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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Nature of Writing

There are four basic skills of the English language learning, they are listening, speaking, reading, and writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. In contrast, in productive skills learners have to produce language to do these, they are speaking and writing. In the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Writing is an important skill in English that should be mastered by the foreign language learners. According to Sokolik cited in Nunan (2003: 88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into

statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writers imagine, organize, draft, edit, read, and reread. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

Writing also can be a tool for communication. According to Al-Jawi (2011: 2), writing is a system for thinking processes and interpersonal communication put on paper using visible signs or graphic symbols on a flat surface such as paper, cloth or even stone slabs. Every language has its own graphic symbols. In addition, Flynn and Stainthorp (2006: 54) stated that writing is an example of human information processing in action.

Writing is how to establish a written product. Writers have to transform their ideas coherently and cohesively into the written text. Elbow cited in Brown (2000: 337) stated that writing is a transaction with words whereby you free yourself from what you presently think,

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feels, and perceive. Writers are not only required to transmit a message but also to grow and cook a message.

Related to the explanation about, it can be concluded that writing is a process of establishing a written product, not only as the tool of communication by thinking how to express, organize, and invent the ideas but also it should be clear to the reader.

2. Objective of Writing

When the students do writing activity, they certainly have some purposes. They have to consider the purpose of their writing since this will influence, not only to the type of the text they wish to produce, but including the language they use and the information that they choose. Syafi'i, et.al (2014: 102) stated that no matter what kind of writing the students do, they should have a specific and clear objective.

According to Halliday (1985) cited in Nunan (1991: 84) in the modern world, written language serves a range of functions in everyday life, including the following:

a. Primarily for action

Public signs, e.g. on roads stations, products, labels and instructions, e.g. on food, tool or toys purchased; recipes;

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television and radio guides; bill; menus; telephone directories; ballot papers; computer manuals; monitors; and printouts.

b. Primarily for information

Newspapers (news, editorials) and current affairs magazines; hobby magazines; nonfiction books, including text books; public notes; advertisements; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature.

c. Primarily for entertainment

Light magazines, come stripes; fiction books; poetry and drama; newspapers features; film subtitles; games, including computer games.

In addition, Syafi'i, et.al (2014: 102) stated that the purpose of writing is often to entertain, to inform, to persuade or to be enlighten. Finally, the writer concludes that when someone writes, firstly, they need to consider why they want to write it. Because there are various purposes the writers make when they are writing.

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3. Process of Writing

According to Syafi'i, et.al (2014: 103-125), there are for main stages in the process of writing: prewriting, planning, real writing, revising the drafts, and writing the final draft as the product of writing work.

a. Prewriting

In prewriting a writer will strive hard to perform the product of his/her writing in a good performance either in the aspects of content, organization, vocabulary, language use, or mechanics. It is supported by Reid (1988) cited in Syafi'i, et.al (2014: 103) who points out that prewriting is viewed as thinking before writing.

b. Planning

In the planning stage, you need to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from a brainstorming list.

c. Writing and Revising Drafts

After doing brainstorming and outlining as the first and second processes of writing, the writer can start to write and

revise several drafts “frequently” until the writer have produced a final copy (writing product) to hand in.

d. Writing the Final Copy (product)

The last type is that to write the final copy or product to hand in.

4. Types of Writing

Determining the type of writing will help to determine the writer topic or subject, purpose, style and attitude, etc. Kane (2000: 6) revealed the writing into 4 kinds: exposition, description, narration, and persuasion.

a. Exposition: a text that expresses something logically. For example, the explanation about how something works, or facts of everyday life such as how many people get divorced. It is most controversial and reveals what mind thinks, knows, and believes.

b. Description: a kind of text which is used visual perception of the writer. The main point of descriptive text is arranging and providing the

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information as detail as possible (significant pattern).

- c. Narration: a series of related events of story, such as fable, legend, fairy tale, etc.
- d. Persuasion: Mostly consists of argument that aims to persuade the reader such as advertisements.

5. Nature of Teaching Writing

a. Teaching

According to Brown (2007: 8), teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand. In addition, he states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. He also breaks down the components of the definition of leaning, it can be extracted the domains of research and inquiry as follows.

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- 1) Learning is acquisition or “getting”.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside the organism.
- 5) Learning is relatively permanent, by subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.

In conclusion, teaching is a process or activity that cannot be separated with learning. Teaching only happens if there is someone who wants to learn. Teaching means enabling someone to acquire skill of information.

b. Teaching Writing**1) Principles of Teaching Writing**

To make the process of teaching and learning becomes more effective, every teacher should consider some principles while planning a course, especially in writing. Sokolik cited in

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Nunan (2003: 92) revealed some of the principles that can be adapted by the teacher in the classroom:

- a) Understand your students' reason for writing.

The important thing is to understand and match the teacher's goals with the students' goals and teacher's goals with the school in writing instructions. Teachers have to convey goals to students in ways that make sense of them.

