

CHAPTER II

REVIEW OF RELATED LITERATURE

In this review of related literature, the researcher discusses: theoretical description of the general concept of writing competence, and the meaning of SWELL in writing descriptive text.

2.1 Writing

2.1.1 The Nature of Writing

Based on Hylan (2003) writing is a product that made by writers' command of lexical knowledge and grammatical. It means that a writer is required to be capable to do the act of committing words. Also a writer should pay attention the structure and the linguistic feature.

In other words, Kerstetter (2008) states that writing connects people across space, time and culture. People can communicate by a writing product, although they do not meet directly. It is a line with the definition of writing from Wikipedia; writing is a media that include symbols and signs. It means that writing is a kind of communication tool that uses signs and symbols.

As writer, we have to choose good topic to make the reader interested in writing a composition. But not only that, the writer has to make a composition be balanced. It means, between content of writing and form of writing has to be balanced.

From those definitions, writing is the tool of communication in written form. It is used to express and organize ideas into clear sentences and paragraph. As writer, has to be careful in ideas selection. Here idea is the most important aspect of writing. Moreover a writer must pay attention to the form of aspects. It is like the selection of vocabulary, spelling, and the generic structure.

2.1.2 Aspect of Writing

1. Content

Content is the criterion to score the students' writing ability that depends on whether the information is relevant with the topic, the text is understandable. There are several main points and some sufficient supporting details to illustrate, define, compare or contrast factual information. in addition, to evaluate the content of students' writing, Brown (2001) states that the content are involved related ideas, development of ideas through personal experience, illustration, facts, opinions, use of description, cause/effect, comparison/contrast and consistent focus.

2. Organization

Organization is criteria to score students' writing ability that depends on how well, logic, fluent and cohesive they organized the text. Organization is included effectiveness of introduction, logical sequences of ideas and conclusion.

3. Vocabulary

Vocabulary is criteria to score the students writing ability that depend on effective and appropriate word or idiom choice and usage. Word form mastery, logic expression of ideas, and the variety of arrangement and interrelationship the words.

4. Language Use

Language use is criteria to score students' writing ability that depends on how well the use of the right grammar.

5. Mechanic

According to Heaton (1975) the mechanic refers to spelling and punctuation. Here, mechanic is a criterion to score students' writing ability that depends on spelling, punctuation and the use of capital letter.

A good writing product should cover five aspects of writing above. It should take note about the development of ideas. Besides that a writing product should pay attention about the coherence of the text, the grammatical function, also the vocabulary used, and the spelling and punctuation.

2.1.3 The Criteria of Good Writing

A. Unity

In order to have a good writing, a writer has to be considers the unity of the paragraph. According to Oshima and Hogue (1999) a good paragraph has to be unity, because unity is the important element in every paragraph. It

means that only discusses one main idea. The next part of unity is that every supporting sentence must explain directly to prove the main idea that is state in the topic sentence. Unity means that is discussed only one main idea in a paragraph. The topic sentence should express the main idea in order to have relevant sentences.

B. Coherence

Coherence means your paragraph is easy to read and understand because, your supporting sentences are in some kind of logical order and your ideas are connected by the use of appropriate transition signals. To have coherence in writing the movement of one sentence to the next one and in longer essay and the movement of one paragraph to the next one must be logical order, it can be appropriate conjunction (Oshima and Hogue 1999).

2.1.4 The Importance of Writing

Writing is very important skill that must be taught in teaching learning process. Writing activities encourage students to think in organize way and develop other skills. Meanwhile, writing is not easy to be learned. That is why, the teacher has to help the students by give motivation and guide the students continuously. Then, the students can organize a good descriptive text.

2.1.5 The Process of Writing

According to Oshima and Hogue, there are three stages of writing. They are:

1. Pre-writing

The writer has to generate the ideas. This, can be done in several ways, such as: making a list of words or phrases which come into mind, writing freely about the topic as many as ideas without thinking or worrying about appropriateness, grammatical function, word spelling, logic or organization, making an outline with the main points and sub points.

2. Writing

In the writing stage, the writer begins to write the first draft from what the writer has planned in the pre-writing stage. The writer can write down the topic sentence and underline it. This is done in order to remind the writer about the focus of paragraph. Then the writer can write the paragraph which follows an outline as closely as possible and relevant to the topic in the pre-writing stage. Finally the writer can add new ideas or delete the original at any time, but still have to relevant to the topic (Oshima and Hogue, 1999).

3. Post writing

In this stage, the writer revises the first draft on the composition which has been already written in the writing stage. Here the researcher can change what he/she written to improve the content of the composition. Also, the writer can check over his/her organization such as, unity, coherence and logic, grammar, spelling and punctuation. Finally, after the writer makes the correction of all composition, the writer can write the

final copy of the composition as final product of the writing process
(Oshima and Hogue 1999).

