

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher describes about the theories related to this study, such as the definition of writing, criteria of good writing, the importance of writing, the process of writing, the types of writing, definition of descriptive text, generic structure of descriptive text, types of descriptive text, definition of herringbone technique, the procedures of herringbone technique in teaching writing descriptive text, and previous study

2.1 Writing

2.1.1 The Definition of Writing

In English there are four skills, listening, reading, speaking and writing. All of those skill are very important for English learners. Each skill has different function in English. So, it is better for English learners to master all of those skill. One of those skills is writing. Writing is one of the skills that should be mastered to communicate in written form. However, students tend to consider that writing is the most difficult skill. In addition, Richards, Jack C and Renandya (2002:303) states that the difficulty in writing lies not only generating and organizing ideas, but also in translating these ideas into readable text. Those difficulties make the students not to be confident in writing. Furthermore, Jill and Charles (2008: 116) states that Writing is difficult skill for many learners, even in their mother tongue. It means that writing is important to learn by the learners because writing is

difficult skill for learners. According to Brown, H. D. (2001), writing is a thinking process. He states that writing can be planned and given with an unlimited number of revisions before its release. Based on Moore and Murray (2006:25) the process of writing is not just an outcome of thinking, it also helps to feed the thinking process, and to give rise to new insights and angles on the material you are tackling. One of the reasons that people often feel blocked when writing for academia is the inherent assumption that they have to think very carefully about what they are going to write, and to perfect these thoughts before ever putting pen to paper.

Linse, Caroline (2006:98) also stated that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Thus, it is be stated that writing is a thinking process of discovering ideas then written on the paper. Moreover, according to Tim, Mayers (2005:2), writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them. It means that writing can be used to express ideas or thoughts on a paper. Writing is how to produce a written product. It is a process of transforming ideas coherently and cohesively into written text. Written text is often resulted by a series of thinking activity but it requires skills that not naturally acquired. The good news is that writing involves skills that can be learned, practiced, and mastered. Teachers are demanded to plan appropriate classroom activities that support the learning of specific writing skills effectively at every stage – planning, drafting, revising, and editing. Seow in Renandya and

Richards (2002: 304) mentions that at the planning, teacher can help students generate ideas through such activities as brainstorming, clustering, and rapid free writing. Since writing is a thinking process, writers need to unlock the hidden ideas they have in minds in order to be able to start writing.

In addition, Chaffee et. al. (1999:5) writing is an active, purposeful process that uses a system of written symbols for thinking and communicating. From explanation above, the researcher concludes that writing is a way to produce language that comes from our thought. By using writing, students can share their ideas, feel something that exist in their mind. It is written on paper or a computer screen. It is influenced both by personal attitudes and social experiences that the writer brings for writing. It is also a process of what students write is influenced by constraints of genre and has to be presented in learning activities. Writing is the last output after students learn separate acts continuously. Wallace (2004: 15) states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with fun.

2.1.2 The Criteria of Good Writing

1. Unity

Unity becomes important criteria in writing. According to Oshima and Hogue (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 Hogue (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

The idea that learning writing is a need for students is agreeable. There are some reasons that make the ability of writing important as what Barras, Ashwell (2005) says:

1) Writing helps to remember

Writing is an help to remembering. By taking notes, people can make information safe and semi-permanent or even permanent so that they can access the information anytime without being afraid of being lost.

2) Writing helps to think

Writing could be an aid to thinking. People can make a note of useful thoughts as they come to mind, for example, when they are planning or in the middle of writing a composition because thoughts could come anytime.

3) Writing helps to communicate

In the past, writing was the only possible way to communicate with anyone out of earshot. Although, now there have been devices (telephone, radio, internet, etc.) that make it possible to communicate orally with people in distance, the importance of writing is still there. There is a limit in which the use of such devices is impossible, particularly when two people communicating are removed, not only, by distance, but also by time.

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.

2.1.5 Types of Writing text

There are many different types of writing, all with different aims and meanings.

In http://www.teach-nology.com/themes/lang_arts/typesofwriting/ there are five main types of writing; expository, descriptive, narrative, persuasive, and creative writing;

1. Expository

Where the author intends to inform, explain, describe or define their subject to the reader. This is the most common type of writing that we will find in text book and online. An example of expository writing is “How to” articles, where the author is explaining how to build or to do something yourself.

2. Descriptive

Explain things in great detail by using a lot of great visual words to help you see the person, place or thing we are writing about. The descriptive writing guide focuses on making a written advertisement, reporting on an event, and describing person/ object.

3. Narrative

It is very common novels, poetry and biographies. The narrative writing guide focuses on biographical, fictional, and personal writing.

4. Persuasive

This type on the opinion of the writer or issue the writer is writing for. The persuasive writing guide focuses on writing opinion essays, problem- solution essays, and pro- con essays.

5. Creative Writing

Perhaps creative writing is the most fun type of writing. Creative writing is often thought provoking, entertaining and more interesting to read than say persuasive writing is. Short stories, poetry, novels and plays often fall into creative writing category. It doesn't necessarily need to follow any line of facts, just as it's interesting to read.

