

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Writing

Writing is one the important skills in learning a language. Writing is the representation of language in a textual medium through the use of a set of signs or symbols¹³. Writing is specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message¹⁴. According to Bishop, writing is like birth. It is a conception of an idea, delivery of the idea onto paper (strain, stress, pain, and anxiety) and completion (relief and enjoy), leaving one empty and exhausted, yet elated with the product and anxious for its future. Writing is like talking, it should be entertaining¹⁵. Writing can help the students gain independence, comprehensibility, fluency and creativity in writing. In other words, writing is one of the ways to express our ideas besides speaking.

Dietsch said that the purpose of writing refers to be clear, expository writing should have both a general purpose (to inform, to persuade, to express, or to

¹³ Wikipedia. *The Free Encyclopedia*. p. 1 (Retrieved on November 9th 2012)
<http://en.wikipedia.org/wiki/Writing>

¹⁴ SIL International. "what are writing skills?" Version 4. 1999. p.1 (Retrieved on November 9th 2012)
<http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewritingskills.htm>

¹⁵ Wendy Bishop. *On Writing: A Process Reader*. (New York: McGraw-Hill, 2004), p. 2

entertain) and specific purpose (implied or state)¹⁶. So, identifying purpose early can help the students to keep draft on track and select organization strategies to compatible with ideas.

Langan states that, writing is a process that involves the following steps. They are:

- a. Discovering a point (prewriting)
- b. Developing solid support for the point (often through more prewriting)
- c. Organizing the supporting material and writing it out in a first draft
- d. Revising and editing carefully to ensure an effective, error-free paper¹⁷.

2. The Nature of Descriptive Paragraph

In addition Syafi'I states paragraph is a unit of information in writing that is unified by a central idea¹⁸. According to Langan, a paragraph is a series of sentence about one main idea, or point¹⁹. A paragraph provides a good example of the well-structured body paragraph. There are four goals of effective writing in paragraph²⁰:

¹⁶ Betty Mattix Dietsch. *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook*. (New York:McGraw-Hill,2006), p. 7

¹⁷ M. syafi'I S. *Loc cit*, p. 1

¹⁸ John Langan, *English Skills*. (New York:McGraw-Hill,2001) , p. 17

¹⁹ John Langan. *Sentence Skill, from B*. (New York:McGraw-Hill,2004), p. 11

²⁰Ibid, p. 13

1. Make a point.

It means that topic sentence. Topic sentence is the sentence that expresses the main idea, or point of a paragraph.

2. Support the point.

The support point or topic sentence consists of provide specific reasons, examples, and other detail that explain and develop it.

3. Organize the support.

The organize support in a paragraph consists of listing order and time order.

4. Write error-free sentence

The best of writer needs to use reference materials to be sure their writing is correct. So, when the writers write a paper, keep a good dictionary and grammar handbook nearby.

A descriptive paragraph is verbal picture of person, place, or thing²¹. So, descriptive paragraph describes how a person/thing looks, or feels. In descriptive paragraphs, the students can describe people, places, objects, or events. In short, it is like painting with the words. The main purpose is to create an image in reader's minds.

²¹ Ibid, p. 161

Afif said that, the generic structures of descriptive paragraph consists of identification (introducing subject) and description (showing character of subject)²².

3. The Nature of Hero Quest

The strategy of Hero Quest was introduced by Anne Hanson. Hero Quest is a structured strategy, which shows the relationship of ideas, such as brainstorming, in which students produce not at random on paper. Brainstorming is the most popular technique for producing lots of ideas²³. Get visual is one of the effective brainstorming can be success full. It is productive creative thinking session which is extremely visual. They include mind mapping, sketching, diagrams, cartoons and stick figures. Hero Quest is like a visual design that enables students to see the relationship between ideas and encourages them to group certain ideas together as they proceed.

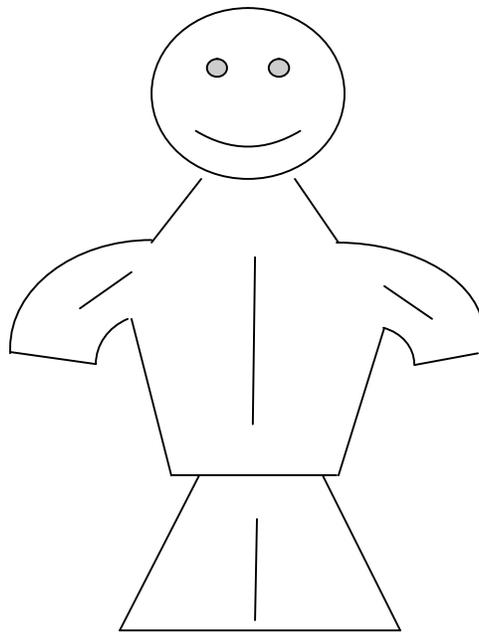
According to Hanson, hero quest is a strategy that extends students' writing ability. The students identify a "hero" or favorite character. The students' colored markers they draw a graphic representation of their hero and apply pertinent characteristics and qualities. Hero quest is a powerful tool for mapping writing plan or outline quickly. Used in the language arts classroom, it is graphic orientation is especially helpful for visual students. Planning a response visually provides many students with a sense of security.

