

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

##### **1. The Nature of Writing Ability**

Writing is an essential part of learning. Academically, writing is main point for developing ideas and feeling by considering some important components and writing processes. Writing can also be an independent learning tool that can be done by students to write their own idea or main idea and fulfill their writing assignment and to develop idea but also to develop feeling in mind.

Writing is one of the activities in learning and teaching English. Writing fulfils more than one role in the learning of foreign languages. The first is consolidating and reinforcing language learnt orally. The very act of writing down something heard helps to fix it in the mind. The written image can serve not only as an aid to memory but also as a prompt for speech. Second, writing is needed in another important mode of communication, correspondence of all kinds, notes, message, forms, reports, summaries, essays, etc., and is useful tool on occasions where the spoken mode is inappropriate. Third, it offers learners

with limited proficiency a means of individual and sometimes quite personal expression, which can be changed, revised, refined and kept as a record.<sup>1</sup>

#### **a. The Processes of Writing**

The processes of writing are:

##### 1) Planning

Planning is very important in the process writing. The students have to plan what they will write that can make them easier in drafting. In planning, the first task of the students is to decide what to write about, that is to develop a specific writing idea.<sup>2</sup> In developing ideas, students are expected to identify the audiences that will read their writing, to decide on the purpose of the writing, and to select the topic that will interest the reader.

##### 2) Drafting

Drafting means that writing the ideas in a paper. Some learners are able to say their ideas orally but have difficulty in putting it into written text.

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<sup>1</sup>Walter Grauberg, 1997, *The Elements of Foreign Language Teaching Practice*, Toronto: Multilingual Matters, p. 213

<sup>2</sup>Beth Means, and Lindy Lindner, 1998, *Teaching Writing in Middle School: Tips, Tricks, and Techniques*, United States of America: Teacher Ideas Press, p. 3

### 3) Revising

Clark stated that revision is now seen as crucial for shaping and discovering meaning during composing.<sup>3</sup> In revising, students may ask their friends to give correction and to comment the writing.

### 4) Editing

Nation stated that editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness.<sup>4</sup> In editing, the students should consider about some mistakes.

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

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 issue.<sup>5</sup>

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<sup>3</sup>Irene L. Crack,2003, *Concept in Composition: Theory and Practice in the Teaching of Writing*, New Jersay: Lawrence Erlbaum Associates, p. 127

<sup>4</sup>I.S.P Nation,2009, *Teaching ESL/EFL Reading and Writing*, New York: Routledge, p. 120

<sup>5</sup>M. Syafi'i S, et al, 2007, *The Effect Paragraph Developments: The Process of Writing for Classroom Setting*, Pekanbaru: LBSI, p. 113

## 2. Nature of Paragraph

### a. Definition of Paragraph

Paragraph is a unit of information in writing unified by a central idea.<sup>6</sup> Central idea is usually stated in a topic sentence. Topic sentence must be developed in sentence.

Before writing paragraph, students have to master the techniques of writing the topic sentence and how to develop it in a paragraph. A paragraph contains topic sentence, supporting sentence and concluding sentence. Paragraphs are really miniature composition with a longer piece of writing, and their development reflects the writer's larger purpose.

### 1) Components of Paragraph

There are three components of paragraph. There are:

#### 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 in the topic sentence.

#### b) Supporting sentence

Supporting sentences help the reader understand more clearly what the writer means. There are two kinds of supporting sentences;

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<sup>6</sup>*Ibid*, p. 1

they are major supporting sentence and minor supporting sentence.<sup>7</sup>

A major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence. While minor supporting sentence directly support the major supporting sentence and at the same time indirectly supports the topic sentence. These supporting sentences will be more specific than the topic sentence.

c) Concluding sentence

Concluding sentence is general statement in the last sentence and ends of paragraph. It reminds the reader of topic sentence.

## 2) Characteristics of a Good Paragraph

In order to make good paragraph, the writer must write the paragraph that consists of:

a) Unit

In writing paragraph unity is important. The entire sentence in paragraph only has one main idea. The writer must make one point and stick to that point; it means that sentence in the paragraph is related directly to the main idea.

b) Coherence

Coherence is part of the paragraph connected logically. The writer must organize and connect the specific evidence. To achieve it, the writer can use transactional signals, consistent choice of element and register.

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<sup>7</sup>*Ibid*, p. 5

### c) Capitalization and punctuation

In writing paragraph there are some rules in using capitalization: capitalize first letter of the first word of the sentence, capitalize pronounce and capitalize all proper noun. While punctuation is necessary to clear meaning sentence; meaning of two sentences are difference. There are a lot of examples of punctuation such as, comma, full stop, colon and so forth.

