

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### a. The Nature of Writing

Most of people have certain ways to convey and deliver their message in communication. One of the ways in communication is writing. Based on Compron, in Hughey et al's, writing is a transcription of composing idea: it is not the product of thought, but its actualization and dramatization<sup>1</sup>. Furthermore in Troyka's point of view, writing is a way of communication to express writers' feeling or convey their messages to readers<sup>2</sup>. Based on the expert's statements, the writer concludes that through writing, someone can explore his/her mind (idea) in the media such as paper, that has certain purpose to convey messages to the reader.

According to Nunan, writing can be defined by a series of contrasts<sup>3</sup>:

1. It is both a *physical* and a *mental* act. Writing is the mental act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

---

<sup>1</sup>Hughey, B Jane et al. *Teaching ESL Composition: Principle and Techniques*. (Massachusetts: Newburry House Publisher, inc. 1983), p. 38

<sup>2</sup>Lynn Quitman Troyka. *Simon and Schuster Handbook for Writers*. (New Jersey: Prentice Hall. 1993), p. 3

<sup>3</sup>David Nunan. *Practical English Language Teaching*. (New York: McGraw Hill. 2003), p.88

2. Its purpose is both to *express* and *impress*. The writers serve two masters: themselves and their own desire to express an idea or feeling and readers who need to have ideas expressed in certain ways. Then choose the best form for their writing.
3. It is both a *process* and a *product*. The writer imagines, organizes, drafts, edits, reads and rereads are the process. Meanwhile, what the audience sees is a product.

10

Based on the definition above, it is concluded that the writing is a process of activities, which includes thought and mental efforts. In writing, the writer has to know attitude, feeling and knowledge of the readers, because in writing, the writer will communicate with the readers through the written symbols.

#### **b. The Purpose of Writing**

In writing, the writer has purposes to convey messages to the reader. No matter what kind of writing the writer does, he/she should have a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it<sup>4</sup>.

According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade<sup>5</sup>.

1. To entertain

---

<sup>4</sup>M. Syafi'i, S. Op Cit, P. 5

<sup>5</sup> Kate Grenville. *Writing from Start to Finish: A Six Step Guides*. Australia: Allen and Unwin. 2001, p.1

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

**c. The Process of Writing**

Syafi'i *et al* in his book, *The Effective Paragraph Development: the Process of Writing for Classroom Setting*, state that writing is not an easywork. It takes time to study and practice to develop this skill<sup>6</sup>. Hughey et al give the additional information that writing requires extensive previous learning. The writer must know and use orthographic forms, lexis, syntax and morphemes. Therefore, writing requires

---

<sup>6</sup>M. Syafi'i S, M. Fauzan Ansyari and Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI. 2007),P. 114

much more complex mental effort<sup>7</sup>. Because writing is a complex thing, the writers must concern and consider about the important aspect in writing. Besides, they also should use their prior knowledge about writing.

In writing process, four elements of writing – writer, subject matter, reader and the form of language - need to be balanced. These four elements are reflected in four main characteristics of a piece of written language. They all must be handled together in the act of writing. According to Taylor, the four characteristics are<sup>8</sup>:

1. Writer's point of view must merge, not as mere opinion but as a justified judgement.
2. Writer needs to treat his/her subject matter as comprehensively and as precisely as the paragraph topic demand.
3. Writer must presents his/her work in the appropriate fashion for academic readers. It means that he/she has to learn certain convention of academic writing.
4. The text of the writer paragraph needs to forge a coherent unity from the many diverse elements of language.

According to Alice Oshima and Ann Hogue, there are four steps that should be done by writers<sup>9</sup>:

#### 1. Prewriting

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic.

---

<sup>7</sup>Hughey, B Jane et al. OpCit, P. 5

<sup>8</sup>Gordon Taylor. *The Student's Writing Guide for the Art and Social Sciences*. (Cambridge: Cambridge University Press. 1989), p.2

<sup>9</sup>Alice Oshima and Ann Hogue. *op cit*. 3

## 2. Planning (outlining)

In the planning stage, the writer needs to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from brainstorming

## 3. Writing and revising drafts

After doing brainstorming and outlining as the first draft and the second process of writing, the writer can start to write and revise several drafts frequently until the writer has produced a final copy to hand in.

## 4. Writing the final draft

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

Based on the experts' description about the process of writing above, it is concluded that there are four important elements of writing, they are writer's point of view, subject matter, reader and the form of language. Besides, there are four steps in writing process, they are pre-writing, planning, writing – revising drafts and writing the final draft.

### **d. Writing Ability**

The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed<sup>10</sup>. In the other

---

<sup>10</sup>Teaching English. *Definition of Writing Ability*. Monday, April 12th, 2010 (retrieved on: Saturday, June 4 2011) <http://teachingenglishonline.net/definition-of-writing-ability/>

words, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

According to Brown, there are 2 kinds of writing<sup>11</sup>:

#### 1. Microskills

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules.
- e. Express particular meaning in different grammatical forms.

