

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Writing

Writing is one important skill in learning a language. It is one of the languages that must be mastered by the students. Patel and Preveen also stated that writing is a skill which must be taught and practiced.¹ It is features of learning a language because it provides a very good means of fixing the vocabulary, spelling and sentence pattern. Writing becomes a problem for some of the students because it is not an easy to do. To write well, the students must have good skills or capabilities in writing. In addition, writing is the main point in developing ideas and feeling by considering some important components and writing process.

Writing is an essential part of learning. Academically, writing is one of the activities in learning and teaching English. The aim of teaching writing is to make the students able to write the text. According to Brown, writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concept.² It presents the sounds of language through visual symbols. In writing activity writer must have ideas in his or her brain before writing those ideas into paragraph. It is learning to write

¹ M. F. Patel and Preveen M. Jain, *English Language Teaching*, (Jainpur: Sunrise Publisher and Distributor, 2008), p. 125

² H. Douglas Brown. *Teaching by principle: An interactive approach to language pedagogy*. (California: San Francisco State University, 1994), p. 10

that involves being able to communicate and convey ideas meaningfully. In addition, Brown provides two skills of writing, they are:³

a. Microskills

1. Produce graphemes and orthographic pattern of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g, tense, agreement, pluralization), pattern, and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

b. Macroskills

1. Use the rhetorical forms and conventions of written discourse.
2. Appropriately accomplish the communicative functions of written texts according to form and purpose.
3. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific references in the context of the written text.
6. Develop and use a battery of writing strategies, such as accurately assessing the audience, interpretation, using prewriting devices, writing with fluency in the

³ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2004), 221.

first drafts, using paraphrases, and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Writing is a process of creating, organizing, writing and polishing. At the first step of the process, you create ideas. At the second step, you organize the ideas. At the third step, you write a rough draft. At the final step, you polish your rough draft by editing it and making revision⁴. The process of writing is set in motion when a writer recognises a need or purpose for writing a text.⁵ Richards describes there are four basic stages of writing process, there are as follows:⁶

a. Pre-writing (planning)

Pre-writing is an activity in classroom to encourage students to write. In planning stage teacher has duty to help students generate students generate ideas and gather information for writing through some activities such as group brainstorming, clustering, rapid free writing and WH questions.

b. Drafting

In this stage, the writer focuses on writing fluency that is not with grammatical accuracy or the neatness of the draft. One of the good writing dimensions is writer's ability to visualize the audience. Students can be motivated by the teacher to write difference of audiences, not only for teacher but also for other classmates, peer, pen-

⁴ Oshima Alice and Ann Hogue, *Writing Academic English, Fourth Edition* (New York: 2006) p, 265

⁵ Heinemann, Rigby, *Writing Resource Book*, (Bassendean: Published, 2004) P. 85

⁶ Jack Richards and willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University press, 2002), 316

friends and family. In this stage, students must have central idea in their mind to communicate to the audience in order to give direction to their writing.

c. Revising

Revising is not merely checking for language errors like editing. In revising, students re-examine what was written to see how effective by communication meanings to the readers. It is done to improve global content and ideas organization in order that writer's intent is clearer to the readers.

d. Editing

At this stage, students must edit own or their peers work for grammar, spelling, punctuation dictation, sentence structure and accuracy of supportive textual material. Editing is meaningful in writing process, because this part of the process of making communication as clear and unambiguous as possible to a reader.

In addition, there are some common purposes in writing. They are writing to inform, writing to explain, writing to persuade, and writing to amuse others. Writing to persuade is about to persuade the reader of the correctness of the writer's point of view on a particular issue⁷. The purpose of writing a text is to convey ideas or data to another person or to record information for subsequent personal perusal, study, pleasure, etc.⁸

In conclusion, writing is a skill that needs a process to be done in order to get the product and should often be practiced to be able to write. So, it means that before writing students must know about the rules and principles in writing because our ability is able to produce good writing.

⁷ M Syafi' I et al. *The Effective Paragraph Development: The Process of Writing for Classroom Setting* (Pekanbaru; LBSI, 2007), 113.

⁸ *Loc cit.*,

2. The Nature of Writing Ability

The term of ability is defined as skill or power. Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make the other people or readers understand the ideas conveyed.⁹ Besides, writing ability means specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.¹⁰

There are some kinds of writing ability:

- a. Comprehensibility skills for writing include understanding that writing is communicating message or information.
- b. Fluency skill for writing, they are: recognizing the linear sequence of sounds, mastering writing motions and letter shapes, recognizing the chunking of words, recognizing the needs for space between words and writing quickly.
- c. Creativity skills for writing include the ability to write freely anything what student wants to write.