So, from five types of writing text above, here the researcher will focus on descriptive text.

2.2 DescriptiveText

2.2.1 Definition of Descriptive Text

Descriptive text is purposed to imagine somebody, something, a place, and an animal Djuharie, (2001:24). By applying this genre, the writer is sure that students will be interested and be motivated in taking part in classroom activities, because the student wants to tell something to their friends. Thomas, Kane (2005:352) states “description is about sensory experience howsomething looks, sounds, tastes. Mostly is about visual experience, butdescription also deals with other kinds of perception. Wignell and Gerot (1995:208) define “descriptive text is kind of text whichis aimed to describe a particular person, place or things. It can be conclude that descriptive text is a text for describe person, place ora thing by visual experience. It is used to create a visual image of people,place, even of time days or season. It may also be used to describe theoutwards appearance people. It may tells about their traits of character andpersonality. In addition, George and Julia in Fauzi (2011:9) say that emotion may be described too in descriptive writing, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the readers, through their imagination, to visualize a scene or a person, or to understand a sensation or an emotion. Descriptive text is a part of factual genres Wardiman, Artono et al, (2008:122). It has social function which is to describe a particular person, place, or thing. Descriptive text is a kind of genre which paints a colorful picture of a person, place, thing or idea concrete and also vivid details.

As stated by Abilene (2004:5) "It should make the reader see, hear, smell . taste. and feel what the author is describing."

Good writing has personality. Readers enjoy sensing a mind at work, hearing a clear voice, responding to an unusual sensibility. If we have chosen a topic that is of general concern and if genuine feeling and intelligence come through, it will be interesting. It is also supported by Taylor (2009:2). He states that if we are to write well we need to know (as well as we can) what we are talking about. Writer, subject matter, reader, and the forms of language are elements of the writing situation. All those elements must be handled together in the act of writing. Tim, Meyers (2005:2) says that writing is a way to produce language which we do naturally when we speak. Writing is communication with other in a verbal way. Writing is also an action and a process of discovering and organizing our idea, putting them on paper, reshaping and then revising them. On the other side, Urquhart and McIver (2005:6) state that writing is a complex process which is about expressing knowledge. Teachers want their students to express their knowledge as thoughtfully and clearly as they can. Teachers also have to make time for their students to engage in the writing process to get a pleasant result.

Descriptive text is a part of factual genres Wardiman, Artono et al, (2008:122). It has social function which is to describe a particular person, place, or thing. Descriptive gives sense impression like the feel, sound, taste, and look of things through words. Its aim is also to inform the readers about how something or someone looks like. The characteristic features of a person, an animal or a

particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words. From the explanation above, the researcher concludes that descriptive text simply describes about person, place or thing. If the writer wants to write a descriptive text, they only need to go to the object and take a note by using five senses. It also can be done by looking at a picture or watching a video. In writing descriptive text, the writer must concern on the generic structure in order to make a good text.

2.2.2 Generic Structure of Descriptive Text

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Anderson and Anderson in Nadia (2013:9) state that features of a factual description have regarded as following generic structure of descriptive text.

1. Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

2. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the

description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

3. Conclusion

The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

Mark and Kathy in Fauzi (2011:25) also tell that the generic features of description usually use verbs which are in the present tense or the verbs which are infinitive. Moreover, to describe the features of the subject, the use of adjectives is very necessary because it explains how the subject is described. Adjectives usually give sensory details about how something feels, tastes, smells, and looks like.

2.2.3 Types of Descriptive Text

Jolly (1984:470) asserts there are five types of descriptive writing paragraph. They are:

a. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing an event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

2.3 Herringbone Technique

2.3.1 The Definition of Herringbone Technique

Herringbone Technique is a strategy that can help students organize the information that they know about the subject into different categories. This technique is used for establishing supporting detail for main idea. In addition, this technique is a structured outlining procedure designed to help student organize important information in a text. According to Deegan (2006:102), Herringbone

strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. This technique not make the students difficulty to understand the text. But it can make the students easy to understand about the main idea of the text. And the students will easy to analyze the story of the text. And also this technique can develop students' writing ability by organizing important information in a text.

According to Tony, Buzan (2000), Herringbone Technique can be applied in writing skills. It shows that Herringbone Technique can be considered a visual tool that can be used to generate ideas, take notes, organize thinking, develop ideas, and enhance memories. So, based on the problem above, the researcher will conduct this study using herringbone technique in writing skills. The researcher wants the students to rewrite the teacher explanations, because by rewrite, the students can increase their memories not only in a short time, but also in a long term memories. Note taking can be utilized to create ideas, develop ideas, and it can be improve students memories Tony, Buzan, 2000). Herringbone Technique can be considered a useful technique that helps students to learn more effectively, improves the way that record information, and supports and enhances creative problem solving Alamsyah, (2009). means that the use of graphic organisers, such as graphic organizer of Herringbone Technique can help to reduce language demands on english language learners

In additions, Thaler, Engelbert (2008) statet that, Herringbone Technique is consists of a short graphic organizer and it is a concrete way of helping

English learners to find the comprehensive idea in a paragraph or passage. Here, the students will easy to organize the main idea of the text. Herringbone Technique helps students understand to connections between supporting details to identify a main idea. Herringbone technique itself is a technique which can represent the visual information and concept of teaching and learning process. That is why Herringbone Technique is proposed to help students comprehend written form/text. In addition, Herringbone Technique also helps students to understand the connection of supporting details and main idea. It can be said that Herringbone Technique also help students in finding general and specific information of a text.

