

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Writing**

##### **2.1.1 The Definition of Writing**

Koshshima and Nia (2014) stated that writing often becomes a tool by the educators to evaluate the students' understanding about the topic or material.

Writing contains many formulas and criteria which must be followed. They are grammar, capital letter, and punctuation. Harmenita and Tiarina (2013) told that the writer must be able to deliver the idea from the thought and make someone who interprets the text can understand well about the message when he or she interpret the text. The reader is also hoped can catch the selective data from the paragraph while the reader is reading.

Based on Sinurat and Manik (2015) writing is process pouring own or someone's idea, history, experience in life, or event which have happened. People can write it in the kind of letter, note, list, or story. Writing is the way to convey someone's feeling about something. Writing is not only as duty to be accomplished by the learners in the school, but also as the hobby in leisure time. In fact, writers can get income from writing short story, novel, and article.

Those definitions are from some researchers during several years, the researcher does not find difference in the definition of the writing. Koshshima and Nia (2012), Harmenita and Tiarina (2013), and Sinurat and Manik (2015) have same idea about the definition of writing which stated that writing is about

delivering the knowledge into written text and make the reader understands about the information which consists. During several years, some researchers show the differences about the objective of writing. Now days, writing activity does not only become as a tool to evaluate students' understanding but also as the way to spend leisure time or get income as novel writer, article writer, or journal writer.

### **2.1.2 The Criteria of Good Writing**

#### **1. Unity**

Unity becomes important criteria in writing. According to Oshima and Hoque (1998) unity means the text only discusses one main idea. The primary idea of writing can be developed into topic sentences which correlate in paragraph. In every paragraph there are supporting sentences which must be relevant with the topic sentence. Relevant supporting sentences contain information which give larger explanation about the topic sentence and give evidence or prove about the topic sentence.

#### **2. Coherence**

Coherence is another thing which must be concerned. The paragraph can be claimed coherence if it is good arranged or clear. Based on Oshima and Hoque (1998) coherence is about the connection between sentences. The first sentence to the second sentences and so on must be put well and written smoothly. It means all the sentences are splice. The writer can use the key nouns, use pronouns, apply transition signals such as then, after that, and besides and the last way is arrange

the paragraph in logical order. These ways can be applied to write paragraph which is coherence.

### **2.1.3 The Importance of Writing**

Writing is important skill which must be taught to the learners in lesson. Moreover when the class ends, the learners must produce product of writing to show that they have understood well about the material. Some students think that writing is complex activity to be learnt because writing involves many aspects to develop the best writing and needs many steps. Because of that, the educators must give guidance and motivation to the learners when they are writing. So, the learners are able to create good writing.

### **2.1.4 The Process of Writing**

According to Zemach and Rumisek (2003) the learners must follow the steps to conduct final copy of writing. They are:

1. Pre-writing

Step one: the learners should decide the topic about what the students are going to write. The topic can be gotten from teacher or students' thinking.

Step two: the learners should think about the idea after deciding the topic. It means the student thinks about the topic.

Step three: the learners should organize the idea. It means which idea will be written in good arrangement. The students can use ordinal number to make their writing smooth.

## 2. Drafting

Step four: the learners should pour their idea into whole paragraph. It is started from the first until the last. To construct writing process easier and correct, the students are permitted to use notes about the steps before.

## 3. Reviewing and revising

Step five: the learners should review their paragraph and the body structure. Reviewing can be done in some ways. First, the students check their writing by themselves. It means the students do the correction on their writing. Second, the students do correction on their friend's writing. Doing peer correction helps the learners to give opinion about someone's writing. Third, other people will check their writing.

## 4. Rewriting

Step six: step six contains some activities. The first activity is revising the capacity of the paragraph and the generic structure which have been reviewed. The second activity is reading the paragraph again for checking the spelling, grammar, and other aspects. This is called proofread. And the last is making final correction.

