

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing Ability

a. The Nature of Writing

Writing is one of the important language skills in mastering English. It is also an essential subject that should be taught in senior high school level.

Various definition of writing have been given by theorists. According to Brown, writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.¹ According to Elite Olshtain in Murcia, writing is a skill which enables the learner to plan and rethink the communication process.²

Penny says that the purpose of the writing is to express the ideas; it means that the writer will convey the ideas in written form; so the ideas must be understandable by the reader.³

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.⁴

¹ H. Brown Douglas. Op Cit. P. 328

² Marianne Celce-Murcia. *Teaching English as a Second and Foreign Language*. Third Edition. New York: Thomson Learning, Inc. 2001. P. 213

³ Penny Ur. *A Course in Language Teaching*. Cambridge: Cambridge University. 1999. P.

The ideas generated will determine the quality of writing itself. Normally, the readers will be interested in reading and writing because of ideas generated. Therefore, generating ideas can be called as a prominent key to be successful in writing. In other words, the better idea is, the better the writing will be. No matter of kind of writing produced, generating ideas is required very much, including writing descriptive text.

Writing as lifetime skill serves four crucial enduring purposes for the learners, there are follows:⁵

- a. Writing is an essential form of communication. Through writing, we express our ideas, plans, recommendations, values and commitment. We explain to other about what we believe and understand.
- b. Writing is for critical thinking and problem solving. Writing can help us discover gaps in our understanding and flaws in our thinking. It becomes a way of defining ourselves and our problem, or clarifying our knowledge and our idea, of understanding and solving the problem.
- c. As means for self-actualization. It is also a way of discovering and developing ourselves. Writing can help us achieve personal goal.

⁴ Admin. <http://teachingenglishonline.net/definition-of-writing-ability/>. Retrieved on January 19th 2013 at 9.01 am. P. 1

⁵ Jane B Hughey. et al. *Teaching ESL Composition Principles and Techniques*. Massachusetts: Newbury House Publisher. 1983. P. 33

Therefore, besides being an external activity through which we communicate with others, writing also serve our inner selves.

- d. Writing helps us to control our personal environment. Developing writing skill can foster the non native speakers' ability to manipulate language skill to meet daily needs, since writing enable writers to look within themselves to clarify ideas, attitudes and beliefs.

Oshima and Hogue in Syafi'i state that in academic writing, we need to concern about these three points:

- a. Audience

Reid in Syafi'i views audience as an essential concept for all writers. Writers, of course choose their subject and their method of presenting the material (diction, sentence structure, and organization) according to who will read the finished product.

- b. Tone

Tone refers to depiction of writers' attitude toward the subject he/she is working with, the choice of words he/she is wording, the use of grammatical structures he/she is using to communicate her/his intended meaning in particular writing assignment.

c. Purpose

No matter what kind of writing the students do, they should have a specific and clear objective.⁶ Reid states that there are several purposes for writing:⁷

- 1) To explain or educate
- 2) To entertain or amuse
- 3) To persuade or convince

Beside purpose, tone and audience, the students need five components to construct writing such as content, organization, vocabulary, language use and mechanics. Those components are needed to create effective writing:⁸

- a. Content: The ability to think creatively and develop though, excluding all irrelevant information.
- b. Organization: An idea should be clearly stated, well organized, logically sequenced and cohesive.
- c. Vocabulary: In writing composition, there should be sophisticated range, effective word, idiom, word choice used.
- d. Language use: Effective complex construction, few errors of agreement and order article. Grammar of a language description of speaking and writing habits of the people use it.

⁶ M. Syafi'i S et al. *The Effective Paragraph Development; The Process of Writing for Classroom Setting*. Pekanbaru. LBSI. 2007. P. 110

⁷ Joy M Reid. *The Process of Composition*. 2nd ed. Colorado. Prentice Hall Regents Engwood Clifts. 1983. P. 23

⁸ Hughey, Jane B. et al. Op Cit. P. 140

- e. Mechanics: The mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing.