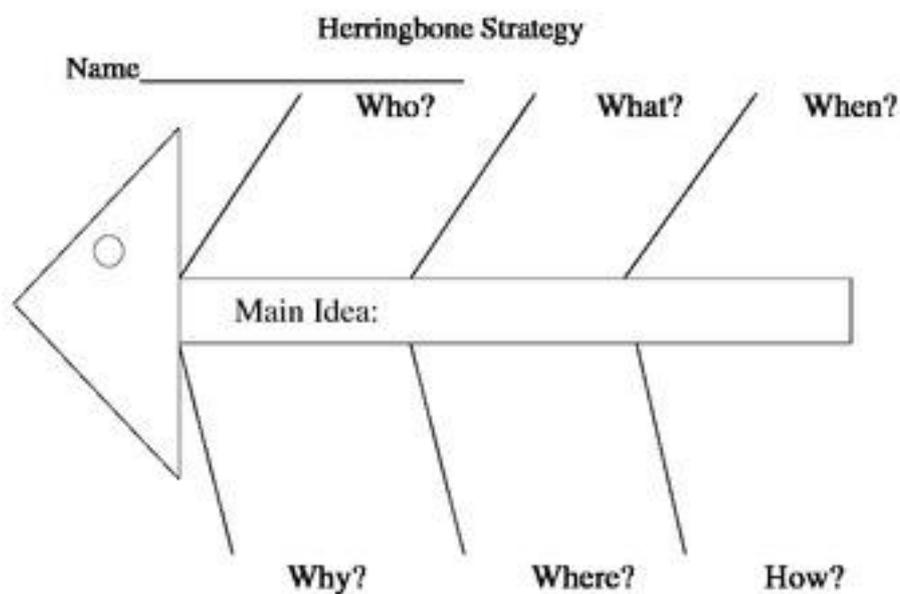


Table 2.1 Diagram of Herringbone Technique

In this research, Herringbone technique helps the students understand the connections between supporting details to identify a main idea. The herringbone is a useful graphic organizer for students to organize information.

2.3.2 The Procedures of Herringbone Technique in Teaching Writing

Descriptive Text

- 1) The students work in pairs. The students make a group with their friends besides them.
- 2) The teacher distribute descriptive text to the students.
- 3) The teacher constructs a visual diagram of the Herringbone. The teacher shows the visual diagram of Herringbone Technique to the students.
- 4) The teacher tells the students to write the answers to the questions on the diagram.
- 5) After the information is writed, the students can make the main idea of the text by using WH-questions.
- 6) The students write a main idea, using the information from the Herringbone diagram.
- 7) After getting the main idea by using the information from Herringbone diagram, the students make a paragraph based on the main idea.

2.4 Previous Study

There are many studies about the implementation of Herringbone Technique. Based on Handayani, Ritma (2016). This aim of this research is to know the effect of using Herringbone's Technique on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran. The subject of this study is he eleventh grade at SMAN 1 Pesanggaran. The research data were collected by test, and the result showed that the t-test value was 2.44 (>1.995) with the significant level of 5%. The t-test value

2.44) was higher than the t-table value (1.995). The result of this study shows that there was a significant effect of using Herringbone Technique on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran.

Based on Firda, N (2015). The purposes of this research were to find out students' reading comprehension in recount text taught by using Herringbone Technique and taught without using Herringbone Technique at the grade VIII students of SMPN 4 Rambah Hilir. The subject of this study is students of SMPN 4 Rambah Hilir at the eight grade. The research findings showed that the improvement from the score of t-test. The total score of t-test was 4.433. Based on t-table, $2.00 < 4.433 > 2.65$. The research design was experimental. The result of this study shows that there was a significant effect of using Herringbone Technique toward students reading comprehension of recount text at the grade VIII students of SMPN 4 Rambah Hilir.

Based on Iskandar, Jony (2016). The objectives of this research were to know the process of teaching and learning reading comprehension through herringbone, and to know the teacher's problems in teaching reading comprehension through herringbone. The subject of this study is the Eleventh Grade Students of MAN 1 Pesisir Barat. From the data analysis, the researcher found some conclusions in teaching and learning reading comprehension through herringbone at MAN 1 Pesisir Barat as follows: first, teaching and learning reading using herringbone proces was done in two

meetings but the teacher did not apply the steps of teaching reading comprehension through herringbone well. Second, the problems faced by the teacher in teaching reading through herringbone were the students' lack mastery of the basic, the students' habit of reading slowly, the students' inability to figure out inferences, implications, main ideas, and text selection Method : This research was qualitative research. The result of this study is success. But, in this research the teaching learning process by using herringbone was still less effective and not maximal. In this research the researcher expected to see the teaching and learning process and the problems in teaching learning reading comprehension by using herringbone.