- b) Provide many opportunities for students to write

Writing almost always improves with practice. Teachers have to evaluate their lesson plan and provide a time for students to write. Teachers shouldn't grade "practice writing." When practice, writing sessions are integrated regularly into teachers' syllabus, students will become more comfortable with the act of writing. Practice writing should provide students with different types of writing as well.

- c) Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it doesn't always have the intended effect. Teacher needs

to make sure that the students understand the vocabulary or symbols that are written to comment on students' paper.

- d) Clarify yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. To overcome such situation, the teacher needs to develop a statement about what is valued in students writing, either in the classroom or in the institution as a whole.

2) Roles of Teacher in Teaching Writing

Teacher plays an important role in the teaching and learning process of writing. Harmer (2001: 261) says that although the teacher needs to deploy some or all of the usual role when students are asked to write, the ones that are specially important are as follows:

- a) Motivator

One of the teacher principal roles in writing task will be to motivate the students, creating the right condition for the generation of ideas, persuading them

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of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process-writing sequences.

b) Resource

Especially during more extended writing task, Teachers should be ready to supply information and language where necessary. Teachers need to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestion in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups.

c) Feedback Provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should

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choose what and how much to focus on based on what students need at this particular stage of their studies, and or the tasks that have undertaken.

6. Types of Writing Performance

Brown, (2003: 231) claimed the four categories of written performance:

a. *Imitative*

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

b. *Intensive (controlled)*

Beyond the fundamental of imitative writing are skills in producing appropriate vocabulary within a context,

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collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

c. *Responsive*

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing includes brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

d. *Extensive*

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using

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details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical forms is limited to occasional editing or proofreading of a draft.

7. Nature of Descriptive Text

Description is writing about characteristic features of a particular thing. Hegarty (2000: 34) stated that a descriptive paragraph aims to present details to a reader as clearly as possible. According to Oshima and Hogue (2007: 61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. A good description is like a “wordpicture”; the reader can imagine the object, place, or person in his other mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. More specifically, Anderson & Anderson cited in Hidayah (2015: 11) stated that a description text generally describes a specific subject; it differs from an information report which describes a general group. Examples of a factual descriptive text include description of a particular building, a specific animal, a particular place, and a specific person.

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In addition, Syafi'i, et.al (2014: 42) stated that descriptive paragraph “describes” ideas and examples focused on a particular subject. It attempts neither to argue nor persuade. Furthermore, they claimed that descriptive paragraph falls into two board categories: objective and subjective. Objective paragraph describes the topic in literal, impartial way. Subjective paragraph, on the other hand, communicates the writer’s opinion.

According to Clouse (2008: 154), description adds an important dimension to our lives because it moves our emotions and expands our experience. She also revealed the purposes of description are as follows:

Purpose	Sample Description
To entertain	An amusing description of a teenager’s bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understands why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit

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Dietsch, cited in Fikri (2016: 12) stated that to make easier in composing descriptive text, it has generic structure:

a. Title

Title gives a little description about paragraph content to the readers. It usually contains at the top of paragraph.

b. Identification

This part contained shows the aspects of the thing that will be described.

c. Description

In expressive writing students can guide the emotional responses of readers by describing physical details that create a dominant impression of their main idea. Then description becomes the major writing strategy.

The following figure is an example of descriptive text:

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Figure 2.1

Example of Descriptive Text

My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom said that it is like a rat tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is a very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother. (Excerpted from www.englishindo.com)

8. Nature of Do You Hear What I Hear Strategy

According to Silver, et.al (2007: 232), Do You Hear What I Hear? Is a strategy that leads to significant improvements in students' reading, writing, speaking, and listening skills for the following reasons:

- a. It is built on the research-based practice known as retelling
- b. It front-loads comprehension
- c. It increases the level of rigor in the classroom

- d. It scaffolds and supports the evolution of students' thinking
- e. It reduces grading time and increases coaching time

More specifically, “Do You Hear What I Hear?” Strategy, leads into the development of a high-quality retelling of the text. According to Silver, et.al (2007: 232), retelling asks students to develop their own personal way of representing their emerging understanding for another reader. Furthermore, Brown and Cambourne (1987) cited in Silver, et.al (2007: 232) have demonstrated that repeated use of retelling strategies leads to:

1. a greater variety of sentence forms and structures in student writing;
2. an increased confidence in reading, discussing, and writing about new texts; and
3. improvements in grammar, spelling, and other semantic and syntactical conventions.

The procedures of this strategy are as follows:

1. Leave time to read a short, rigorous text to your students, preferably once each week. Read each text twice: once for students to get the gist through listening and once for them to take notes for retelling.