### 3. Students' Writing Ability on Descriptive Paragraph

The term of ability is defined as skill or power. Concisely, 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.<sup>8</sup>

There several 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 students want to write.

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<sup>8</sup>Definition of Writing Ability. (Retrieved on February 05, 2013)  
[Http://teachingenglishonline.net/definition-of-writing-ability/](http://teachingenglishonline.net/definition-of-writing-ability/)

Descriptive paragraph is giving description of something or someone. 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<sup>9</sup>:

a. Describe place

In describing place the writer must make it clear. The location of objects must be clear. Then, 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 color of hair, facial appearance and expression.

c. Describe a thing

The writer can describe thing in many ways, usually to describe thing use the five senses, such as touch, sight, smell, taste and hearing. For example: in describing a laptop. It has a metallic touch, cold until it warms up.

The characteristic of descriptive text are:

a. Using simple present tense

b. Using has and have

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<sup>9</sup>John Langan, 2006, *English Skill with Reading 6<sup>th</sup>ed*, New York: McGraw-Hill Companies, p. 261

- c. Using linking verbs (is, are, appears), and consist of
- d. Using adjective (big, beautiful, small, etc) and compound adjective (white skinned)
- e. And sometimes using degree of comparison (she is taller than her brother)

Descriptive paragraph usually includes the following linguistic feature. Firstly is specific participant, it means that the writer only has specific object. Secondly is using simple present tense, the sentence in writing descriptive paragraph must use simple present tense because this describes facts of the object. Thirdly is that using action verb, action verb is about verb to show real activity. The last is that using adjective to make clear noun, there are so many adjectives can be used by the writer.

Descriptive paragraph has two generic structures, they are:

- a. Identification is identifying the phenomenon to be described
- b. Description is describing parts, qualities, and characteristic.

#### **4. Writing Assessment**

In this research, the writer used written test as the instrument, they are pre test and post test. The test was given to both experimental class and control class. The students were required to write descriptive paragraph based on the topics provides. Then, the students test was measured based on the indicators of writing descriptive paragraph ability. There were two raters that gave scores to students' writing test.

The students' writing ability can be measured by using writing assessment used by the English teacher of SMP Negeri 2 Bangkinang. There are five aspects that should be directly involved in writing performance:<sup>10</sup>

1. Content

Content is the substance of writing; the ideas expressed.

2. Form

Form is the organization of content.

3. Grammar

Grammar is the employment of grammatical forms and syntactic patterns.

4. Style

Style is the choices of structures and lexical items to give a particular tone or flavor to the writing.

5. Mechanic

Mechanic is the use of the graphic conventions of the language.

**5. The Factors Influencing Students' Writing Ability in Descriptive Paragraph**

There are some factors that influence writing ability; one of them is lack practice. This is the dominant factor that can obstruct writing ability. If the students are lack of practice on their writing, they will not be able to write English well although they have good strategies and good teacher. Furthermore, lack of self-confidence can also obstruct writing ability.

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<sup>10</sup>Margaret Harris and Max Coltheart, 1986, *Language Processing in Children and Adults. An Introduction*. London: Routledge & Kagen Poul, p. 68-69

The influential factors of the students' writing ability may not be separated with the influential factors of learning. According Purwanto, there are two big factors that influence students in learning process. They are as follows:<sup>11</sup>

- a. Internal factors, which include psychological aspects, such as interest, motivation, attitude, and talent.
- b. External factors, which include environment factors (natural and social factors) and instrumental factors (curriculum, teacher, facilities, management, and administration)

Based on the explanation above, teacher has a role in influencing students' ability in writing descriptive paragraph. In teaching and learning process, the teacher should plan what strategy, technique or method and material that will be used. According to Pamona, the personal statement is to convince a specialized audience that you and your intellectual or academic interests fit perfectly with their program, school, or department. In this strategy the students can write about their experience in their writing task.

## **6. The Nature of Descriptive Words Strategy**

According to Mintzberg, strategy is a plan, some sort of consciously intended course of action, guideline to deal with situation.<sup>12</sup> It means that a way hoe to get something or a means of getting from here to there. Language

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<sup>11</sup> Ngalim Purwanto, *Psikologi Pendidikan*, 2004, Bandung: Rosdakarya, p. 107

<sup>12</sup> Hendry, Minzberg, 1972, "Research on Strategy-Making", *Proceeding after the 32<sup>nd</sup> Annual Meeting of the Academic of Management*, Minneapolis, p. 90-94

learning strategies are any set of actions, plans, tactics, thoughts or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information.<sup>13</sup>

Language learning strategies are divided into direct and indirect strategies.<sup>14</sup> The strategies used directly in dealing with a new language are called direct strategies. The indirect strategies are used for general management of learning. Direct strategies are divided into three subclasses: memory strategies (strategies to store and retrieve aspect of the target language), cognitive strategies (strategies for using the language and for understanding how it works), and compensation strategies (strategies for using the language despite gaps in knowledge).