## **2.2 Descriptive Text**

Descriptive belongs to kind of short text which must be accomplished by the learners who are studying in Junior High School beside recount and other texts. Siahaan (2013) stated that descriptive text is written for describing particular people. It can be people are around the writer or famous people. This

text can also describe about place. It can be writer's favorite place or public places as like tourism place or school. This text can describe thing also. It can be thing inside the classroom or else. Descriptive text contains identification and description in its paragraph. The tense in the descriptive text is the basic tenses. Then, mostly the content it contains adjectives. Those are the features of descriptive text.

Meanwhile, Faisal and Suwandita (2013) said that descriptive text aims to describe about someone physical appearance or character, place condition, or thing. Descriptive text covers two parts. They are identification part and description part. Identification part contains the general information about person, place, or thing which wants to be described. The general information can be the name of the target. The description part contains the characteristic of the object. Descriptive text constantly uses simple present tense in its sentences.

From those explanations above about the substance of descriptive text, there are not significant differences from some researchers in giving meaning of descriptive text. The researchers above have the similar idea about the definition, generic structure, aim, and the tense which is applied.

### **2.3 Perception**

Perception is someone's view and the way how people look at certain thing or object. Wei and Elias (2011) stated about students' perception in class process. They told that students will study better when the learners sense that the classroom environment supports them to learn. There must be good interaction

between students and teacher or between students and students. These good interactions or communications can improve students' level in learning.

According to Bernaus and Gardner (2008) that motivation in learning and students' attitude relate with students' perception of certain strategy which is applied by the teacher. Bernaus and Gardner have some variables in their questionnaire. The first is attitude for target language which is showed by interest, the second is attitude toward the situation while learning which is showed by evaluation, the third is motivation which is showed by students' wish in learning, the fourth is the students' way to face English language or reaction, the fifth is the orientation about the instrumental, and the last is support from parents.

Centra and Gaubatz (2005) told that students' perception becomes important indicator to show students' interest in a subject. It intends that perception has correlation in students' rating in learning. Breland and Jones (1982) told that the problem in improvement in learning is people mostly do not accept their perception. It means that perception can be an obstacle for people who do not have good perception.

From the explanations above which talk about perception, Wei and Elias explain about the form of good perception in the classroom. Breland and Jones explain about the position of students' perception in learning process. While Bernaus and Gardner explain more detail which is about the aspects in students' perception. The similarity of those studies is the researchers put perception as the aspect which must be concerned in learning process.

## 2.4 GIST

GIST is acronym of Generating Interactions between Schemata and Text. GIST strategy can be named as summarizing strategy. Putri, Suparman, and Hasan (2014) stated on the study that GIST is strategy which concerns to guide the learners to look for important part or information of the text. It means by finding important part or information in the text, they can find the key words in the text. This part in learning can be as the way to help the students to decide the main idea when the students are reading the text.

Johari, Mukhaiyar, and Rozimela (2013) said that GIST strategy requires the students to summarize the text by writing the main message of the text, so the students can more comprehend the content. Summarize activity makes the students to determine the important point of the text automatically and write it by using their own words.

Putri (2012) stated that GIST is synthesizing process which involves students' prior knowledge when the teacher conducts this strategy. On her study showed that the students who were taught by using GIST showed better performance than the students who were taught by using traditional technique.

The reserachers above show different view about GIST strategy. Putri (2012), Suparman, and Hasan (2014) and Johari, Mukhaiyar, and Rozimela (2013) explain about summarizing the text by using the main point of the text. in the other hand, Putri (2012) explain more clear about GIST which also involve students' schemata or students' prior knowledge in applying GIST strategy. GIST

proposes to focus on the main idea in text and find the main information which can represent the whole text without omitting the key words.