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2. Instruct students to find a partner and review their notes together. One student puts the notes aside, while the other coaches him to a complete retelling. Students then switch roles.
3. Pose two to four guiding questions. Guiding questions often focus on vocabulary (e.g., What does “prime” mean in math?), the meaning of quotations (e.g., What does Robert Frost mean when he says, “And that has made all the difference?”), characters’ or authors’ motivations (e.g., Why do Frog and Toad decide to eat all the cookies? Why does the author paint the Romans in such an unflattering way?), and themes (e.g., How are birds and dinosaurs related, according to this article?). Shift from listening to reading by having students read the text.
4. Have student pair team up. In groups of four, students discuss answers and resolve differences. Observe and coach groups.
5. Establish a writing product based on the reading. The product should be short (one to one-and-a-half pages) and can be in any of these formats: a retelling, a review, an essay, a creative response (story, poem, play, etc.), or a personal response.
6. To maximize the benefits of “Do You Hear What I Hear?”, use the strategy regularly. Once per week is ideal.

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7. Have students review their written products, select their best one, and work in Writer's Clubs to collect feedback and revision ideas from their peers. Sit in on Writer's Clubs and provide coaching.
8. Give students time to revise their products according to the feedback. Inform students that only their selected, revised product will be graded.

B. Relevant Research

Relevant research requires some previous researches by other researchers in which they are relevant to this research. According to Syafi'i (2015: 103), reviewing the relevant research is intended to avoid "plagiarism" toward the designs and the findings of the previous researches. The relevant researches of this research project are:

The first relevant research was conducted by Said Hasan Bastri (2012), entitled "The Effect of Using Do You Hear What I Hear (DYHWHI)? Strategy toward Reading Comprehension of the Second Year Students at SMPN 2 Tambang Kampar Regency". This researcher concluded that students' reading comprehension taught by using Do You Hear What I Hear (DYHWHI)? Strategy was better than students' reading comprehension taught without Do You Hear What I Hear (DYHWHI)? Strategy. The result of data analysis, the researcher found the significant

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effect score that showed 3.330. In significance level of 5% the score was 2.00. In significance level of 1% the score was 2.65. It can be read $2.00 < 3.330 > 2.65$. It means that there was a significant Effect of Using Do You Hear What I Hear (DYHWIH)? Strategy on reading comprehension of the second year students at SMPN 2 Tambang Kampar Regency.

The second is a research that was conducted by Ilfa Hidayah entitled “The Effectiveness of Guided Questions towards Students’ Writing Skill of Descriptive Text (A Quasi-Experimental Study at the Eight Grade Students of SMPN 3 Tangerang Selatan)”. The result showed that the value of t_0 was 6.15 which were higher than the t-table which found 1.7 at significance level of 5% and 2.4 at significance level of 1%. It means that there is significant difference between the students’ score in writing descriptive text taught by using guided questions and without using it.

C. Operational Concept

According Syafi’i (2015: 103), operational concepts are derived from related theoretical concepts of all the variables that should be practically and empirically operated in an academic writing. Therefore, the variables investigated should be clearly and operationally defined into simple words, so that they can be easily measured and evaluated through

the ways of treatments and assessments applied by the researcher. Therefore, the writer is needed to clarify briefly the variables used in this research. The variables are as follows:

1. Do You Hear What I Hear strategy serves as an independent variable. It is symbolized by “X” variable. The Indicators of this variable are described as follows:
 - a) The teacher gives the students a time to read a text twice, once to get the gist and once to take notes for retelling.
 - b) The teacher Instructs students to find a partner and review their notes together.
 - c) The teacher poses two guiding questions
 - d) The teacher asks students to pair team up, and then students discuss answers and resolve differences, while teacher coaches the group.
 - e) Teacher asks the students to establish the written product based on the reading. That consists of: a retelling, a review, or an essay.
 - f) Ideally, teacher uses this strategy once a week.
 - g) The teacher asks the students to review their written product, select their best one and work in the “Writer’s Clubs” to collect feedback and revision ideas from their

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peers. Teacher sits on the “Writer’s Clubs” and provide coaching.

- h) Teacher gives students time to revise their products according to the feedback. Teacher informs students that only their selected, revised product will be graded.

2. Students’ writing ability serves as dependent variable. It is symbolized by “Y Variable”. The quality of aspects of writing (content, organization, vocabulary, language use, and mechanics) or the ESL Composition Profile will be the indicators of writing ability as stated by Jacobs, et.al cited in Syafi’i (2015: 157).

D. Assumption and Hypotheses

1. Assumption

In this research, the writer assumes that the students who are taught by using Do You Hear What I hear strategy will have better writing ability achievement. Furthermore, the better implementation of “Do You Hear What I Hear?” strategy in writing subject is, the better students’ writing descriptive text will be.

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2. Hypotheses

Based on the above assumption, it is hypothesized that:

H_{a1}: There is a significant difference in the students' descriptive text writing ability before and after using "Do you Hear What I Hear" strategy at the first year of SMA Handayani Pekanbaru

H_{o1}: There is no significant difference in the students' descriptive text writing ability before and after using "Do you Hear What I Hear" strategy at the first year of SMA Handayani Pekanbaru

H_{a2}: There is a large effect size of teaching English using "Do You Hear What I Hear" strategy on the students' descriptive text writing ability at the first year of SMA Handayani Pekanbaru

H_{o2}: There is no large effect size of teaching English using "Do You Hear What I Hear" strategy on the students' descriptive text writing ability at the first year of SMA Handayani Pekanbaru.