#### 2. Macroskills

- a. Use cohesive device in written discourse.
- b. Use the rhetorical forms and convention of written discourse.
- c. Appropriately accomplish the communicative functions of written text according to form and purpose.
- d. Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings when writing.
- f. Correctly convey culturally specific references in the context or the written text.

---

<sup>11</sup> Brown, H. Douglas. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (New York: Longman. 2007), P. 398

g. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills determine the type of writing that can be made by the students. Generally, the microskills are suitable for imitative and intensive writing. Meanwhile the macroskills are essential for the successful mastery of responsive and extensive writing. In conclusion, both of the micro and macro skills are important to be learned by the students in order to make their writing better.

#### **e. Descriptive Paragraph**

According to Reid, a paragraph is a series of sentences that develop one idea.<sup>12</sup> It is a unit of written language. Furthermore, Alice and Masoud state that a paragraph is a group of sentences about a topic.<sup>13</sup> Based on the experts' statements, the writer concludes that paragraph is combination of sentences that has one main idea.

In addition, Syafi'i expresses that a paragraph is a unit of information in writing that is unified by a central idea.<sup>14</sup> A good paragraph is a unit of information in writing that is only if the readers completely understand the unit of information it contains and if its central idea is completely developed.

---

<sup>12</sup>Joy M. Reid. Op Cit. P. 8

<sup>13</sup>Alice Savage and Masoud Syafiei. *Effective Academic Writing 1: Paragraph*. (Oxford: Oxford University Press, 2007), P. 2

<sup>14</sup>Syafi'i S, M, M. Fauzan, Jonri Kasdi. Op Cit, P. 114

There are three parts of paragraph, such as:<sup>15</sup>

1. Topic sentence is first sentence that has general one about the contains of a paragraph.
2. Supporting sentence is the other add details to the topic.
3. Concluding sentence is the summaries ideas of the paragraph.

Syafi'i et al also state that there are some characteristics of a good paragraph :<sup>16</sup>

#### 1. Unity

It is important for a paragraph to have unity, which means that all of the sentences in it discuss only one main idea and every supporting sentence must directly explain the main idea, which is stated in the topic sentence.

#### 2. Coherence

Coherence as the parts of the paragraph are logically connected. One way to achieve coherence is through the use of transitional signals. They are expressions like first, second, moreover, however and so on.

#### 3. Capitalization and Punctuation

---

<sup>15</sup>Ibid. P. 21

<sup>16</sup>Ibid. Pp. 8 - 15

There are some rules in Capitalization, such as capitalize the pronoun, capitalize the all proper nouns (names of people, specific places, days, months, special days, specific group of people, geographic areas and so on. Meanwhile, punctuation is necessary to make sentence meaning clear.

#### 4. Comma Rules

Comma rules are used within a sentence. To separate words, phrases or clauses in a series, to separate the part of dates and addresses and before the coordinating conjunction in a compound sentence.

Syafi'i says that "descriptive is a description of something looks that according to space."<sup>17</sup> Next, descriptive paragraph has purpose to describe a particular person, thing or place<sup>18</sup>. Descriptive paragraph is often used to describe what a person looks and acts like. Its purpose is to describe and reveal a particular person, place or thing. In addition, A good descriptive paragraph is a series of sentences that takes readers to jump in and as if they are present there and immediately perform, look and see what the writer has described.<sup>19</sup>

##### a. Text Organization of Descriptive Paragraph

Descriptive paragraph consists of two parts or text organization: identification and description<sup>20</sup>.

---

<sup>17</sup>Syafi'i S, M., et al. Op Cit. P.17

<sup>18</sup>M.Sudarwati, Th,Eudia Grace. *Look Ahead 1: An English Course for Senior High School Students Year X*. (Jakarta: Erlangga). p. 135

<sup>19</sup>Ismail Midi. *Descriptive Paragraph*. Retrieve on November 14<sup>th</sup>, 2011. (<http://ismailmidi.com/berita-546304-descriptive-paragraph.html>)

<sup>20</sup>M.Sudarwati, Th,Eudia Grace. OpCit. P.135

### 1. Identification

Identification introduces about general information of the particular subject presented.

### 2. Description

Description consists of the specific information about the particular subject presented. For example: the physical feature, quality, or characteristics of the subject described.

### b. Language Features of Descriptive Paragraph

1. Descriptive paragraph always uses simple present tense
2. It uses adjectives and compound adjectives. For example: a five hundred seated football stadium, a beautiful ancient Roman opera house.
3. It often uses degree of comparison. For example: the weather in Jakarta is hotter than Bandung.
4. It uses linking verbs/relating verbs. For example: the temple consists of five terraces.