In conclusion, ability in writing means the ability of a person to express his or her ideas, feeling, experience, or something to others by using written language especially in descriptive paragraph.

3. The Nature of Paragraph

⁹ Definition of Writing Ability. (Retrieved on January 20, 2013) [Http://teachingenglishonline.net/definion-of-writing-ability/](http://teachingenglishonline.net/definion-of-writing-ability/)

¹⁰ SIL, *International, What are Writing Skill?*, Retrieved on February 07,2013. www.sil.org/lingualiing/literacy/whatarewritingskill.html.

Paragraph is a unit of information in writing that unified by a central idea.¹¹ Central idea is usually stated in a topic sentence. Topic sentence must be developed in sentence.

There are three components of paragraph. They are: topic sentence, supporting sentence, and the concluding sentence.

a) Topic Sentence

Topic sentence is general statement of the paragraph. Topic sentence is available at the beginning or end of paragraph or even in the middle. A topic sentence contains both a topic and a controlling idea. Controlling idea is statement that limits the topic sentence.

b) Supporting sentence

Supporting sentence make up the rest of the paragraph. It consist of two kinds: major supporting sentences and minor supporting sentences. A major supporting sentence is that the sentences support ideas stated in topic sentence directly. A minor supporting sentence is that support major supporting sentence and at the same time support topic sentence indirectly. Supporting sentence is to provide the reader with evidence idea expressed in topic sentence is true.

c) Concluding sentence

Concluding sentence is general in the last sentence and ends of paragraph. It reminds the reader of topic sentence. It can be the readers can conclude the topics.

4. The Nature of Descriptive Paragraph

¹¹ *Op.Cit.* 1

Descriptive is a type of paragraphs functioning to describe particular person, place, or thing. Descriptive paragraph is difficult enough to be learned by the students. John states that descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it.¹² In addition Descriptive paragraph is a group of sentences which is telling about the characteristic of particular thing, such as person's characteristics or description.¹³ The writer must observe specific detail such as senses sight, hearing, taste, smell and touch. In other words, the writer must describe a person, place or thing for the readers by using words rich in sensory details.¹⁴

a. Describe place

In describing place the writer must make it clear. The location of objects must be clear. The details must be arranged logically in order that is easy for reader to visualize the description in reader's mind. A controlling idea must be there, because it gives a focus in the paragraph.

b. Describe a person

The writer can describe person in many ways, such as his/her clothes, his/her looks like, manner of speaking, style and colour of hair, facial appearance and expression.

c. Describe a thing

The writer can describe thing in many ways, usually describe thing use the five senses, such as touch, sight, smell, taste, and hearing.

The characteristic of descriptive text are:

¹² John Schacter. *The Master Teacher Series Descriptive Writing*.2007.P.5

¹³ Joko, Priyana et al. inter language : *English for Junior High School Students: SMP Kelas VII*. (Jakarta: Pusat Pembukuan, Departement Pendidikan Nasional, 2008) p. 88

¹⁴ John Langan, *English Skill with Readings 6th ed*, (New York:McGraw-Hill Companies, 2006), p. 249

- 1) Using simple present tense
- 2) Using has and have
- 3) Using linking verbs (is, are, appears), and consist of
- 4) Using adjective (big, beautiful, small, etc) and compound adjective (white skinned)
- 5) And sometimes using degree of comparison.

5. The Nature of Look, Think and Write Strategy

Look, Think and Write is a strategy that allows students to use visual information to aid them in writing exercise. The purpose of this strategy is to allow students with a lower reading ability to decode information from a visual source instead of a verbal one.¹⁵ In addition, Look, Think and Write strategy above writing, the teacher performs an action, or shows the learners a picture of a real object and the learners write a sentence to describe what they see. This is easier for the learners if the teacher gives them an example of the sentence pattern.¹⁶ Furthermore, Bryant Moseley stated that Look, think and Write can make students developed their ideas to express their handwriting from the visual sources.¹⁷

There are some procedures to use this strategy:¹⁸

- a. Introduction the Look, Think and Write strategy

¹⁵ R. Le Clair, *Cheektowaga-sloan Handbook of Practical Reading and Writing strategies*, Cheektowaga: Sloan Union Free School District, 2000, p. 8

¹⁶ I. S. P. Nation. "Teaching ESL/EFL Reading and Writing" (ESL & Applied Linguistics professional series) 2009. P. 101