Writing is not only activity that combines words, writing is a process repeated, namely process of revising and rewriting. Heaton states, “The writing skills are complex and sometimes difficult to teach, requiring mastery not only for grammatical and rhetorical devices but also the conceptual and judgemental elements”.⁹ Some learners are able to say what they want to write but they have difficulty in putting it into written form. That is, they have problems in translating ideas into text and they lack fluency in turning ideas to text. A possible cause is the difference between the writing systems of the learners’ first language and the second language.¹⁰

Vigotsky in Hughey at al state writing is different from speech in several ways. It is different from speech in both structural and mode of function. Certain psychological, linguistic, and cognitive factors make writing more complex and difficult discourse medium than speaking for most people in both native and second language.¹¹

From the theorist stated above, it can be concluded that writing is one of the communication tools. In other words, writing plays an important role in communicating to each other. It is a form of thinking

⁹ J. B Heaton. *Writing English Language Test*. London. Longman Group Publisher. 199. P. 135

¹⁰ I. S. P Nation. *Teaching ESL/EFL Reading and Writing*. New York. Routledge. 2009. P. 119

¹¹ Hughey, Jane. B. et al Op Cit. P. 3

for a particular audience and for a particular occasion. Writing is a complex skill and also as medium in which the writer's thoughts and the ideas are organized in sentences to paragraph and essay. Besides, grammar, vocabulary, mechanics, organization are important aspects that should be considered in writing composition. Therefore, teaching writing skill in classroom is not simple thing.

Descriptive paragraph is the paragraph about describing of event. It is similar to Kane's idea in his book that "A *Descriptive* writing uses words to build images for the reader. These images many come from sights, sounds, smells, tastes, or even fellings. Good descriptive writing makes the reader fell as if he or she is present in the scene".

In descriptive paragraph, the writer describes what he or she looks or feels and so on. First, what he or she feels. The writer makes stimulating ideas, brainstorming and outlining (descriptive organization). In descriptive organization the writer introduces the object or event of description, the important point of the paragraph and make conclusion. The conclusion gives the writer's final opinion about the description.

Example of Descriptive Paragraph:¹²

Paradise

A beach in Hawaii on a December day is like a day at a lake in mid August. The beach smells fresh, almost like a new ocean breeze air freshener. The sand is hot and looks like gold blended in with little white specks; it sparkles like the water running off the swimmers back and feels like walking on coals from a burning grill. Not far from the shore, you can see the coral sitting still in the wild and shallow water. Turtles drift in to see all the people. The palm trees sway in the air from the forceful wind. In a distance, a house is beautifully placed right by the water, so it can look across the ocean each and every day. People are laughing and playing in the burning sand, and others are relaxing on the beach bronzing their skin while enjoying the bright rays of light coming from the sun. From a far distance the ocean is a deep navy blue; waves come in like a bulldozer from all the wind. At night everything is still. Waves are still coming in but not as hard, while the beach is cleared from all the people. All you can hear is the waves of the ocean and the light breeze coming from the giant palm trees. The beach is a spectacular place. Leaving it is excruciating and difficult to do.

¹² Ana Sayfa. <http://ydyo.izmir.edu.tr/akademik-yazma-merkezi/for-students/paragraphs/2438-Descriptive-Paragraphs.html>. Retrived on January 19th 2013 at 9.51 am. P. 1

2. The Concept of Visualization Strategy

In teaching and learning English, firstly we must know approach, method, technique, and strategy. The definition and difference of them can be seen as follows:

- a. According to Harmer, approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.¹³ In other words, an approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning.
- b. A method is the principal realization of an approach. In other words, it is an overall plan for the presentation of language learning based on selected approach. In addition, it is still about the procedures of language learning based on theory.¹⁴
- c. Technique is a procedure or skill for completing a specific task.¹⁵ In other words, it is kind of classroom activities based on certain method such as drills, dialogues, or role play.
- d. Strategy is the procedures used in learning, thinking, etc., which serve as a way of reaching a goal.¹⁶ In addition Oxford's state that it is an action in classroom activities taken by learner to make learning

¹³ Jeremy Harmer. *The Practice of English Language Teaching Third Edition*. Cambridge: Longman. 2001. P. 78

¹⁴ Murcia-Celce, Marianne. Op Cit. P. 5

¹⁵ Harmer, Jeremy. OP Cit. P. 62

¹⁶ Jack C Richard. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Ed, London: Pearson Education. 2002. P. 559

easier, faster, enjoyable, and more than transferable in a new situation.¹⁷ Thus, the strategy has the students to perform a few steps in learning process (student centre).