Indirect strategies include metacognitive strategies (strategies for planning, organizing and evaluating learning), affective strategies (strategies for approaching the task positively) and social strategies (strategies for working with others to get input and practice).<sup>15</sup>

Descriptive words are basically key Words and Phrases that help paint a clear picture and tell a story about something, whether you are writing an article, describing a project or promoting a product.<sup>16</sup> Within Descriptive words

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<sup>13</sup> Hamideh, Marefat, *The Impact of Teaching Direct Learning Strategies on the Retention of Vocabulary by EFL Learners*, Vol. 3, September 2003, p. 47, Retrieved on 05-14-2013 from [http://www.readingmatrix.com/articles/marefat\\_shirazi/article.pdf](http://www.readingmatrix.com/articles/marefat_shirazi/article.pdf)

<sup>14</sup> Oxford, r, 1990, *Language Learning Strategies: what every teacher should know*, Boston: Heinle & Heinle

<sup>15</sup> Hamideh, Marefat, *Op. Cit*, p. 48

<sup>16</sup> <http://DescriptiveWordsListofAdjectivesWordReference-DescriptiveWords/>

students get outcomes that are beneficial to herself. Descriptive words are important as it gives a clear message to the readers and listeners.

Using descriptive words like adjective and adverbs are one of the simplest but least engaging strategies in descriptive writing. Adjectives tend to slow the pace of writing and are usually single-function words, minimizing a writer's ability to accomplish multiple tasks like adding information and increasing reader engagement at the same time. When using descriptive words, do your best to choose strategic words that develop a specific, evocative and nontrivial aspect of what you are describing.

This activity will be used at a point in the unit after which students have a chance to study the subject matter for a time. They will have an opportunity to read, talk, share experiences, and connect their learning to their lives. Students' writing, thus, will emerge from and will support their learning, which makes this practice especially useful to teachers who want to focus on content-area learning, including learning in English/language arts.

The practice of this strategy is flexibility; it can be used in many ways and with students at all levels. It is a good strategy for teachers who seek to link different subjects they teach – for example, helping students develop as writers and readers by focusing on a science-related subject. The practice can also be used in a writing workshop structure, where the focus is on writing and perhaps reading, rather than on a content area such as science or social studies.

Descriptive words are one of strategies in writing skill. This strategy is part of draft and revises written work.<sup>17</sup> Descriptive words are an activity an activity that helps students knows each other. Descriptive words can enhance writing by helping the reader to see, smell, hear and feeling the details.

### **7. Using Descriptive Words Strategy toward Writing Ability in Descriptive Paragraph**

Descriptive words strategy in including in drafting and revising strategy. As the explanation in steps in writing, drafting and revising are the second and third activity in writing, and they are the crucial things in writing. Descriptive words can enhance writing by helping the reader to see, smell, hear and feeling the details. From this statement, it is clear that this strategy is good for descriptive paragraph.

The teacher can best demonstrate the use of description words by reading examples from several children's book. Using this strategy, the teacher leads the students in collecting description words found in Read-Alouds and other books. The resultant list can be used as prewriting strategy as young writers consider ways to enhance their writing. Students may also use the list of description words during composition and revision.

The subject of descriptive words will vary, of course, from teacher to teacher. The main point to remember is that the subject should be broad enough to offer many different writing tasks, while still leading students to make

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<sup>17</sup> Trecie Heskett, *Going Green Grd 1-2*, USA: Teacher Created, p. 7

connections with their learning and experiences. Once the subject matter of the descriptive words has been determined, students are invited to discuss it among themselves. The teacher and students then collaborate in “Descriptive Words”. This means, of course, the list is first started in a mini-lesson, but later the students add interesting words on her own. This list cumulative and includes words from the student’s reading and writing experiences over the year.

According to Fletcher, students start with topich “rain”. This kind of adjective usually consists of a noun (rain) followed by the verb (drenched). Today when you write, I invite you to experiment with this technique. I’ll be curious to see if anyone uses a hyphenated adjective in your writing. Here is a nifty technique for creating descriptive writing that sounds fresh and interesting. This lesson can piggyback on the lesson that precedes this one, “Selecting Livelier Adjectives”.<sup>18</sup>

Descriptive words strategy is one of strategy in writing and it has many procedures to use this strategy. The procedures for teaching Descriptive Words strategy as follows:<sup>19</sup>

- a. Read a book with good descriptive language. Select several passages from the book that exemplify strong description words.