¹⁷ Bryant , Moseley, *Teaching of Basic Written English Language Skills*. (London: Book Educators Publishers,2003) p.122

¹⁸ R. Le Clair, *Loc.Cit.*, p.8-9

- b. Modelling this strategy to the students by giving a picture with the necessary information to complete a composition containing facts related to course work done in class.
- c. Scaffolding this strategy. The students are given think sheet on which they are to complete the assignment.
- d. Additional practice. Give additional picture by presenting of particular facts will be given to the students to look at, think about and write about composition which includes information from the picture.
- e. Adjust and Modification. The teacher gives a beginning statement to students with directly allows them to change the statement if it is not generating the correct responses from a majority of students.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself.¹⁹ There are several relevant researches which have relevancy to this research especially in writing area. The writer only takes two relevant researches as follows:

1. A research conducted by Sestiana (2009) entitled, "The Students Writing Ability by Using Look, Think and Write Strategy that Influence it of the First Year Students at SMA Handayani Pekanbaru".²⁰ From the research, her found that the second hypothesis was accepted. It means that there is significant influence of Look, Think and Write

¹⁹ M. Syafi'i S. *Loc cit*, p. 122

²⁰ Sestiana, *The Students' Writing Ability by Using Look, Think and Write Strategy that Influence it of the first Year Students at SMA Handayani Pekanbaru* (Pekanbaru: Unpublished 2009)

strategy toward writing ability of the first year students at SMP Handayani Sungguminasa.

2. Melia Asnita (2012): “The effect of Using Think-Talk-Write (TTW) Strategy toward Ability in Writing Descriptive Paragraph of the Eight Grade Students at Hasanah Islamic Junior High School Pekanbaru”.²¹ The design of her research is Quasi-Experimental research. It means that there is no significant difference of students ability in writing descriptive paragraph which is taught by using conventional technique and which is taught by using Think-Talk-write (TTW) strategy.

Based on researcher above, the writer gets much information to conduct the research. Therefore, the writer focuses on the effect of using look, think and write strategy toward writing ability in descriptive paragraph.

C. The Operational Concept

Operational concept is the main element to avoid misunderstanding and misinterpretation in a scientific study. In this research, the researcher interprets the concept into particular words or indicators in order to be easy to measure and operate the concept. This research consists of:

1. Variable X

Variable X as look, think and write strategy is an independent variable. It refers to the strategy used by the teacher in teaching. The procedures of implementing look think and write strategy can be seen in the following steps:

²¹Melia Asnita, The Effect of Using Think-Talk-Write Strategy toward Students' Ability in Writing Descriptive Paragraph of the Eight Grade Students at Hasanah Islamic Junior High School. (Pekanbaru: Unpublished, 2012)

- a. The teacher gives explanation about descriptive paragraph to the students that include the purpose of descriptive paragraph, the mechanism of group assignment and language use.
- b. The teacher modelling this strategy to the students by giving a picture with the necessary information to complete a composition containing facts related to course work done in class.
- c. The teacher scaffolding this strategy. The students are given think sheet on which they are to complete the assignment.
- d. The teacher gives additional practice. Give additional picture by presenting of particular facts will be given to the students to look at, think about and write about composition which includes information from the picture.
- e. The teacher gives adjust and Modification. The teacher gives a beginning statement to students with directly allows them to change the statement if it is not generating the correct responses from a majority of students
- f. The teacher gives the strength and reflection.

2. Variable Y

The Variable Y is students writing ability on descriptive paragraph. It is a dependent variable. The writer determines some indicators for writing ability in descriptive paragraph as in the:

- a. The students are able to write the content of descriptive text.
- b. The students are able to write organization that consist of identificaton and description of descriptive text.
- c. The students are able to develop their vocabulary appropriately.

- d. The students are able to use language features of descriptive text.
- e. The students are able to use spelling and punctuation accurately.

D. The Assumption and Hypothesis

1. Assumption

In general, assumptions for this research can be exposed as the follows:

- a) Students' writing ability is various
- b) The response of students toward the look, think and write strategy is various
- c) Teaching by look, think and write strategy has significant effect to improve students' writing ability in descriptive paragraph.

2. Hypothesis

H₀ : There is no significant effect of using look, think and write strategy toward students' writing ability on descriptive paragraph of the second grade at SMPN 4 Siak Hulu Kampar.

H_a : There is a significant effect of using look, think and write strategy toward students' writing ability on descriptive paragraph of the second grade at SMPN 4 Siak Hulu Kampar.