

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter aims to review some literatures related to the study. This chapter discusses some topics related with the teaching writing, types of writing, and review of previous studies.

2.1 The Teaching Writing

Writing is one skill that is difficult because in this skill there are a lot of aspects that should be mastered. Therefore through writing students can learn many things because in this skill they will use many aspects of the language. As stated by Raimes (1983) in Retnaningtyas (2008:10), writing helps students learn how to use the target language for some reasons: (1) writing reinforces grammatical structure, idioms and vocabulary that the teacher teaches the students, (2) in writing process, the students have a chance to be adventurous with the language, to go beyond what they have just learned to say and to take risks, (3) when the students write, they become very involved with the new language, the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning.

According to Harmer (2004:86) writing is a process and that what we writes often heavily influenced by the constraints genres, then these elements have to be present in learning activities. In addition, *Oxford learner's pocket dictionary* (1995) stated writing is activity of writing, written or printed words. Teaching writing is not easy. Harmer (2004:61) stated although some students are always happy to have a go at writing in English, others can be less keen. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. It is also caused some problems how to start writing, how to get idea, how to arrange and how to organize them well. When we write a composition, it is not enough to have good ideas or persuasive arguments. It is important to express them correctly.

Furthermore, Abbot (1981) in Wardhani (2010:8) states that in writing class it is not enough to use teacher's instruction only. It means that the student needs something to help them in expressing their ideas in order to progress their writing ability. The teacher needs to prepare the writing materials, for example, how to organize a group of words into a phrase, or make phrases into a clause, clauses into a sentence, and sentences developed into paragraph. Considering that writing is difficult task which has to be gain by the students, a teacher must be able to guide them in learning activity.

Based on those statement above, the teachers should be able to provide and create various method to help students to progress students' writing ability by getting the idea and expressing the idea easily.

2.1.1 The Process of Writing

Basically, when someone writes a short paragraph or paper, for instance, he works with some writing process. The process is needed in order to build writer finishing writing into a good work. It is so, as Harmer states that the aim of the process of writing is to get the heart of the various skills (2001:257). It is argued by White and Arndt in nunan (1999) : the process is aimed at helping the learner to develop a set of skills. They view that writing as a complex, that involves through several stages as writer discover, through the process as what want to say (Zamel in Nunan, 1989:36). John Langan (2001:17) mentions that writing is a process that involves some steps: discovering a point-through prewriting, organizing the supporting material and writing it out in a first draft, revising and then editing carefully to ensure an effective error-free paper. For many people, writing as private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing.

These are also supported by fellag (2004:10), writing consists of steps that you may need to repeat as you write, rethink, and rewrite: getting ideas, organizing your ideas, writing your first draft, revising to

improve content and organization, and editing for language errors. In addition, it summarized that writing process do not simply draft, revise, edit and publish. There is much back and forth work (Diaz-Rico, 2004:166).

From these theories, process of writing is divided into three main stages, which involves many stages in process of writing. These are known as prewriting, writing, and post-writing. To know the exact activity of the three main stages, here is as follows:

1. Pre-Writing

Pre-writing is often called as an invention stage. It includes the preliminary things that the writer do to get started writing. In this stage, the writer makes attempt to discuss what he is going to write and find the way he should present his writing. The common mistake that a beginning writer does is that he usually chooses a large topic. Because of that during the process, the writer should delect and chooses the most essential topic based on his interest and his background knowledge. By doing this, finally the writer will not get confused about the idea he will present in his writing because he has already focused on selected topic.

Murray (1985:3) cities that pre-writing stage is a stage of warming up of discovering what you know and what you need to know. In addition, Wiener (1992:19) also cities that pre-writing is a set of activities that the

writer uses to stimulate ideas and details before the writing process begins. It means that prewriting is a beginning process that the writer should pass through in order to gather the ideas using sense and incorporating it into his writing.

2. Writing

Writing is often called as the prewriting stage of arrangement. In this stage, the writer should deal with the ideas and details that he has discovered in prewriting stage. Angelo (1980:5) points out that arrangement is the process of discovering ordering principles, so that the ideas can be organized in such a way as to make them understandable and believable to your readers.

In this stage, the writer should decide the way he will present the ideas, that is important for the writer to be familiar with the characters of his reader, so he can find the appropriate style presenting his writing.

3. Post-Writing

This is the last stage in the writing process. In this stage, the writer revives and edits what he has written. therefore, as Hogue (2003:265) states that this step also called revising and editing. The writer revises the draft produced in the writing stage. According to Langan (2001:26)

“revising means that you rewrite a paper, building upon what has already been done, in order to make it stronger”. Other opinion, Gardner (2005:119) point out “ Revision means much more than correcting grammar, spelling, punctuation and mechanic”. It involves a whole process of revision or setting again-rethinking and reshaping the content and structure of a draft to improve it all levels. It means that the writer can add, delete, re-arrange and re-word material. The next stage is editing. Moore et.al state, “The editing is when you polish your work. You double-check spelling, capitalization, and grammar”.