Oxford's taxonomy of language learning strategies is shown in the following¹⁸:

1) Direct Strategies

The first major class, direct strategies for dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of specific tasks and situations. Direct strategies are language learning strategies that directly involve the target language. The direct class is composed of memory strategies, cognitive strategies and compensation strategies.

a) Memory Strategies

Memory strategies are used for remembering and retrieving new information such as grouping or using imagery. These strategies consist of creating mental linkages, applying images and sounds, reviewing well, and employing action.

b) Cognitive Strategies

Cognitive strategies are used for understanding and producing the language such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. These strategies consist of

¹⁷ Oxford L, Rebecca. Op Cit. P. 1

¹⁸ _____ Ibid. p. 14-15

practicing, receiving and sending messages strategies, analyzing and reasoning, and creating structure for input and output.

c) Compensation Strategies

Compensation strategies are used for using the language despite knowledge gaps such as guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge. These strategies consist of guessing intelligently and overcoming limitations in speaking and writing.

2) Indirect Strategies

The second major strategy class - indirect strategies for general management of learning- can be linked to the director of play. This class is made up of metacognitive strategies, affective strategies and social strategies.

a) Metacognitive Strategies

Metacognitive strategies are used for coordinating the learning process. These strategies consist of centering the learning, arranging and planning the learning, and evaluating the learning.

b) Affective Strategies

Affective strategies are used for regulating emotions. These strategies consist of lowering your anxiety, encouraging yourself, and taking your emotional temperature.

c) *Social Strategies*

Social strategies are used for learning with others. These strategies consist of asking questions, cooperating with others and empathizing with others. In this case, many studies outside of the language learning field have strongly demonstrated the utility of cooperative learning strategies. Cooperative learning consistently shows the following significant effect: higher self-esteem; increased confidence and enjoyment; more respect for the teacher, the school and the subject, etc.¹⁹ Thus, visualization strategy is one of direct strategy concerned with the learner's memory such as using imagery. In this case, visualization strategy can be included into memory strategy.

a. **Definition of Visualization Strategy**

Visualization is a strategy and a skill, not end of itself, which can enhance reasoning and thinking.²⁰ This is a good strategy for writing. It is able to increase reasoning and thinking the students in writing. Visualization can help them in every stage of the writing process.

Furthermore, visualization is important for writing. Routman believes that “Teaching writing is a serious problem in many schools. We are overfocused on procedures, processes, genres, and testing and

¹⁹ Ibid. P. 14-15

²⁰ Zeigler, Linda. Ibid. P. xvii

underfocused on thinking, communicating, inquiring, and exploring language.” According to Gambrell and Koskinen, “It appears that mental imagery (visualization) facilitates the written language expression of young children, encouraging reflection and contemplation during the composing process and resulting in improved written expression.” Visualization can be intentionally taught—guided and enhanced—to help students communicate their thinking as writers. Visualization serves as a foundation for the creative process of writing in which an author uses imagination and prior knowledge to create text for a specific audience and purpose.²¹ Based on quotation above, the writer concludes that writing is an important skill of language to be learnt, but many teachers are not able to teach writing. Gambrell and Koskinen say that visualization is a strategy appropriate for writing. Visualization can help students to communicate their thinking until they are able to create text in descriptive paragraph.

The purpose of this strategy is to help the writers use their imaginations and encourages them to think. Also, visualization helps students understand the need for clarity, supporting their efforts to revise by helping them understand that their texts will be the prompts for their readers’ mental images.

