## CHAPTER II

## REVIEW OF RELATED LITERATURE

**II.1. The Theoretical Frame Work**

**II.1.1. The Concept of Vocabulary Mastery**

Vocabulary refers to the words in a certain language that people must know to communicate effectively. The word itself must be understood by speaker and hearer. Hatch and Brown in Nugroho (2000: 4) state that vocabulary refers to a list or set of words in a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary as the words of certain language which are used by language speaker in using language. Moreover, the word mastery is tightly related to the complete knowledge and great skill of something.Then, it can be concluded that vocabulary mastery as complete integrated word knowledge (knowing its form, meaning, and use) of certain language.

Another definition is stated by Harmer (1991: 153) that vocabulary provides the vital organs and flesh. It is not only a sign of symbol for ideas but also a part of how to improve language skills in the target language. Vocabulary may lead the students to develop the other language skills such as listening, reading, and speaking. It is supported by Edge in Nugroho (2000: 6) which stated that knowing a lot of words in a foreign language is very important. The more words we know, the better our chance of understanding or making ourselves understood. Therefore, the more

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vocabulary students learn, the more ideas they will have, so that they can comprehend texts easily and also communicate by using their ideas more effectively in the form speaking and writing.

Based on the definition above, vocabulary in this study is the words we teach in English. It means that all words in English that should be taught by teachers in order to develop students understanding of the four major skills of English itself. Furthermore, by having a lot of vocabulary students are able to use those words in sentences or daily life communication especially in the form of writing products.

## II.1.2. The Types of Vocabulary

Nation in Nugroho (2000: 5) mentioned two kinds of vocabulary learning. They are receptive learning and productive learning. Receptive learning is the ability to recognize a word and recall its meaning when it is met. Then, productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time. In line, Kamil and Hiebert (2005:3) state that there are two kinds of vocabulary as follows:

1. Receptive vocabulary: the set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to students and less frequent in use.

2. Productive (expressive) vocabulary: the set of words that an individual can use when writing or speaking. They are familiar word and used frequently.

The receptive vocabulary is also called a passive process because the learner only receives thought from others. And in language application, the receptive vocabulary is considered as the basic. Later, the expressive vocabulary defined as the words used when the learner speak and write.

In conclusion, vocabulary can be presented in four skills of English which are reading, listening, speaking and writing. The words that are learned and used in listening and reading activities are stated as receptive vocabulary. While, the words that are learned and used in the form of speaking and writing products are stated as productive vocabulary.

## II.1.3. The Aspects of Vocabulary

According to Ur (1996: 60-62), there are some aspects of vocabulary that should be taught or mastered by students in learning a foreign language, as follows:

a.  Form: pronunciation and spelling

The learner has to know what a word sound like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be preserved by the learner when encountering the item for the first time. In teaching, teachers need to make sure that these other aspects are accurately presented and learned.

b.  Grammar

The grammar of the new item will be necessary to be taught if this is not obviously covered by general grammatical rules. An item may

have an unpredictable change of form I certain grammatical contexts may have some idiosyncratic way of connecting with this information at the same time as teachers teach base form. When teaching new verb, for example, teachers must give also its past form, if this irregular (think, thougt). Similarly, when teaching noun, teachers may wish to present its plural form, if it is irregular (mouse, mice) or or draw learners' attention to the noun having no plural at all (advise, information).

c. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching. When introducing words like decision and conclusion, for example, a teacher may note that she/he *takes* or *makes* the one, but usually *comes* to the other; similarly; she/he *throws a ball, buttoss a coin*; she/he may talk about someone being *dead tired* but it sounds odd to say * *dead fatigued.*

d. Aspect of Meaning: denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, dog denotes a kind of animal; more specifically, common, domestic carnivorous mammal; and both dank and moist mean slightly wet. A less obvious component of the meaning of an item is its connotation: the association, or positive or negative

feeling it evokes, which may or may not be indicated in a dictionary definition.

e.  Aspect of meaning; meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

1) Synonyms: item that means the same, or nearly the same; for example, bright, clever, smart may serve as a synonym of intelligent.

2) Antonym: items that mean the opposite; rich is an antonym of the poor.

3) Hyponyms: items that serve as specific examples of general concept; dog, lion, mouse are hyponyms of animal.

4) Co-hyponym or co-ordinates: other items that are the 'same kind of thing'; red, blue, green and brown are coordinated.

5) Subordinates: general concepts that 'cover' specific items; an animal is the subordinates of dog, lion, mouse.

6) Translation: word or expression in the learners' mother tongue that are more or less equivalent meaning to the item being taught.

f.   Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information-perhaps mainly for more advanced learners. The teacher may wish to teach the common prefixes

and suffixes: for example, if learners know the meaning of sub-, un- and –able, this will help them guess the meaning of words like substandard, ungrateful and untranslatable. Another way vocabulary items are built is by combining two words(two nouns, or gerund and noun, or a noun and verb) to make one item. For example: bookcase, follow-up, swimming pool.

From the explanation above, it can be concluded that some aspects of vocabulary including pronunciation, spelling, grammar, collocation, aspect of meaning and word formation should be mastered by the students to support their skills in listening, reading, speaking and writing.

### II.1.4. The Teaching and Learning Vocabulary

Lado in Hesty (2009:104) states that vocabulary is taught in three stages. The first is teaching most of the function words, that is, interrogatives, prepositions, auxiliaries, etc. One also teaches a small number of content words of particular grammatical classes, for example, adjectives when teaching the modification pattern with adjectives, and noun when teaching number. The second is teaching vocabulary for communication goal. At this stage the students acquire the vocabulary items he needs to converse on contextual areas of wide currency. The third is esthetic and technical uses of vocabulary which must not be confused with the first two.

According to Cross in Nugroho (2000: 6), the procedure of teaching vocabulary can be divided into three stages, they are namely: a) Presentation. In this stage, the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity; b) Practice. In the second stage, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, etc. those are several types of exercise that can be used by the teacher in this stage; c) Production. In this stage the students are expected to apply the newly learn vocabulary through the speaking activities or writing activities.

Moreover, the Content-Based Curriculum states that vocabulary is taught as one of the language components to support the four language skills: listening, speaking, reading, and writing skills. These skills are presented to develop their English communicative competence in certain literation level. The level of literation includes *perfomative, functional, informational,* and *epistemic*.