2.1.2 The prewriting technique

Prewriting is any activity in the classroom that encourages students to write (Richard, 2002:317). It stimulates thought for getting started although it is the hardest and the most difficult part of writing for most people. They spend much time to create a first draft in a single sheet of a paper. Sometimes, they do nothing because their mind goes blank or they usually do not know what they want to write. So by doing prewriting, it can help us to discover ideas, determine which aspect of a subject will be our focus (Gardner, 2005:113).

Prewriting as a way to think on paper has a mean that the word “pre” means before, so prewriting is the work done by the writer before the paragraph is actually written (Reid, 1994:30). It is supported by

Carosso and Stanford (1983:370) that prewriting is preliminary step in planning an effective paper. It can summarize that pre writing can be defined as any structural experiences that influence active student participation and it is a stage where the writer usually do before they begin to write. It is supported by D'Aoust (1986:7): pre writing activities generates ideas, they encourage a free flow of thoughts and help students to discover both what they want to say and how to say it on a paper.

There are several pre writing techniques which including brainstorming, free writing, outlining, cubing, clustering, and listing (Reid, 1993:5).

1. Brainstorming

Brainstorming is a form of free association, has a powerful public strategy for generating information and ideas. In this technique, writer writes everything that comes into his mind about topic without stopping. He allows storm in his brain to flow onto the paper without focusing on spelling, punctuation, grammar, even logic, because he just want to record the flood information, attitude, ideas and feeling (Gould, Diyanni, and Smith, 1989:109). After the all information collected, then he re- reads and selects ideas that are the best suited to his writing. But this technique is commonly used by group of people.

2. Free writing

Free writing means jotting down in rough sentences or phrases everything that comes to mind about a possible topic (Langan,2005:23). Gould, Diyanni, and Smith describe that free writing is a form association similar to brainstorming; it is private, personal information gathering strategy. It means that the writer decides what he wants to write without interruption from others. The most important objective is writer has to write information without stopping in a sustained period of time, usually ten to fifteen minutes. Then he will have time to read and evaluate what he has written.

3. Cubing

Leki (1989:21) describes that cubing involves looking at an idea from six different points of view, each representing one of the six side of a cube. Here, writer looks from six angles and has several perspectives about the subject, there are describing it, comparing it, analyzing it, associating it, applying it, and arguing for or against it. The writer should spend there to five minutes examining the topic from each angle. Then he re-reads what he has written to find ideas that he likes.

4. Clustering

According to Fellag (2004:120), clustering is a graphic organizer in which you write ideas about a topic in circle or boxes. In other word, it is a method of individual thinking in a visual way. The writer uses lines,

boxes, or circle to the word which has relationship to the others. It is very useful to generate and organize idea which writer has.

5. Mind Mapping

Mind mapping is another specific form of visual note-taking that is also useful in classroom setting. It is a system with more specific rule such as only one word per branch. This is very easy technique in taking information from writer's brain and writes it down into a paper. Even this technique is almost similar to clustering, but it differs. In mind mapping, writer uses some lines, symbols, words, pictures (Buzan, 2004:7)

2.2 Descriptive Writing

2.2.1 The Nature of Descriptive Writing

Descriptive writing, sometimes called “showing” is writing that describes a particular person, place or event in great details. Descriptive writing uses a lot of adjective details and adverbs to describe what is going on or how something appears. Moore (1996:2) said that descriptive writing is to describe the physical aspects of something or someone. It supported by D'Angelo (1977:123,135) that description is a mental process, a way of perceiving objects in space and time and, it concerned mostly with people, places and things. from this statement, it can simply that descriptive writing is the way to describe a person, place or thing sharply, by using words rich in sensory details.

2.2.2 The Purpose of Descriptive Writing

The function of descriptive writing is to describe a particular person, place or thing. This text gives details description about a certain object (Depdiknas, 2004:39). And the students usually be present tense but they also use past tense. The passive form is also used as well in description. The purpose of purely descriptive essay is to involve the reader enough so he or she can actually visualize the things being described. Therefore, It is important to use specific and concrete details.

Descriptive writing creates a word picture of a person, a place, an object, or scene. The image created will depend on the writer's point of view, the details, and how the writer organizes those details. So that, descriptive essay can be objective or subjective, giving the author a wide choice of tone, diction and attitude. This genre tries to give a description what something is like (Hyland, 2002:73). When you describe about someone or something, you give your readers a picture in words. Means that we have to write details in descriptive text. According to Coffey (1987), in describing, one can use the work two kinds of details:

a. Objective details

Those that describe factual information about the topic based on five senses and there is no emotion or opinion on it.

b. Subjective details

Those that express the reader's personal opinion on the topic. The details do not base on the factual information.

Description is not good without details to create the dominant impression and to bring the scene of life. So that's why, to make good paragraph is description of features which describe the parts, qualities and characteristics.