Although writing provides students with a opportunity to share their thinking and gain control of their thoughts, many students need a

²¹ _____ Op Cit. P. xviii

strategy to help them think before, during, and after they write. By deliberately visualizing their topic, students are able to add a degree of relevant detail that is absent before they visualize. Students' mental images help them clarify their purpose, shape their ideas, and expand their thinking.

b. Procedures of Using Visualization Strategy

The procedures of using this strategy are:²²

1. The teacher explains visualization strategy to the students.
2. The teacher shows a picture to the students and the students guess the picture showed by the teacher about (this picture as a prompt or topic).
3. The teacher reads aloud descriptive scene to the students and the same time the students close their eyes and visualize the place, person, or thing.
4. The students draw their visualization on unlined paper, using color pencils to add another dimension. The teacher gives allow them to add their drawing.
5. After drawing, the students write a descriptive paragraph based on the picture they created.
6. The teacher and the students discuss how to complete a picture and what can be added to make the description more complete.

²² Richmond. *Enhance Scope and Sequence*. Virginia. Department of Education Richmond. 2004. P. 250

7. The students choose one descriptive piece each from their writing and then revise their written descriptions.

3. Students' Ability in Writing

Ability is a potential or capacity to do something, physical, or mental. Longman states ability is the power or knowledge to do something. Based on the statement above, ability is the power of understanding a matter that involves both mental and physical. It refers to the students after he or she is getting some experiences through learning.

Brown states that the characteristics of good learner that have ability are:²³

- a) Find their own way, taking charge of the learning
- b) Are creative, developing a feel for the language by experimenting with its grammar and words
- c) Use mnemonics and other memory strategies to recall what has been learned
- d) Learn to make intelligent guesses
- e) Learn certain production strategies to fill in gaps their own ability
- f) Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

Writing ability is the ability of a person to express his or her ideas, feeling, or something in his or her ideas in his or her minds to

²³ H. Douglas Brown. *Principle of Language Learning Teaching*. Forth Edition. San Francisco State University: Addison Wesley Longman. Inc. 2000. P. 123

others by using written language. To construct a good paragraph or text in writing, the students should have the ability. If the students do not have ability in writing, they will have difficulties in writing. In this research, the students' ability in writing descriptive paragraph refers to the students after getting some experience through learning.

4. The Factors that Influence Students' Writing Ability

The influential factors of students' ability in writing cannot be separated from the influential factor of learning. Muhibbin Syah says that influenced factors in learning are as bellow:²⁴

1) Internal factor

This factor comes from the students that consists of psychological aspects such as interest, attitude, talent, intelligence, and motivation.

2) External factor

This factor consists of social environment such as family, friends, teacher, and societies, and non-social environment, such as weather, air temperature, house, school, equipment.

Regarding to the attitude as internal factor, Hughey et al, state attitude plays a very important role in their ability to successfully develop skill in a second language. ESL students will be more

²⁴ Muhibbin Syah. *Psikologi Belajar*. Jakarta. PT. Raja Grafindo Persada. 2003. P. 146

successful in their attempt to write in second language if they have the above attitude toward the writing task, they are:²⁵

- 1) A motivation to write
- 2) The belief that writing task can be accomplished
- 3) A curious, questioning and open minded attitude
- 4) Successful developing writers have a concern for completeness
- 5) Willing to practice successful learners practice their craft. They write, and write and write again.

According to Langan, it is important to have the right attitude about writing. Do not be a people who think that they do not have natural talent needed to write and thinks everyone else finds writing easy. Writer's writing fails because of his/her pessimism on their ability, they imply that they simply do not have a talent for writing. The result of this attitude is that people do not do their best when they write, or even worse.²⁶

5. Assessment of Writing

Assessing student's achievement in writing is not easy as assessing reading skill. In assessing writing, the teacher cannot measure the students' ability by giving them multiple choice or short answer that can be done in assessing reading. The teacher should ask the students to write in order to know student's achievement. In this research, the

²⁵ Hughey, Jane. B. et al. Op Cit. P. 50-51

²⁶ John Langan. *College Writing Skill with Readings*. Sixth Ed. New York: The McGraw-Hill Companies. Inc. 2005. P. 12

writer uses the assessment of writing of the school that is focusing more on the type of the text. There are some aspects that should be measured by the teacher to know the ability of the students in writing descriptive paragraph. It can be explained as follow:

Table II.1
The Assessment Aspect of Writing Descriptive Paragraph

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Grammatical Features a. Present tense b. Adjective				
5	Spelling and Punctuation				
Total					
Maximum Score		20			

B. Relevant Research

To avoid the plagiarism toward the design and findings of the previous researchers, the followings are some relevant researches as referenced to this research project.