It is concluded that in a descriptive paragraph must consist of identification and description as the part of its text organization. Then, a descriptive paragraph always use simple present tense, adjectives and compound adjectives, degree of comparison and linking verbs as the part of its language features.

### **f. Teaching Writing Technique**

Teaching writing is one of the essential parts of education. Harmer states that in teaching writing, the teacher can focus on the product of the writing or the process of writing itself<sup>21</sup>. In concentrating the product of writing, it seems that the writer is only interested in the main idea of task and the end of the task. Meanwhile, if they focus on the process of writing, it means that the teacher will be together with the students on the process of pre-writing phase, editing, redrafting, and publishing students' product.

Actually, the teacher has a big role in determining the ability of students' writing. One of the roles is how and what technique that teacher uses in teaching writing. In the area of writing, the experts use word to word technique, strategy, approach and method interchangeable. In teaching writing, using a particular technique can help teacher to make the students become better in writing.

There are a lot of techniques that can be used by teacher in teaching writing. But in reality, more teachers use inappropriate techniques and even do not adopt techniques in their teaching. For example, teacher explains the material, gives the question and answers session, gives the related topic and asks the students to do writing. This method usually makes students bored and not too effective. Therefore, the writer recommends a technique that is possible to help the students in writing a descriptive paragraph. The technique is Draw Label Caption.

---

<sup>21</sup>Jeremy Harmer. *The Practice of English Language Teaching*. (Cambridge: Longman. 2007). p.257

### **g. Draw Label Caption Technique**

According to Steve Peha, Draw Label Caption (DLC) technique is a great technique for writers of all ability levels and it helps students capture a scene and focus on important details.<sup>22</sup> It is a technique that allows the students to draw a picture, label every details in the picture, and then give an overall caption or summary of what is happening in the picture. It means that this is a great technique that students can write descriptions of everything they have labeled the actions and help the students capture a scene and focus on important details.

Julie Bumgardner in Steve Peha expresses that drawing can really help the students write. When they take a few minutes to sketch a quick picture, they give themselves a chance to focus on their topic and that can make their writing richer and more detailed.<sup>23</sup> In addition, Leo Duff states that to clear their minds and organize their ideas, artists will often start projects by drawing.<sup>24</sup> It means drawing is used to kick-start their creative thinking.

Label is a short piece of text under a picture in a book, magazine or newspaper which describes the picture or explains what the people in it are doing or saying.<sup>25</sup> According to Steve Peha, label in this strategy means create one or two

---

<sup>22</sup>Steve Peha. Op Cit. P.3

<sup>23</sup>Steve Peha. *Welcome to Writer's Workshop*. (New York: Teaching That Making Sense: Inc. 2010). P.14

<sup>24</sup>Leo Duff and Phil Sawdon. *Drawing-The Purpose*. (USA:The University of Chicago Press, 2008), P. 4

<sup>25</sup>Cambridge University. "*Cambridge Advanced Learner's Dictionary & Thesaurus*". (Retrieved on Desember, 30 2012) <http://dictionary.cambridge.org/dictionary/british/caption>. p.1

word text label for each item in students's drawing<sup>26</sup>. Furthermore, caption is brief explanation, or comment accompanying an illustration.<sup>27</sup> Caption consists of several sentences meanwhile label consists of phrase about the picture.

Based on the experts statements above about Draw-Label-Caption technique, the writer concludes that it is a technique that has three steps to help students' writing. The first. students draw a picture based on the topic given by the teacher. In this steps, they do not need much time to draw a good picture. They just need to make a rough sketch or simple figures as a finding focus. The second, they label every detail in the picture, each label can become a detail in their writing. The last is giving an overall caption or summary of what is happening in the picture then they can turn sentences into paragraph.

#### **h. The Advantages of Draw Label Caption Technique**

One of the advantages of this technique is that every kid can do it well. The act of choosing a focus for one's writing is very important and this technique is ideal to help writers of all ages and abilities solve this problem<sup>28</sup>.

---

<sup>26</sup>Peha, Steve. Op Cit, P. 47

<sup>27</sup>Houghton Mifflin Company."The American Heritage® Dictionary of the English Language, Fourth Edition" 2000.(Retrieved on December, 20<sup>th</sup> 2012)  
<http://www.thefreedictionary.com/caption>

<sup>28</sup>Peha, Steve. Op Cit, P. 12

Besides, drawing can really help students write. When students take a few minutes to sketch a quick picture, they give themselves a chance to focus on the topic and that can make their writing richer and more detailed. Then, Draw Label Caption also stimulates the brain to grow in the areas that learn how to observe.