In perfomative level, the students are able to read, write, listen, and speak with symbols used. In functional level, the students are able to use the language to fulfill the daily needs such as reading newspaper, manual or direction. In informational level, the students are able to access knowledge using language ability, while in the epistemic level; the students are able to express knowledge using target language. To achieve this objective

grammar and vocabulary are needed in order to master the four language skills in English. Regarded its function as a supporting language element, the teaching of vocabulary is done in an integrated way with the four language skills in English with various strategies and techniques.

Finally, there are some guidelines for the communicative treatment of vocabulary instruction as the strategy to motivate and increase students' vocabulary mastery according to Brown (2001: 377):

a. The teacher allocates specific class time to vocabulary learning

b. The teacher helps students to learn vocabulary in context

c. The teacher plays down the role of bilingual dictionaries

d. The teacher encourages students to develop strategies for determining the meaning of words

e. The teacher engages in "unplanned" vocabulary teaching

Thus, teaching and learning vocabulary can be done through explicit learning and implicit learning. Explicit learning can help guide teachers in deciding basic questions about what to teach and how to teach. Meanwhile, implicit learning is learning that occurs when the mind focused elsewhere, such as on understanding a text or using language for communicative purposes.

## II.1.5. The Concept of Writing

Writing is a process of producing words and sentences in a form of written language that should be readable and understandable by the readers. Writing is also defined as a way to share ideas, opinions, thoughts and

feelings to other people. Melgis (2012: 1) said that writing is an activity of exploring the writers' thought to arrange the ideas into words which are communicated in a meaningful way. Through writing, the message is created and delivered to the readers. As the result, writing is a process of producing words and sentences to share ideas, opinions, thoughts and feelings to be read and understood by the readers.

In English, writing is learned also as productive skill in which the students are required to understand some components related to the writing skill. Those components will help the students to be able to write what they are going to write. Melgis (2012: 79) explained that to support the students' ability in writing, the students must understand what components involve in writing such as content, organization, vocabulary, language use, and mechanics and how to use these components in the correct form of writing. In conclusion, writing as a productive skill requires the students to understand the components, including content, organization, vocabulary, language use, and mechanics so that they are able to produce a correct form of writing.

In addition, Brown (2007: 220) divided two kinds of writing skill as follows:

a. MicroSkills

   1) Produce graphemes and orthographic patterns of English

   2) Produce writing at an efficient rate of speed to suit the purpose

3) Produce an acceptable core of words and use appropriate word order patterns

4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

5) Express a particular meaning in different grammatical forms

6) Use cohesive devices in writing discourse

b. MacroSkills

1) Use the rhetorical forms and conventions of written discourse

2) Appropriately accomplish the communicative functions of written texts according to form and purpose

3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

4) Distinguish between literal and implied meanings when writing.

5) Correctly convey culturally specific references in the context of the written text.

6) Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills will determine the type of writing that the students are able to write. Generally, the microskills apply more

appropriately to imitative and intensive writing. While the macroskills are essential for the successful mastery of responsive and extensivewriting (composition or essay). In other words, in writing analytical exposition text, what the students need is the microskills of writing.

## II.1.6. The Purpose of Writing

Producing a good writing is always followed by several reasons and purposes. Some writers believe that writing is an effective way to show what they think and to express what they feel. The other writers even bring out writing as their professions in which they need to express opinions, to inform news, to entertain and to persuade the readers. As the result, in producing a good writing, the writers need to know what the purposes of their writing are and who the readers will be. Finally, it makes them become easy to control their ideas, sentences, even words in developing a good writing to achieve the purpose of writing. Grenville (2001: 10) explained that there are three purposes of writing: writing to entertain, writing to inform, and writing to persuade.

a. Writing to entertain

Writing to entertain is intended to engage the readers feeling. It can be seen in the form of funny stories, surprising actions, or simple quiz. Besides, entertaining is often used in other purposes of written language. We may see a brief of joke in a newspaper, magazine, even in an academic writing which is the formal one. In addition, writing to

entertain takes the form of imaginative writing or creative writing like novels, stories, poems, song lyrics, plays and screenplays.

b. Writing to inform

It tells the readers about something. Something that is important to be known by the readers, including what, where, when, why and how it happens. It also reports the information as objectively as possible. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. Writing to persuade

Writing to persuade: to give reasons for or against something; to consider the pros and cons; to argue with giving reasons. It also means to convince the readers about something that is necessary to be discussed further. Related to this purpose, the writers need to assure the readers by showing the logical arguments and some evidences about the topic being discussed. The example of writing to persuade are argumentation text, expository text, speech and articles.

**II.1.7. The Components of Writing**

There are some components of writing that should be considered by the writers. These components will determine whether our writing product is good or not. That's why it is very crucial to understand well the components of writing. Jacobs (1981: 92) stated that there are five components of writing as follows:

a. Content

Writers need to think creatively what they are going to discuss in their writing. The description of content is knowledgeable, substantive, and relevant ideas.

b. Organization

The organization refers to the ability of writers in organizing their sentences into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized and cohesive.

c. Vocabulary

It is necessary for writers to become conscious of words, to consider their meanings, to enjoy their sound and to respect their importance. Mastering vocabulary means the writers are able to select effective idioms, word choices and appropriate registers in their writing.

d. Language Use

Language use refers to the effective complex constructions, agreement, tense, number, word order, articles, pronouns and prepositions. Are sentences well-formed and complete? Is there a basic agreement between sentence elements: auxiliary and verb? Subject and verb? Adjective and noun?. Then, other questions will appear asking the components of language use above.

e.  Mechanics

Good writers demonstrate mechanically the aspects of writing, including spelling, punctuation, capitalization, paragraphing and handwriting.

## II.1.8. The Process of Writing

Writing as a productive skill is not an easy job. It requires some stages to be applied in order to create a good writing that is readable and understandable by readers. Even the writers need a lot of time just to produce a piece of writing. Zemach and Rumisek in Diyah (2014: 8) said that when we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing. Moreover, Peha (2003: 15) pointed out that there are six steages of writing process, they are pre-writing, drafting, sharing, revising, editing, and publishing. These stages are explained as follows:

a.  Pre-writing

What is pre-Writing? As it's name implies, pre-writing is any writing we do before we start writing. It is also a way to get ideas. We all do a litle bit of thinking before we write. Therefore, pre-writing is a time that we can use to experiment, to jot down a few quick ideas, to try out something new without having to try very hard, to take a litle time to gather our thoughts and choose a direction before we start drafting.