2.2 Descriptive Text

Descriptive text is a text that used to describe something that we see. It can be person, animals, and things. Based on Mastugino (2013) website, descriptive text is a text that explains the looks of people or things. It means that descriptive text is a text that explains how person and thing looks like, and the description can about the shape, the color, the characteristic and so on. The purpose of descriptive text is make the reader understand what the person, things look like without see the picture. Also, descriptive text usually used to create a particular mood, atmosphere or describe a place. Descriptive text gives the details of something or someone. According to Depdiknas (2004), the generic structures of descriptive text are identification and description. Identification is introduction. It means that what things that writer is going to explain generally. For description is the description in detail of things that being described. It will be about physically, characteristic, or the other form of social context for describing person. Moreover, in describing thing the description can be the function, quality, or parts. In addition, based on Hammond in Mursyid (1992) stated that the characteristics of descriptive text based on the linguistic features are:

1. Focus on specific participant.

(My English teacher, Andini's cat, My favorite place)

2. Use of simple present tense.

3. Verbs of being and having.

(My mom is really cool, she has long hair)

4. Use of descriptive adjectives.

(Strong legs, white fangs)

5. Use of detailed noun phrase to give information about the subject.

(A very beautiful scenery, a sweet young lady, very thick fur)

6. Use of action verbs “material processes”.

(It eats grass, it runs fast)

7. Use of adverbial to additional information about behavior.

(Fast, at tree house)

8. Use of figurative language.

(John is as white as chalk)

2.2.1 Example of Descriptive Text

The following is an example of descriptive text:

Borobudur Temple

Identification

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Description

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple constructs on a hill 46 m high and consists of eight step like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the center of the top circle. The way to the

summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

2.3 SWELL (social-interactive writing language learners)

SWELL is acronym of social-interactive writing language learners.

SWELL is writing method that integrates the process and the product of writing in which students are paired up to write collaboratively, but their level of English proficiency are different so that a more proficient student as tutor for the less proficient student (Teo, 2007). This activity deals with the integration with the process and the product of writing, from getting idea until producing the best writing after revision.

During the writing process, students who have more proficient level in writing the role as helper, for students who have lower proficiency level in writing the role as writer. The students have to be careful in following the suggestion of the steps by the teacher. Here the role of the teacher as a facilitator who prepared the students how to conduct SWELL, Also, the teacher roles as monitor and feedback provider. In this study, through SWELL the students are hope can express their ideas, get motivated and avoid being boredom. This technique is chosen because from the finding of research before, it can encourage them to brainstorm ideas in pair, given each other in feedback, and edit each other writing.

Besides that, when implementing SWELL method, the students allowed to use their mother tongue for oral discussion and oral bilingual dictionaries translation (Teo, 2007). It is to make the students enjoy and active in the

discussion. It is supported by Spring (1997) that collaborative authoring process includes the writing activity as well as group dynamics. When students work collaboratively, they will get some challenges such as, establishing an agenda or goal of the collaboration effort, identifying writing tasks and dividing those tasks among group members, tracking individual idea generation, communicating ideas, and managing conflict.

2.4 SWELL Method Procedure

The following describes in detail the procedures that teachers of English language learners can use to implement SWELL in their classrooms.

Step 1: Ideas Stage

In ideas stage, the teacher asks one of the students to take lottery to choose the picture. Then, the teacher gives the students time to discuss about the description of the pictures. After that, the students begin to write the paragraph. Here, the student who played the role of helper ask the some questions to help the students who become the writer to stimulate ideas, whereas the writer answer those questions and make notes. The questions that the helper use is WH-questions, the pairs can use clustering, during the writing descriptive text, the teacher move around to help the students.

To help students who have role as helper, the teacher gives examples of WH-questions as follows:

- Who is the subject/who will be described?
- How is the appearance?
- What is the characteristic?
- How does it look like?

Step 2: Draft Stage

In draft stage, to facilitate between pair, teacher gives and explains one of the options to the students as follows.

- Option 1 Helper writes all words and then the writer copies them.
- Option 2 Helper writes the difficult words for the writer.
- Option 3 Helper writes the difficult words in rough and then the writer copies them.
- Option 4 Helper says how to spell the difficult words.
- Option 5 Writer writes all words.

Then, the writer with a help from the helper and the notes or clusters that made in ideas stage use as fluently as possible without worrying too much about spelling.

Step 3: Read and Edit Stage

In read and edit stage, the pair read the rough draft and edits it associate with the meaning (content), order (organization), style (vocabulary and language use), and mechanics (spelling, punctuation and the use of capital letters). In editing process, it is allow for students to open dictionary when necessary.

Step 4: Best Copy Stage

In best copy stage, the writer copies “best” writing after edited with a help from the helper. And then turns in the complete copy to the teacher as a joint product.

Step 5: Evaluation Stage

The students’ best copy evaluates by the teacher using the marking system associate with the four editing criteria stated in read and editing. Then, based on the teachers’ evaluation, pair discusses the writing to make correction and resubmit it as the final product.