²² Syaiful Afif. *Buku Memori Bahasa Inggris SMA untuk Kelas 1,2,3*. (Jakarta Sealatan: PT. WahyuMedia, 2010), p.18

²³ Carol Kinsey Goman, Ph.D., *Brainstorming Techniques*. (COPYRIGHT © 2005-2008 LINKAGE. ALL RIGHTS RESERVED), p.3

According to Tamara and Janice²⁴, commonly relating hero quest and the students learning will present to help the students transfer their idea and understanding about questing to learning strategies. So, the students can describe their idea in the paper.

Picture 1: Hero Quest Figure



3.1 The Advantages of Hero Quest

The advantages of the Hero Quest are follows:

1. The activities are suitable to make the students interest.
2. The activities are more fun so the class more active
3. Integrated learning can grow and develop student's skills.

²⁴ Jetton, Tamara L. and Dole Janice A. *Adolescent Literacy Research and Practice*. (The gulton press, new York. 2004), p.257.

4. The learning activities of Hero Quest will always be relevant to the student's level.

3.2 The Procedure of Teaching Descriptive Paragraph Using Hero Quest Strategy

According to Hanson the procedure can be seen follows²⁵:

1. The teacher uses facilitated whole and small – group instruction: students can work alone, in pairs, or in cooperative groups.
2. Student responses can be written directly onto a teacher set hero quest outline or on the student's own hero outline (monitor this stage closely. Students sometime draw figures that are too small to fit all they want to write in their outlines, making them difficult to read).
3. Students compose paragraph based on their completed outline that contain an introduction, body, and conclusion.
4. Distribute copies of the *hero quest* instructions and outline sheet. Use visually appealing handouts or overheads to review the instructions as a class before getting started.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous research conducted by other research was which they are relevant to our

²⁵ Hanson, Anne. *Loc cit*, p. 73

research itself²⁶. Besides, we have to analyze what the point that focused on, inform the design, finding and concluding the previous research, which is:

1. A research from Irmayani.

In 2013, Irmayani conducted a research entitled “The Effect of Using Independent Writing Strategy Toward Ability in Writing Descriptive Paragraph of the First Year Students at SMK Telkom Pekanbaru’. She focused her research on the ability in writing descriptive paragraph. The result of teaching writing descriptive paragraph by using independent writing strategy was effective to improve student writing descriptive paragraph. Furthermore, that was conducted by the writer, it was different. The writer uses Hero Quest Strategy towards the second year ability in writing descriptive paragraph at SMPN 1 Bangkinang Barat.

C. The Operational Concept

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

1. Variable X

Variable X is Hero Quest strategy which an independent variable. It is refers to the strategy used by the teacher to teach writing. The following treatment as

²⁶ M. Syafi’I S. *Loc cit*, p. 122

collection of procedure of the implementation of Hero Quest strategy can be seen at the following steps:

- a. The teacher gives first understanding about descriptive paragraph to the students include the purpose of descriptive paragraph, the mechanism of group, assignment and language use
- b. The teacher divides the students into six groups in which each group consist of five students
- c. The teacher distributes copies of the *hero quest* instructions and outline sheet
- d. The teacher asks the students to completely draws and write the outline sheet and describes their about the meaning of that draws on paragraph
- e. The teacher asks the students to present their result of discussion in front of class
- f. The teacher gives time toward students for expressing their difficulties encountered during monitoring while students are discussing and presenting
- g. The teacher gives strengthen 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 the following:

- a. The students are able to express their ideas in writing descriptive paragraph
- b. The students are able to use simple present tense
- c. The students are able to use vocabulary appropriately
- d. The students are able to use spelling and punctuation correctly
- e. The students are able to identify specific information

D. The Assumption and Hypothesis

1. Assumption

In this research the writer assumes that:

- a. The students' ability in writing descriptive paragraph.
- b. Teaching by Hero Quest strategies has significant effect to improve writing ability of students in descriptive paragraph.

2. Hypothesis

H_a : There is no significant difference on student's descriptive paragraph ability pre-test and post-test mean scores of using Hero Quest at the second year students of SMPN 1 Bangkinang Barat.