What we do in pre-writing stage is doing what we need. We can read, make notes, scribble random thoughts or even make a web or a

story map. we can do anything that will help us come up with good ideas for writing. It does not really matter what we do, as long as it involves turning on our brain and thinking about our topic. Finally, just write down whatever pops into our noggin. As the conclusion, in pre-writing step we try to choose a topic then make some notes about it.

b. Drafting

Peha (2003: 18) said that the draft is something that is not finished yet. When we think about ideas during pre-writing, we may have even written a few notes about, now just let yourself go to write. Besides, drafting is a stage when we should start writing whatever in our mind and don't stop.

c. Sharing

Sharing means just what it says: sharing our work with other people and getting some feedback about how we are doing. For instance, most writers in a writer's workshop to get response from other writers when they share their work in front of the whole group. Our piece does not have to be finished for us to share it. In fact, it's probably better for us to share it several times longer before it is done, so we have a chance to make changes based on the comments that are received. In conclusion, in sharing stage we need to find our criteria, get other opinions and then think it over.

d. Revising

The word "revise" literally means "to see again". This is what revising is all about. Having received comments about our piece during the responding stage, we can better see our writing now from the readers' point of view. That's the key. Up to this point, we have probably been more concerned about ourselves, what we wanted to say, how we felt about it, and things we wanted to conclude.

Revising is hard because it involves four distinctly different things we should do all at the same time: (1) Adding things; (2) Moving things; (3) Cutting things; and (4) Leaving things alone. We may read over a sentence, decide to add a few words here and there, realize that we need to move things around, then cut some words that do not belong, and all the while we are thinking about what we can leave alone. Besides, revising is the most important stage in the writing process. It is where we should be spending most of our time so that revising will help us more than anything else to improve.

e. Editing

Editing refers to the only one thing: taking care of any problems we have with writing conventions like spelling, punctuation, grammar, and usage. It is also a hard stage. Because it needs more things than we can learn in any one of year in school. We should know a lot of words, understand how to use every type of punctuation needs, and so forth.

Therefore, what we need to do in editing stage is that finding errors, making corrections, and producing clean copy.

f. Publishing

Publishing stage is a chance to prepare our writing to be reached by the audiences. But it is not necessary to publish our writing if we mind to. Moreover, publishing can be a very satisfying part of writing. It's fun to see our work all dressed up in a cool cover. In addition, the main point of publishing is to make our writing as readable as possible to our audiences.

**II.1.9. Teaching Writing**

Teaching writing refers to the activity of the teacher in guiding his/her students to become good writers. In teaching writing, the students will learn how to write any kinds of texts, paragraphs, sentences, even words effectively. Here, the role of teacher takes the important part. The teacher needs to understand well who his/her students are and how their ability. Then, it will be easy to find the effective strategies to be applied in writing class. Besides, suitable materials are also easy to be found. In conclusion, teaching writing is the activity of the teacher to improve the students' ability in writing by using appropriate strategies and suitable materials.

Becoming a good teacher of writing is not easy as it sounds. There are some principles that should be considered by the teacher in which these

principles become the guidelines to achieve the goals of teaching writing. Nunan (2003: 92) described the principles of teaching writing as follows:

a. Understand the students' reasons for writing.

   The teachers need to understand and convey the teachers' and the school's goals of the study to make sense to the students. It means that the teacher should consider what the focus of the writing is so that there is no dissatisfaction with writing instruction in writing class.

b. Provide many opportunities for students to write.

   Writing always improves with practice. The more practice, the more skill will be reached. The role of the teacher here is careful to create the lesson plansandmakesurethat the time for writing practice is completely enough. In addition, writing practice should provide students with different type of writing as well as possible. It can be journal entries, letter writing, summaries, poetry or any type of writing that teachers find useful to be practiced in writing class.

c. Make feedback helpful and meaningful

   Helpful and meaningful feedback refers to the understandable comments that the teachers are given to the students. As the result, they will pay attention much on it and try to correct the errors.Besides, the teachers may use any kinds of strategy to respond the students' writing such as written comments, individual conferences, taped responses, typed summary responses, and so forth. Finally, the teachers should

provide helpful and meaningful feedback that is understandable in order to construct students to look for problems and correct them on their own.

d. Clarify how the students' writing will be evaluated

It is very important to avoid discrepancy between the students' work with the teacher's assignments. So, the teachers should make the clear evaluation rubric to evaluate the students' writing products. Therefore, they will know where their mistakes belong.

## II.1.10. The Concept of Pictures as Teaching Aids

The picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object. According to Hornby in Shiddiqa (2011: 2) a picture can be, painting, drawing, sketch, or any work at. Pictures are also defined as aids that can help the teachers in the teaching learning process. It is good to motivate students in learning foreign languages so that the students will be easier to memorize something because students do not need to shape the things. In conclusion, pictures are instructional media that present something drawn or painted to assist teachers in teaching and learning process.

Many pictures can be used as the teaching aids. Smaldion (2008: 250) classified six types of visuals commonly found in the classroom. They are explored as follows:

1. Still Pictures

   Still pictures are photographic (or photographing-like representation of people, places, and things. They are readily available in books (including textbooks), magazines, newspapers, catalogs, postcards, and calendars. Moreover, still pictures are two-dimensional

2. Drawings

   Drawings, sketches, and diagrams employ the graphic arrangement of lines to represent persons, places, things, and concepts. Drawings are, in general, more finished and representational than sketches which are likely to lack detail. Diagrams are usually intended to show relationships or to help explain processes, such as how something works or is constructed. Drawings are readily found in textbooks and other classroom materials.

3. Charts

   Charts are visual representations of abstract relationships, such as chronologies, quantities, and hierarchies. They appear frequently in textbooks as tables and flowcharts. They are also published as wall charts for group viewing in the form of organization charts, classification charts, and timelines.

4. Graphs

   Graphs provide a visual representation of numerical data. They also illustrate relationships among units of the data and trends in the data.