The first research is a research that was a concluded by Mohammad Ghazanfari, a researcher of Sabzevar University of Teacher Education Iran, entitled “The Role Visualization in EFL Learners’ Reading Comprehension and Recall of Short Stories”. His research design was in experimental research. He tried to find out the result of role visualization in EFL learners

after taking a reading comprehension test. Based on the result of his research, there was the result of a reading comprehension test on short stories that had been discussed in both classes-experimental class and control class-and also recall test, indicated that the visualizers significantly out performed the non-visualizer.

The second research was conducted by Nadia Devaga (2008) entitled “The Students’ Ability in Writing descriptive Paragraph and the Factors that Influence It of the Third Year Students at MTs N 1 Pekanbaru”. Her research was a descriptive research. She concluded that the students’ ability in writing descriptive paragraph was classified into weak category. It was caused by the students’ grammar mastery, the students’ vocabulary mastery, and the students’ punctuation in writing descriptive paragraph were not good enough at writing descriptive test. But, the dominant factors were grammar and vocabulary mastery.

C. Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing data. This research is experimental research in which focuses on gaining the effect of using visualization strategy toward students’ writing ability on descriptive paragraph of the first year students at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang. Therefore, in analyzing the problem in this research, there are two variables used; they are independent variable (X) and dependent variable (Y). Variable X is the effect of using visualization strategy. Variable Y is the writing ability on descriptive

paragraph. To operate the investigation on the variable, the writer worked based on the following step and indicator:

I. The procedure of using visualization strategy

The writer used the following steps when developing the visualization strategy for a class:

- a. The teacher explained visualization strategy to the students.
- b. The teacher showed a picture to the students and the students guess the picture showed by the teacher about (this picture as a prompt or topic).
- c. The teacher read aloud descriptive scene to the students and the same time the students close their eyes and visualize the place, person, or thing.
- d. The teacher asked students to draw their visualization on unlined paper, using color pencils to add another dimension. The teacher gave allowed them to add their drawing.
- e. The teacher asked students to write a descriptive paragraph based on the picture they created.
- f. The teacher and the students discussed how to complete a picture and what can be added to make the description more complete.
- g. The teacher asked students to choose one descriptive piece each from their writing and then revised their written descriptions.

II. The indicators of variable Y (student's ability in writing descriptive paragraph)²⁷

- 1) The students were able to express their ideas in writing descriptive paragraph referring to event, sight, sounds, smell, tastes, and feeling.
- 2) The students were able to make descriptive paragraph referring to content, organization, vocabulary, grammatical features, and spelling and punctuation.
- 3) The students used simple present tense in writing descriptive paragraph.
- 4) The students were able to write descriptive paragraph referring to identification and description.

D. Assumption and Hypothesis

1. Assumption

The writer chose the first year students of Islamic Boarding Senior high School Daarun Nahdhah Thawalib Bangkinang as sample of study divided into two classes: experimental class that was taught by using refreshment visualization strategy to see their writing ability, while the other class was the control class treated by using three-phase technique. Therefore, the writer assumed that the students were able to write descriptive paragraph in writing well by using visualization strategy given by the teacher, so they get easier to express their ideas.

²⁷ Silabus Bahasa Inggris Kurikulum Satuan Tingkat Pendidikan (KTSP), Loc Cit, P. 233

2. Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

- H₀ 1 : There is no significant difference on students' pre-test mean score between experimental class and control class by using visualization for experimental class and three-phase technique for control class.
- H₀ 2 : There is no significant difference on students' post test mean score between experimental class and control class by using visualization for experimental class and three-phase technique for control class.
- H₀ 3 : There is no significant difference on students' writing ability on descriptive paragaph, pre-test and post test mean score on the experimental class by using visualization.