In other words, descriptive writing is different from descriptive text. Description is embedded into two words, "scribere," meaning "to write" and "de" meaning "down" or "about". So description is something being traced or down. According to 2006 English Curriculum for senior high school, a description text is defined as a text which describe something, someone, or place in details. Descriptive text has some language features, that is lexicogrammatical features (tense, phrase, conjunction, and adverb) of language that characterized the genre of oral and written text. According to D'Angelo (1977:123,135), description is a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or associational pattern. He also points out that description is concerned mostly with people, place, and things.

Description about a person, a place, a thing, even an idea or state of mind, can be made vividly. A good description is like a "word picture" where includes enough of vivid detail to create the dominant impression and to bring the scene or life.

2.3 Types of Writing

Based on those statements above, the teachers should be able to provide and create various techniques or methods to help students to progress students' writing ability by getting the idea and expressing the idea easily.

According to Dutmers (2003) in Karani there are two main categories of text namely literary and factual. Literary texts are texts constructed to appeal our emotion and imagination. Literary texts can make us laugh or cry, think about our own life or consider our own beliefs. For example: stories, movies script, fairy tales, plays, novel, song, lyrics, and soap operas. There are three main texts types in this category: narrative, poetic, and dramatic. Factual texts present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, report, procedure, exposition explanation, and dicussion.

Based on the 2006 curriculum, there are five types of writing that should be taught in senior high school. They are descriptive, procedure, narrative, recount and report. However, this study will focus on the descriptive text because of its relevance with this study.

2.3.1 Descriptive Text

Descriptive is one kind of text types that should be learned by senior high school students. According to Kreshaningtyas (2010:10) in her thesis, descriptive text is defined as a text which describes a particular person, place, or thing. The components of descriptive text are divided into two terms; they are schematic structure (generic structure) and language features. The schematic structures (generic structure) of descriptive text are:

1. Identification

Identifies someone, something or place which is going to be described.

2. Description

Describes the characteristic of someone, something or place for instance its material, its color, its size, its hobbies, etc.

To give a clear explanation about descriptive text, below is a sample of a descriptive text taken from LKS PR Bahasa Inggris.

My Lovely House

Identification	My family and I live in a small but beautiful house.
Descriptions	My house has three bedrooms. One is for my parents and the others are for me and my brother. It also has a living room, a dining room, a bathroom and a kitchen. There is a small aquarium in the living room.

	<p>There is a small garden in front of my house. It is full of flowers. That's why often call it the garden of flowers. In our backyard, mother plants many trees. My family sit on the bench under the tree and have a talk. When the fruits are ripe, we often enjoy them together.</p>
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The language features of a descriptive text are:

1. Uses simple present tense.
2. Certain nouns. For example; Teacher, my cat, hotel, etc.
3. Relating verbs to give information about subject. For example; it has very soft fur, my cat is very funny, etc.
4. Action verbs. For example; Our dog bites our shoes, etc.
5. Thinking verbs and feeling verbs to express writer's personal point of view about subject. For example ; I think it is cute animal, etc.
6. Adjectives which is describing, numbering, classifying. For example; he has strong legs, she is diligent student, etc.
7. Detailed noun phrase to give detail information about subject. For example; she has wavy hair, etc.
8. Adverbials to give additional information about the subject's characteristic. For example ; at the tree house, etc.

2.3.2 Theory of evaluation in writing

Theory of evaluating writing includes content and idea, organization, and language; grammar and word choice.

1. **Content (idea)** is the first thing to consider is the content of the written piece and the it conveys. The reason for writing the article should be clear and concise. Each paragraph in the article must be consistent with the overall theme and the message being conveyed must be understandable to the reader.
2. **Organization** is the structure of the article must be clearly thought out, with each paragraph having a proper opening and ending. The paper must have a proper introduction, body and conclusion.
3. **Language** is a human system of communication that uses arbitrary signals, such as voice sound, gestures or in the symbols.
4. **Grammar** is the structural foundation of our ability to express ourselves.
5. **Word choice** is a variety of an idea adverbs and adjectives. Over time, they need to replace with appropriate adjectives and stronger words, conveying the same meaning. The use of thesaurus will enable them to improve their writing and build a stronger vocabulary.

2.4 Review of Previous Studies

The previous study was reviewed in order to avoid imitation. The review of previous study is the creativity of teachers in making and implementing descriptive teaching at SMA 1 Jombang. It is done by Mahmudin (2005) from English Department, Faculty of teacher Training and Education, State University of Malang. He stated that some of the teachers are still having problem to construct appropriate descriptive teaching before teaching. Otherwise, what they did in the classroom was not compatible with the descriptive teaching they made.

Thus, from the conclusion of previous study, it can be said that even though the review of previous study and this study are analyzed the implementing of descriptive teaching, but the focus is different. The previous study investigates the creativity of teacher in making and implementing descriptive teaching, while this study investigates the problem faced by English teachers in implementing descriptive teaching.