5. Posters

Posters incorporate visual combinations of images, lines, color, and words. They are intended to catch and hold the viewer's attention, at least long enough to communicate a brief message, usually a persuasive one.Posters can be effective in numerous learning situations. They can stimulate interest in a new topic, announce a special event, or promote social skills.

6. Cartoons

Cartoons (line drawings that are rough caricatures of real or fictional people, animals, and events) are very popular and familiar visual format. They appear in a variety of print media-newspapers, periodicals, textbooks-and range from comic strips intended primarily to entertain to drawings intended to make important social or political comments. Humor and satire are mainstays of the cartoonist's skill.

Based on the explanation above, non-projected visual that will be used in this study belongs to still pictures which are represented as a topic for several writing classes. Raimes (1983: 34) explained that using a picture as a topic for several writing classes gives us the opportunity to develop not merely a wide variety of tasks but also a sequence of task, carefully selected so that students move from one level of difficulty to another, gathering more vocabulary, knowledge of idiom and sentence structure, and organizational skill as they proceed.

Furthermore, before applying pictures in the classroom, teachers must consider several factors. It is important to select pictures that can endorse the success of teaching learning process. Morgan and Bowen in Dwi (2010: 43) recommend some considerations that must be emphasized in selecting a picture:

1) Appeal

   The content of the picture should capture the interest and imagination of the class members.

2) Relevance

   The picture should be appropriate for the purpose of the lesson. However fascinating the picture might be for the students, it is of no use to the teacher in that particular lesson if it does not contribute directly to the aim of the lesson.

3) Recognition

   The significant features of the picture should be within the students' knowledge and cultural understanding.

4) Size

   A picture to be held up before the class should be large enough to be seen clearly by all. The detail of the picture should be visible from the back of the room.

5) Clarity

A crowded picture can confuse and distract. The student should be able to see the relevant details clearly. Strong outlines and contrast in tone and color are important in avoiding ambiguity.

Thus, Wright in Hesty (2009: 118) gave examples on the role of pictures in the teaching of meaning such as:

a. The teacher describes an animal using single picture, because it is impossible to bring out the real animal in to the class and the picture represents it.

b. The teacher can describe some expression using pictures. For example when the teacher explains that someone is horrified.

c. The teacher can introduce some verbs to the student trough pictures. By introducing verbs students will know some jobs.

d. The teacher can show the similar action and meaning of the word trough picture, for example to know the difference between running and sprinting.

e. Using picture, the teacher can help the student to distinguish the usage of words. Like the word "say" and "tell".

f. The teacher teaches the sound of something by picture. He /she shows a picture, then tries to imitate the sound of it, after that the student repeat it and make a conclusion.

g.  When going to explain the different greeting whether it is used formally or informally, teachers can show it using pictures. Like showing the differences of "how do you do", "hi", and "hello".

h.  The teacher uses picture to differ like and dislike. The teacher shows two contrast pictures that explain like and dislike. The contrast helps to teach the meaning of each one.

All variations above can be used by teachers to enhance students' vocabulary mastery and writing ability by using pictures as long as they follow the guidelines of using pictures it.

**II.1.11. The Concept of Background Knowledge Strategy**

Background Knowledge strategy is a one of the strategies that reflects the Cognitive Academic Language Learning Approach (CALLA). According to Chamot (1999: 7) the CALLA model provides explicit instruction in learning strategies that will assist students in meeting national curriculum standards, learning both language and content, and becoming independent learners who can evaluate their own learning. The theoretical framework of CALLA is a social cognitive learning model that emphasizes the role of students' prior knowledge, the importance of collaborative learning, and the development of metacognitive awareness and self-reflection.

The CALLA instructional design is task-based and has five phases in which teachers combine the three components of content, language, and learning strategies:

1. Preparation

2. Presentation

3. Practice

4. Evaluation

5. Expansion

In the first phase, Preparation, teachers focuses on finding out what prior knowledge students have about the content topic to be taught, their level of language proficiency, and their current learning strategies for this type of task. In the second phase, Presentation, teachers use variety of techniques to make new information and skills accessible and comprehensible to students. These technique include demonstrations, modeling, and visual support. This phase is followed by or integrated with the third phase, Practice, in which students use the new information and skills (including learning strategies) in activities that involve collaboration, problem solving, inquiry, and hands-on experiences.

Then, the fourth phase, Evaluation, has students self-evaluate their understanding and proficiency with the content, language, and learning strategies they have been practicing. Finally, in the fifth phase, Expansion, students engage in activities to apply what they have learned to their own lives, including other classes at school, their families and community, and their cultural and linguistic backgrounds. These five are recursive, thereby allowing for flexibility in lesson planning and implementation.

Moreover, these five phase are included in the procedures of using Background Knowledge strategy to improve students writing ability. Chamot et al. (1999: 184) stated that using Background Knowledge is an excellent strategy for planning a composition. Using Background Knowledge stratetgy will be useful in writing preparation. It will make the learners bought within their experience and makethem familiarize with the topic. Chamot et al specify that there are some steps to apply Background Knowledge strategy as follows:

a. Preparation

   1. Go around the room asking general questions about the students' families, for example:
      a) Is your family big or small?
      b) How many brothers and sisters do you have?
      c) Do you have a dog?
      d) What's your dog name?
      e) Where do you live?
      f) How old is your sister?
      g) What do you like to do with your family?
   2. Ask students how they come up with topics and ideas for writing. Record their ideas on an overhead and save.

b. Presentation

   1) Introduce the writing task and the strategy of using Background Knowledge.

   2) Show your own family picture to the class, and model using background knowledge.

3) Continue this process with other ideas about your mother. Then, move on to other family members, pets, and so on, using the picture to show the students your family members. When you are finished, explain to students that you have surprised yourself with how much you know about your family.

c. Practice

1) Have students draw circles for each member of their families on big sheets of paper with different colored markers. They can use their pictures to help them think. While they are working, walk around the room to help with questions and offer positive feedback.

2) When students have finished activating their background knowledge, explain that now they are going to use what they activated to write a composition, Explain that students can write a paragraph about each circle they made. They can also draw a picture or include the photo.

d. Evaluation

1) After they have finished their first draft, have students present the first draft with their pictures to each other in pairs or small groups.