**i. Procedures of Draw Label Caption Technique**

The procedures of Draw-Label-Caption technique as follows<sup>29</sup> :

1. Teacher introduces Draw-Label-Caption (DLC) technique to the students.
2. Teacher chooses an appropriate topic that can be applicated into Draw-Label-Caption (DLC) technique.
3. Draw. Teacher asks the students to make a quick pencil sketch of their scene that relates to the topic which is given by the teacher . This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as they can.
4. Label. Teacher asks students to create a one- or two-word text (phrases) label for each item in their drawing. Label every detail they can think of, even different parts of things.
5. Caption. Teacher asks the students write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if they are up for it.
6. Teacher asks the students to turn sentences into paragraph.

---

<sup>29</sup>Peha, Steve.Op Cit, P. 47

## **B. Relevant Research**

In order to ensure the advantages of learning English by using Draw Label Caption technique and Clustering Technique, researcher has found some relevant researches of them.

1. The first is the research conducted by Khoirul Anam entitled “A Comparative Study between the Use of Draw Label Caption (DLC) Technique and Presentation Practice Production Technique in Increasing the Students’ Narrative Paragraph Writing Ability at the eighth grade students of State Junior High School 2 Metro in the academic year of 2010/2011. Based on his research finding, he found that the DLC technique could be reflected. It means that using Draw Label Caption (DLC) technique gave more positive effect in increasing the students’ narrative paragraph writing ability at the eight grade students of State Junior high School 2 Metro in the academic year of 2010/2011. The research done by Khoirul Anam has the similarities and differences with this research. The similarities are both of these researches use experimental comparison study that consist of two variables, X and Y. One of the techniques is the same, it is Draw Label Caption technique and difference is from the variable Y, he used the techniques for teaching writing on narrative paragraph.
2. In 2012, Henri Rinansyah conducted a research entitled “ Using Draw Label Caption Technique to Improve the Ability of the Second Year Students of SMA 4 Pekanbaru in Composing Hortatory Exposition Text”. From the research, he

found that Draw Label Caption technique could improve students' writing ability in writing hortatory exposition text. It was clearly proven by the improvement in average score of the students from 48.89 in pretest up to 72.09 in posttest. The similarity between Henry's research and this research is from the variable X, both of the researches use Draw Label Caption technique and the difference is from variable Y, Henry's research tends to hortatory text and this research tends to descriptive paragraph.

### **C. Operational Concepts**

Operational concept is used to clarify the variables used in this research in order to avoid misunderstanding and misinterpreting. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept<sup>30</sup>. This is an experimental research in which focuses on the effect of using teaching techniques (Draw Label Caption and Clustering) toward writing ability on descriptive paragraph of the first year students at MTs Al-Huda. In this research, there are two variables used (variable X and Y). Variable X (Draw Label Caption technique) is independent. On the other hand, variable Y (writing descriptive paragraph ability) is dependent. Therefore, the operational concept can be seen in the following indicators.

---

<sup>30</sup>Syafii, S, M.Op cit, p. 122

To clarify Draw-Label-Caption technique, there are some procedures given in experimental group as follows<sup>31</sup>:

1. Teacher introduces Draw-Label-Caption (DLC) technique to the students.
2. Teacher chooses an appropriate topic that can be applied into Draw-Label-Caption (DLC) technique.
3. Teacher asks the students to make a quick pencil sketch of their scene that relates to the topic which is given by the teacher . This is a rough sketch: use outlines only.
4. Teacher asks the students to create a one- or two-word text (phrases) label for each item in their drawing. Label everything they can think of, even different parts of things.
5. Teacher asks the students to write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if they are up for it.
6. Teacher asks the students to turn sentences into paragraph.

The indicator of students' writing descriptive paragraph ability can be seen as follows<sup>32</sup>:

1. Students are able to write main idea (identification) clearly.
2. Students are able to write elaboration of main idea (description) specifically.
3. Students are able to use vocabulary appropriately.

---

<sup>31</sup>Peha, Steve. Op Cit. P. 47

<sup>32</sup>English Syllabus of 1<sup>st</sup> grade of MTs Al-Huda Pekanbaru :2012/2013

4. Students are able to use the simple present tense correctly.
5. Students are able to use the proper spelling, punctuation, and capitalization accurately.

#### **D. Assumption and Hypothesis**

##### **a. Assumption**

In this research, the writer assumes that Students' writing ability on descriptive paragraph is influenced by many factors. Besides, students' writing ability on descriptive paragraph is varied, then appropriate teaching techniques can influence different ability on students' writing.

##### **b. Hypothesis**

$H_0$  : There is no significant difference between using and without using Draw Label Caption technique toward writing descriptive paragraph ability of the first year students at MTs Al-Huda Pekanbaru.

$H_a$  : There is significant difference between using and without using Draw Label Caption technique toward writing descriptive paragraph ability of the first year students at MTs Al-Huda Pekanbaru.