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<sup>18</sup> Ralph Fletcher, 2007, *Craft Lesson: Teaching Writing K-8*, Portland, Maine: Stenhouse Publisher, p. 121

<sup>19</sup> Houghton Mifflin, 2004, *English Standards Of Learning Enhanced Scope And Sequence K-5 Writing Strategies*, Virginia Department, p. 26

- b. Explain to students that description words help the reader paint a picture in his or her mind. Share the passages you have selected, pointing out some of the examples of description words. Ask the students to suggest other examples from the passages shared.
- c. Record their description words on chart paper.
- d. Continue to collect description words over time from class Read-Aloud and other literary sources.
- e. Display the list of words in the classroom for reference.
- f. Extend the strategy for older students by having them create a list of description words on a form or in a journal, keeping the list handy for independent use.
- g. Extend the strategy by categorizing the description words into the five senses.
- h. Encourage the students to add to the list of words on the chart paper or their independent lists and to use description words in their writing.

## **B. 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.<sup>20</sup> There are several relevant researches which have relevancy to this

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<sup>20</sup>M. Syafi'i, 2011, *From Paragraph to A Research Report: A Writing of English for Academic Purposes*, Pekanbaru: LBSI, p. 122

research especially in writing. But, the writer of this reseach did not find yet the same strategy used by other researchers.

The research which was conducted by Erlik Widiyani Setyati entitled “The effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students’ Linguistic intelligence (An Experimental Research on Descriptive Paragraph) for the Second Semester of English Department of IKIP PGRI Madiun”.<sup>21</sup> She found that the use of clustering technique could affect the students’ writing competence optimally. Furthermore, the use of clustering technique in teaching writing gave the students good way how they explore their writing ability well.

The research which was conducted by Nunung Rediansary entitled “The Effect of Using Listing Technique toward Ability in Writing Descriptive Paragraph of the First Year Students at State Senior High School 1 Rengat Indragiri Hulu Regency”.<sup>22</sup> She found that the use of listing technique was higher than without using listing technique. Furthermore, the use of listing technique in teaching writing could help students to break their block minded in writing.

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<sup>21</sup>Erlik Widiyani Setyati, 2010, *The effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students’ Linguistic intelligence (An Experimental Research on Descriptive Paragraph) for the Second Semester of English Department of IKIP PGRI Madiun*, Retrieved

<sup>22</sup>Nunung Rediansary, 2012, *The Effect of Using Listing Technique Toward Ability in Writing Descriptive Paragraph of the First Year Students at State Senior High School 1 Rengat Indragiri Hulu Regency*, Retrieved

### **C. Operational Concept**

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables; they are independent variable (X) and dependent variable (Y). Variable X is the effect of using descriptive words strategy. Variable Y is the writing ability on Descriptive paragraph.

1. The indicators of variable X (using descriptive words strategy):
  - a. The teacher reads a book with good descriptive language, and selects several passages from the book that exemplify strong description words.
  - b. The teacher explains to students that description words help the reader paint a picture in his or her mind. Share the passages you have selected, pointing out some of the examples of description words. Ask the students to suggest other examples from the passages shared.
  - c. The teacher records their description words on chart paper.
  - d. The teacher continues to collect description words over time from class Read-Aloud and other literary sources.
  - e. The teacher displays the list of words in the classroom for reference.
  - f. The teacher extends the strategy for older students by having them create a list of description words on a form or in a journal, keeping the list handy for independent use.
  - g. The teacher extends the strategy by categorizing the description words into the five senses.

- h. The teacher encourages the students to add to the list of words on the chart paper or their independent lists and to use description words in their writing.
2. The indicator of variable Y (students writing ability on descriptive paragraph):
- a. Students are able to write the identification in descriptive paragraph.
  - b. Students are able to write the description in descriptive paragraph.
  - c. Students are able to convey purpose, goal and main idea in descriptive paragraph.
  - d. Students are able to use Adjectives and Action verb in descriptive paragraph.
  - e. Students are able to use Conjunction and Adverb in descriptive paragraph.<sup>23</sup>

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

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

In this research, the writer assumes that the better applying Descriptive Words strategy, the better Writing Ability of the Second Grade Students at SMP Negeri 2 Bangkinang will be.

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<sup>23</sup>H. Douglas Brown, *Language Assessment Principles And Classroom Practices*, London: Longman, 2003, p. 237

**b. Hypothesis**

$H_0$  : There is no significant effect of using descriptive words strategy toward writing ability on descriptive paragraph.

$H_a$  : There is significant effect of using descriptive words strategy toward writing ability on descriptive paragraph.