2) Have students seek suggestions for improving their drafts, and then revise them. Continue the revision process as needed until the final editing and sharing of compositions with others.

e. Expansion

1) Give students another topic related to their lives (or brainstorm ideas with students). Ask them to interview one or more members of their families to gather information and then use this background

knowledge to write another composition, following the process writing procedures described previously. Check how they activated their background knowledge before they began to write.

These are all teaching procedures of using Background Knowledge strategy to improve students' vocabulary mastery and writing ability, especially in writing descriptive paragraphs.

### II.1.12 Teaching Vocabulary and Writing by Using Pictures through Background Knowledge Strategy

There is no specific step within the procedures of Using Background Knowledge strategy that is purposed to improve students' vocabulary mastery. The use of pictures here will assist students to encourage their vocabulary. Calhoun (1999: 68) stated that using pictures or photographs that are easily understandable and accessible to your students helps them to be immediately and personally successful in visually reading the picture—shaking words out of the picture (visually "reading" it) and generating the word list. Then, Wright in Dwi (2010: 39) stated that the pictures are the teaching aids which are not just an aspect of the method, but through their representation of places, objects, and people they are essential part of the overall experience the teachers must help the students to cope with.

Moreover, the students will receive more vocabulary starting from the second phase, Presentation, in which the teacher introduces her/his family members by showing the pictures of them. Then, in Practice phase, it is stated that the students draw circles for each member of their families on big sheets of paper with different colored markers, and they can use their

pictures to help them think. The use of pictures here will guide students, recognizing new vocabulary. Adam et.al in Calhoun (1999: 25) stated that the concept of using pictures as a stimulus for language experience activities in the classroom was developed specifically for teaching young students to read and write. It means that pictures lead the students to find vocabulary as the bank words for writing.

Furthermore, for writing, the procedures of using Background Knowledge strategy are matching with the stages of writing. The phase, Preparation, stands for pre-writing stage in which the teacher addresses some questions to the students. It's such a brainstorming to identify students' prior knowledge about the topic being discussed. The second phase, Presentation, refers to the stage that will help students drafting what they are going to write based on teacher's model. Then, the students will be easy to make their own drafts during Practice phase. While, in Evaluation phase, students will share their first draft to each other in pairs or small groups and revise it until the final editing of the writing product.

## II.1.13. The Advantages of using Pictures through Background Knowledge Strategy in Teaching Vocabulary and Writing

There are some advantages of Using Pictures through Background Knowledge strategy. Raimes (1983: 34) explained that using a picture as a topic for several writing classes gives us the opportunity to develop not merely a wide variety of tasks but also a sequence of task, carefully selected so that students move from one level of difficulty to another, gathering more vocabulary, knowledge of idiom and sentence structure, and organizational

skill as they proceed. In the other words, Pictures as media in teaching and learning English provide valuable resource as it provides to encourage students' vocabulary which is lead them to write.

Another expert, Harmer (1988: 55), says that by showing pictures or by drawing them on the board the teacher can also ensure that the students understand the meaning of a word. Besides, Calhoun (1999: 68) stated that whatever the age of the students or the nature of the class, the pictures promote the expansion of students' reading and writing vocabularies, the mechanics of phonics and spelling and language usage, and the use of observation in providing content and evidence in oral and written discourse .

Moreover, the use of Background Knowledge strategy will get the students write composition easily. Then, the students that have a good experience and knowledge about the topic will be good at their writing. It is supported by Urquhart and Mclverin Kartika (2015: 17) that authors— professional and novice—do their best writing when their knowledge base is strong. Questions help writers discover the depth of their knowledge. It means that the writer's background knowledge will give a big contribution whether the written will be good or not by questioning themselves.

Besides, Chamot et al. (1999: 184) stress that using Background Knowledge is an excellent strategy for planning a composition. It is because background knowledge is a mental structure in which we store all the information we know about people, places, objects or activities (McGee and Richgles in Moreillon :2007) which are able to make the students familiar with the topic discussed and easy to write.

## II.1.14. The Concept of Descriptive Text

A descriptive text is showing how someone or something looks like. According to Kistono, Andayani, and Ismukoco (2012: 8) descriptive text is used to describe a particular person, place, or thing. Furthermore, Bowkett (2010: 106) also defined that a descriptive text is a text used to describe which mentions certain details of it so that whoever reads or hears words can imagine it in their own minds. It is intended to create a picture in the reader's mind. It may, of course, inform the reader as well as in the case with an accurate descriptive of a place, a person or a thing that the reader has never seen. To conclude, good description is proven when the readers can clearly imagine the object described in their mind like they are truly seeing the object discussed.

According to Syafi'i et.al (2011: 19) there are two kinds of a descriptive text are:

a. Description of Place

Reasonably, a description of anything in writing should be clear. Therefore, in describing a room, for example, the following should be taken into consideration: (1) the location of the objects in the rooms should be clear, (2) the details should be arranged logically and semantically so that is easy for the reader to visualize the description in his mind, and (3) most importantly is that there should be a controlling idea gives the text a focus.

b. Description of Person

In describing a person, the writer can describe a person's appearance in many ways, such as his/her clothes, manner of speaking,

color and style of hair, facial appearance, body shape, expression, habit and so forth.

Kistono et al. (2012: 8) state that a descriptive text has two generic structures as follows:

a. Identification: identifies a phenomenon to be described. The writer can mention the name, occupation, profession and career of the object.

b. Description : describes parts, qualities, characteristics, etc. It elaborates the explanation about something or someone by describing several characteristics such as the physical features, manner of speaking, expression, habit, his/her personality and so forth.

Moreover, Kistono et al also state that the language features of descriptive text are as follows:

a. Using simple present tense

b. Using adjectives (e.g.: small village, short legs)

c. Using attribute *has* and *have*

d. Using linking verbs/ relating verbs (sound, look, smell)

In conclusion, an illustrated/description of a thing, a person, or a place in writing should be clear and alive. It should provide the word picture that shows something specifically. Its purpose is to make the readers able to feel actually seeing the object that they have never seen before.

## II.1.15. Assessing Writing Descriptive Text

Brown (2003: 4) stated that assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student

responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. It shows that the assessment is a process to measure the students' performance or product even they are still in trying. Two important components in the assessment of writing are the nature of task, or prompt and the scoring criteria or rubric. It also explains that in assessing writing the teacher should consider what the aspects are needed as the guidance and the rubric is also needed as the scoring criteria.

