terms interchangeably. The two expressions share some basic implied characteristics: planning, competition, conscious manipulation, and movement toward a goal. In nonmilitary settings, the strategy concept has been applied to clearly non-adversarial situations, where it has come to mean a plan, step, or conscious action toward achievement of an objective.

The strategy concept, without its aggressive and competitive trappings, has become influential in education, where

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<sup>25</sup> Carol Both Olson, *Practical Ideas for Teaching Writing As a Process*. 173.

<sup>26</sup> Rebecca L. Oxford, *Language Learning Strategies*, (America: University Of Hawai Press, 1990), 7.



it has taken on a new meaning and has been transformed into learning strategies. One commonly used technical definition says that learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. This definition, while helpful, does not fully convey the excitement or richness of learning strategies. It is useful to expand this definition by saying that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Important terms used in this book have just been presented, including some general definitions of the concept of language learning strategies.<sup>27</sup>

Learning English through poster will be easier for the students in learning, especially in English lesson. The poster used as a media for teaching learning. Study by using poster it's not difficult. But make the students easier in learn. Poster is one of media which used by teacher for learning. Poster which used for teaching by teacher must to educate and have good style for

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<sup>27</sup>Rebecca L. Oxford, *Language Learning Strategies*, 8.

learning So that, the students felt interest when they learning, especially in writing. Although only a picture, in a poster has a meaning.

Besides that, the writer use descriptive text for easily the students in describes a poster. It can make the students active and creative when they are learning. By poster as a media the student will have many ideas for describe it, and we can know many vocabularies, grammar, structure etc. Then it can improve writing skill on the students. By this technique, it can be easier the teacher to teach, especially in English writing.

English writing practice, the students look at the poster as media. The teacher ask the students for describe that poster into descriptive text. The teachers give them few minutes for do it until finish. They may look at the dictionary if they don't know about vocabulary for easier when they describe. If the students don't understand about it, they can ask to the teacher. It can make student creative and active in writing skill. Posters which effective actually it is good looking, although it's not real. Poster

has dramatic power it can make many people interest when they look it. The teacher asks to the students for make three paragraph.

By using media especially poster, it can help the teacher in learning process. Because maybe it easier for the teacher and the students in learning. The teachers will be enjoy when they teaches the students at class. The student will be focus at material by given the teachers to the students.