### **2.5 GIST Strategy Procedure**

Conducting GIST strategy needs some procedure to produce good result. They are :

1. Choosing the informational text from internet, book, or article. After that the teacher gives the text to the whole students and also sticks the text on the board in order to give clear explanation to the students. The teacher reads the text aloud and gives the example to find the unnecessary words or sentences in the text by underlining it. Then, the teacher guides the students to find more unnecessary words or sentences.
2. Continuing read the text and then elicit the students to find main information of the text by using question words who, what, where, when, why, and how. Those answers of the question related to the main information of the text.
3. Giving demonstration to pull all of the main information which has gotten into 20 words.
4. Giving blank paper to the students and asking the students to rewrite the main information into new text by using 20 words which have been written as the guideline or outline.



## 2.6 Previous Study

There are some researchers which have conducted the study about GIST strategy. Some of the studies related to the study about GIST strategy which is conducted by the researcher in this time. The researcher tries to find the relation this study with the previous study which can be used as the material in conducting this study.

The first study was conducted by Sariatun (2010) with the title “ The Correlation Between English Vocabulary Mastery and Students’ Writing Ability of The Eighth Grade Students of SMPIT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo in Academic Year 2009/2010”. There were three purposes of this study. Describing the English vocabulary mastery of the eighth grade students of SMPIT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo as the first aim. Describing the writing ability of the eighth grade students of SMPIT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo as the second aim. The third last to describe the correlation between English vocabulary mastery and writing ability of the eighth grade students of SMPIT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo. The students of the eight grade of SMPIT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo became the subjects of this study. The total of subjects were 84 students.

This study used correlation design. To collect the data, the researcher applied test and documentation from printed sources such as note, agenda, and newspaper. There were two types of test in this study. They were objective test and subjective test. Objective test was for measuring the vocabulary mastery and

students' writing skill. The test was in the sort of multiple choices which contained 21 questions. Meanwhile subjective test was for measuring the writing skill. The test was in the sort of composing short text according to the picture.

The outcomes of this study were the students' English lexicon mastery of the eight grade of SMPIT Rahmatan Lil 'Alamin Seloaji Babadan Ponorogo were enough with the scope of score between 54-92 and the writing ability of the students were enough with score bewtween 54-82.

The second study was conducted by Istiqomah, Raja, and Kadaryanto (2011). The title was "Correlation Between Grammar Mastery and Descriptive Writing Ability". Correlation design was used for conducting this study. The subjects of this study were the students of XI IPA of SMA N 1 Terusan Nunyai. The instruments which were used by the researcher were grammar mastery test and descriptive writing test. After getting the data from evaluating and scoring the test, then the researcher analyzed the data by using Bivariate Correlation. The result of this study stated that there was significant correlation between grammar mastery as the aspect in writing and students' writing ability.

Another study was conducted by Bijami, Kashef, and Khaksari (2013) discussed between gender issue and performance in writing. The researchers did this study by reviewing some jounals about sex differences in writing. In the end of the study presented that the teacher should more concentrate by giving more care and attention to male students by applying variuos strategies in teaching. Moreover male student who did not have good ability in writing. In the other hand, the male learners who had good motivation in writing can performance

better than who did not have good motivation. This condition made the teachers as the educators also paid attention on students' motivation because motivation was the crucial factor the successfulness of writing.

The similarity between the first and the second study is they used descriptive text as one of the variable in the research and used correlation design as the pattern of the study. Both studies correlated the aspect in the certain skill and the skill. The third study concerned in the gender issue which the outcome presented that female performances were better. This result makes the researcher interested to investigate about gender in writing descriptive text.

Whereas according to the researcher's view, none of studies above correlated between strategy and skill. Those studies also did not talk about students' perception. In reality, the researcher believes that strategy which is functioned in education can afford good result on the students' skill. And mostly, the problems which are faced by the students are they do not experience about what they want to write and they can write but their writing is not in good organization although the educators had delivered the materials about the body structure of the text. In the implementation, teacher guides the learners can write good text step by step to make writing descriptive text of the learners better. So, in this research the researcher conducts study about the correlation between perception of GIST strategy and students' writing skill.