The following table is the example of a rubric for assessing the students' writing. It is taken from Syafi'i (2013: 161-164):

**TABLE II.1**
**The ESL Composition Profile**

| Aspect | Range | Criteria |
|---|---|---|
| Content | 30-27 | Excellent to Very Good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic. |
| | 26-22 | Good to Average: some knowledgeable of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail |
| | 21-17 | Fair to Poor: Limited knowledge of subject; little substance; inadequate development of topic |
| | 16-13 | Very Poor: does not show the knowledge of subject; non-substantive; not pertinent; or not enough to evaluate |
| Organization -Identification -Description | 20-18 | Excellent to Very Good: fluent expression; ideas clearly stated/supported; well organized; logical sequencing; cohesive |
| | 17-14 | Good to Average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing |
| | 13-10 | Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development |
| | 9-7 | Very Poor: does not communicate; no organization; or not enough to evaluate |
| Vocabulary | 20-18 | Excellent to Very Good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register |
| | 17-14 | Good to Average: adequate range; occasional errors of word/idiom form, usage but meaning not obscured |
| | 13-10 | Fair to Poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured |
| | 9-7 | Very Poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate |
| Language Use -Simple Present Tense -Adjectives -Attribute has and have -Linking verbs | 20-18 | Excellent to Very Good: effective complex constructions; few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions |
| | 17-14 | Good to Average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions but meaning never obscured |
| | 13-10 | Fair to Poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word, order/functions, articles, pronouns, prepositions and or fragments, deletions; meaning confused or obscured |
| | 9-7 | Very Poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate |
| Mechanics -Spelling -Punctuation | 10 | Excellent to Very Good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing |
| | 7 | Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured |
| | 4 | 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 |

## II.2. The Related Studies

Related studies require some previous researches conducted by other researchers in which they were relevant to this research itself. Besides, the related studies had to analyze what the point that focuses on, to inform the design, and to find the conclusion of the previous researches. Some related studies of this research are as follows:

Ammatunnur Siddiqa (2011 ) investigated a research about improving the students' vocabulary achievement by using pictures. This study was conducted by using Classroom Action Research. Four classes were selected as the subject of this research. The number of the subject of the research was 38 students. The class was taught by using interview sheet and observation sheet. The result of the research showed that the mean of the second cycle (77.29%) was higher than the mean of the first cycle (72.71%) and pre test (67.14%). Based on the observation sheet, interview sheet, questionnaire sheet and diary notes, the students were more active and enthusiastic during the teaching and learning process in the second cycle than in the first cycle.

The similarity with this research was both researches used pictures as teaching aids. While, the differences were about the strategy involved, the research design, location, population, and the variables. Shiddiqa only used two variables on her research, which were pictured as variable X and vocabulary mastery as variable Y. While, this research had three variables which were the use of pictures through Background Knowledge strategy as variable X, writing ability as variable Y1, and vocabulary mastery as variable

Y2. Moreover, this research used quasi-experimental research design, while the previous research used classroom action research.

Dewi Kartika (2014) conducted a research entitled "The Effect of Using Activating Background Knowledge Strategy on Students Writing Ability at Junior High School 1 Taluk Kuantan". This study involved two groups of students. They were class VIII.2 as the control group and class VIII.4 as the experimental group. Each class consisted of 27 students. The data were obtained by means of two essay writing tests. The results showed a significant difference in the writing ability between the grade eight students who were taught by using Background Knowledge strategy and those who were taught without using Background Knowledge in reference to the students' mean scores.

The similarities were both researches used Background Knowledge strategy to improve students' writing ability in descriptive paragraph and used quasi-experimental research as the design. While, the differences were about the location, population, and the variables. Dewi Kartika only had two variables on her research, which were Background Knowledge strategy as variable X and writing ability as variable Y. While, this research had three variables which were the use of pictures through Background Knowledge strategy as variable X, vocabulary mastery as variable Y1, andwriting ability as variable Y2.

Ira Wijayanti (2011) had conducted a research entitled "The Effect of Picture Series on the Writing Ability of Grade Eight Students of SMPN 1

Kalasan, Sleman". She tried to find out whether there was a significant difference in the writing ability among the grade eight students of SMPN 1 Kalasan. This study involved 72 students, which were divided into two groups: class VIIID (36 students) as the experimental group, and class VIIIB (36 students) as the control group. The data were obtained by mean of two essay writing tests. The results showed a significant difference in the writing ability between the grade eight students who were taught by using picture series and those who were taught without using picture series in reference to the students' mean scores.

The similarity was both researches used pictures as teaching aids. The research design was also similar, which was a quasi- experimental research bythe use of pretest and posttest with non-equivalent group design. Automatically, the aim of this related study was also the same as this research. Then, the differences were the strategy involved, the variables, population and location of the research. The previous research had only two variables which were variable X as the use of pictures and variable Y as students' writing ability. Meanwhile this research had three variables which were the use of pictures through Background Knowledge strategy as variable X, writing ability as variable $Y_1$, and vocabulary mastery as variable $Y_2$.

Andi Asrifan (2015) investigated a study entitled, " The Use of Pictures Story in Improving Students' Ability to Write Narrative Composition". The aim of his research wasto find out whether or not the use of picture story can improve the students' writing ability in terms of content,

organization, vocabulary, language use, and mechanics to the students' average writing score from narrative composition. This research employed Quasi-experimental method that applied experimental and control class. The sample of this research were I.E as experimental class with 38 students and I.D as control class with 40 students. The result of this research showed that the experimental group got the mean score (75.80) while the control group got mean score (68.03). This showed that there was significant difference between the students who were taught by using Pictures Story and those who were taught without Pictures Story.

Based on this related study, the similarities were the use pictures as teaching aids and the use of quasi-experimental research design. Moreover, thedifferences were about the variables, population and location of the research.

A research by Maida Saputra (2012) entitled "The Correlation between Students' Prior Knowledge and Their Ability in Writing Expository Paragraphs at the Second Year of SMK Ibnu Taimiyah Pekanbaru". The design of the research was a correlational research. The result of the research was Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. In other words, the students' prior knowledge had the significant correlation with their ability in writing expository paragraphs of the eleventh grade at SMK Ibnu Taimiyah.

The similarity was only both researches used Background Knowledge and writing ability as the variables. Then, the differences were about the

design, the time and location, and definitely the aim of the research. The previous research used correlational research design which was purposed to find out the correlation between students' background knowledge and writing ability. Then, this research used quasi-experimental research design to investigate the cause-effect relationship.

A research by Hesty Puspita Sari (2008) entitled "Improving the Students' Ability in Writing Narrative Using Picture Series. The objective of the research was to develop, Picture Series to improve the students' writing narrative text. The method applied in this research was a classroom actionresearch. The finding showed that Picture Series activity was successful in improving students' writing narrative text. The improvement could be seen from the increase of 56 in the preliminary study, and 65 in the first cycle, to 70.2 in the second cycle. Based on the findings, it is suggested that the English teachers apply the Picture series activity since it is beneficial not only in improving the writing narrative text but also in motivating students to write and work together to describe the event in the picture.

The similarity with this research was both researches used pictures as teaching aids. While, the differences were about the strategy involved, the research design, location, population, and the variables. Hesty only used two variables on her research, which were pictured as variable X and writing narrative as variable Y. While, this research had three variables which were the use of pictures through Background Knowledge strategy as variable X, writing ability as variable Y1, and vocabulary mastery as variable Y2.

Moreover, this research used quasi-experimental research design, while the previous research used classroom action research.

A study by Lin et.al. entitled "The Effects of Background Knowledge Taiwanese University Students' Summarization Performance". The study was intended to find out the effect of Background Knowledge to the students' writing in summary by using classroom action research. The participants of the study were native Chinese speaking undergraduate students enrolled in two departments of a private university in Taipei; about half of the students were political science majors from the College of Social Science, and the other half were English literature majors from the College of Humanities. Then the findings showed that the students' prior knowledge gives significant effect on their ability in writing summary. It could be seen from the students' rate that were in high level.

The similarity was both researches used Background Knowledge strategy to improve students' writing ability. While, the differences were about the research design, location, population, and the variables. Lin et.al. used classroom action research design and this study used a quasi-experimental design. Then, Lin et.al only had two variables in her research, Background Knowledge and writing, while, this research had three variables which were Picture through Background Knowledge, vocabulary mastery and writing ability.

Vania Tesca (2014) conducted a research entitled "The Effectiveness of Teaching Writing through Picture Series to Grade VIII Students of SMPN

3 Sleman". The objectives of the study were finding out the difference in the writing ability between those learning not through picture series. The research was a quasi-experimental design with eight students as the population. The findings showed that there was a significant difference in the writingability between the eighth grade students of junior high school taught by picture series and thosewho were not taught by picture series. It could be seen from the mean of theexperimental class post test 21.06 was higher than the control class post test which was 19.65.

The similarity was both researches used pictures as teaching aids. The research designwas also similar, that was a quasi- experimental research bythe use of pretest and posttest with non-equivalent group design. Automatically, the aim of this related study was also the same as this research. Then, the differences were the strategy involved, the variables, population and location of the research. The previous research had only two variables which were variable X as the use of pictures and variable Y as students' writing ability. Meanwhile, this research had three variables which were the use of pictures through Background Knowledge strategy as variable X, writing ability as variable $Y_1$, and vocabulary mastery as variable $Y_2$.

Kate ina Joklová (2009) conducted a research entitled "Using Pictures in Teaching Vocabulary". She used Classroom Action Research to find out the effectiveness of using pictures in teaching vocabulary. The population was the sixth grade of Elementary School. She used many kinds of pictures when teaching vocabulary to her students. Then, the research finding showed

that most of the elementary students in her school could improve their vocabulary. They knew the antonym. Synonym, adjectives, verbs, and colors through the pictures shown.

The similarity with this research was both reseraches used pictures as teaching aids. While, the differences were about the strategy involved, the research design, location, population, and the variables. Joklova only used two variables on her research, which were pictured as variable X and vocabulary mastery as variable Y. While, this research had three variables which were the use of pictures through Background Knowledge strategy as variable X, writing ability as variable Y1, and vocabulary mastery as variable Y2. Moreover, this research used quasi-experimental research design, while the previous research used classroom action research.

A study by Amber D.Warsnak (1996) entitled "The Effects of Activating Prior Knowledge on Students' Writing. He tried to activate students' prior knowledge before writing the summary. So that the objective of this research was to find out the effect of activating prior knowledge on students' writing. This research used classroom action research design and it was conducted to the eleven grade students' which was about 45 students. The findings showed that students' writing summary was better than before. It could be seen from the improvement score of the students from 64 to 73.

The similarity was both reseraches used Background Knowledge strategy to improve students' writing ability. While, the differences were about the location, population, and the variables. Warsnak used classroom
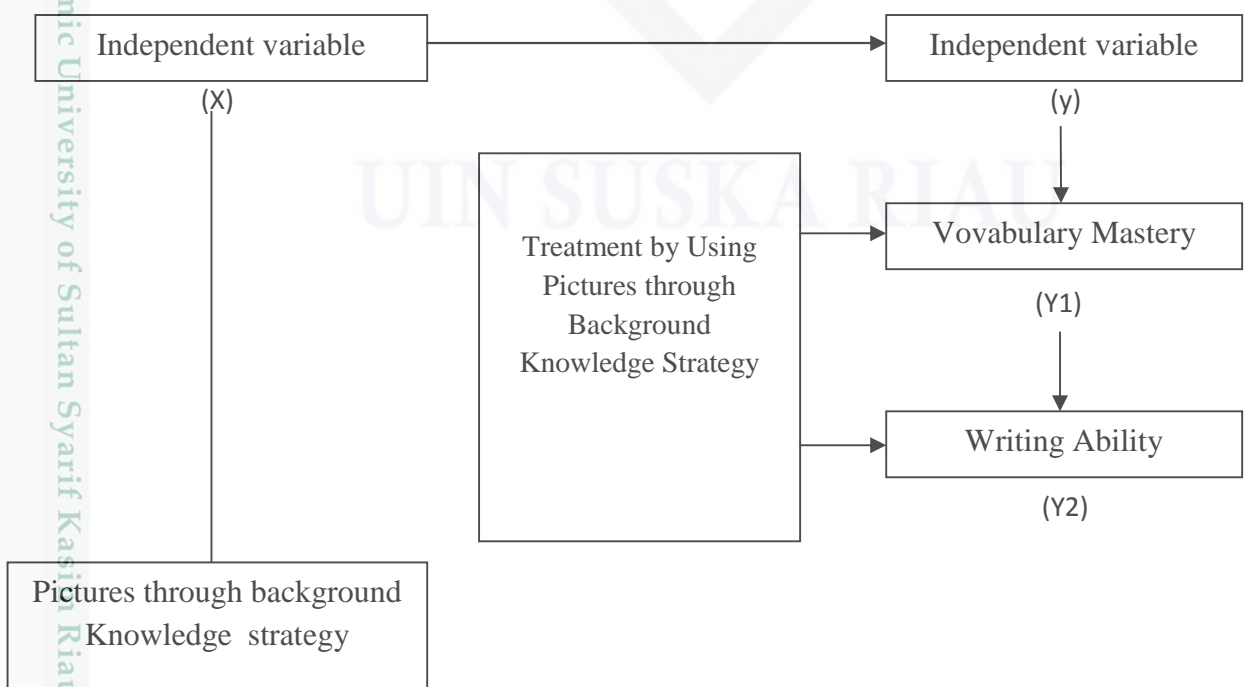
action research and this research used quasi-experimental design. Besides, Warsnak only had two variables in his research, which are Background Knowledge strategy as variable X and writing ability as variable Y. While, this research had three variables which were the use of pictures through Background Knowledge strategy as variable X, vocabulary mastery as variable Y1, andwriting ability as variable Y2.

## II.3. The Operational Concepts and the Indicators

In order to avoid misunderstanding about this study, it is necessary to explain about the variables used in this study. They are the use of pictures through Background Knowledge strategy as the independent variable or variable X and students' vocabulary mastery as the first dependent variable or variable $Y_1$ and students' writing abilityas the second dependent variable or variable $Y_2$. They can be drawn as follows:

**Figure 2.1**

**The Conceptual Framework**

| Independent variable (X) | | Independent variable (y) |

Treatment by Using Pictures through Background Knowledge Strategy

Vovabulary Mastery (Y1)

Writing Ability (Y2)

Pictures through background Knowledge strategy

The theoretical concepts explained above are still general and abstract. They need to be described operationally by particular words or indicators, so that they can be measured empirically. To operate the investigation on the variable, the writer is going to work based on the following indicators:

a. The indicators of using pictures through BackgroundKnowledge strategy are:

1. The teacher shows pictures related to the topic to the whole class.

2. The teacher writes as much as ideas about the picture by using BackgroundKnowledge strategy.

3. The teacher writes a paragraph based on the ideas on the circle.

4. The teacher asks students to draw circles for different topics on big sheets of paper.

5. The teacher provides pictures to help them think.

6. The teacher asks students to write idea as much as they know about the topic.

7. The teacher walks around the room to help with questions and offer positive feedback.

8. Theteacher asks the students to use what they activated to write a composition

9. The teacher asks the studentsto write a paragraph about each circle they made.

10. The teacher asks the students to present the first draft with their pictures to each other in pairs or small groups.

11. The teacher asks the students toseek suggestions for improving the first drafts.

12. The teacher asks the students to revise the first draft.

13. The teacher asks the studentsto continue the revision process as need until the final editing.

b. The indicators of students' vocabulary mastery are as follows:

1. The students are able to recognize the correct spelling of certain words.

2. The students are able to recognize the correct pronunciation of certain words.

3. The students are able to identify the meaning of certain words.

4. The students are able to identify the word formation (noun, verb, adverb and adjective).

5. The students are able to identify the past form of certain words.

6. The students are able to identify the plural form of certain words.

7. The students are able to recognize the synonym of certain words.

8. The students are able to recognize the antonym of certain words.

9. The students are able to identify the meaning of prefix in certain words.

10. The students are able to identify the meaning of suffix in certain words.

c. The indicators of students' ability in writing descriptive text are as follows:

1. The students are able to write organization (introduction, body and conclusion) clearly.

2. The students are able to write logical development of ideas.

3. The students are able to use correct grammar.

4. The students are able to use punctuations, spelling, and mechanics appropriately.

5. The students are able to use appropriate vocabulary.

## II.4. The Assumption and the Hypothesis

### II.4.1. The Assumption

In this research, the researcher assumed that the better of using Pictures through Background Knowledge strategy, the better ability to master vocabulary and to write of the seventh grade students at the Islamic Junior High School of Technology Boarding School of Riau Pekanbaru would be.

### II.4.2.The Hypotheses

The general hypothesis of this research is that there is a significant effect of using pictures through Background Knowledge strategy on students' vocabulary mastery and writing ability at the Islamic Junior High School of Technology Boarding School of Riau Pekanbaru. Then, the specific hypotheses of this research are stated as follows:

1. Ha1: There is a significant difference of pre-test vocabulary mastery between the experimental group and control group at the Islamic

Junior High School of Technology Boarding School of Riau Pekanbaru.

2. Ha2: There is a significant difference of post-test vocabulary mastery between the experimental group and control group at the Islamic Junior High School of Technology Boarding School of Riau Pekanbaru.

3. Ha3: There is a significant difference between pre-test and post-test vocabulary mastery in the experimental group at the Islamic Junior High School of Technology Boarding School of Riau Pekanbaru.

4. Ha4: There is a significant difference between pre-test and post-test vocabulary mastery in the control group at the Islamic Junior High School of Technology Boarding School of Riau Pekanbaru.

5. Ha5: There is a significant difference of pre-test writing ability between the experimental group and control group at the Islamic Junior High School of Technology Boarding School of Riau Pekanbaru.

6. Ha6: There is a significant difference of post-test writing ability between the experimental group and control group at the Islamic Junior High School of Technology Boarding School of Riau Pekanbaru.

7. Ha7: There is a significant difference between pre-test and post-test writing ability in the experimental group at the Islamic Junior High School of Technology Boarding School of Riau Pekanbaru.

8. Ha8: There is a significant difference between pre-test and post-test writing ability in the control group at the Islamic Junior High School of Technology Boarding School of Riau Pekanbaru.