

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Ability in Writing

Writing is one of the language skills which is important in mastering English. It is also an essential subject that should be taught in senior high school level. On the other hand, writing is one of the skills that can improve the students' language and stimulate the students' cognitive which is useful for those who learn a language. In addition, Reid states that writing is a complex skill because there are some components that should be focused on writing, such as the purpose of writing and writer's knowledge of writing (paragraph's and pattern organization).¹

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. Besides, writing is clearly complex process, and component writing is frequently accepted as the last language skill to be acquired. Writing is commonly seen as a three-steps process; pre-writing (activities performed prior to writing the firsts draft), writing (composing the first draft) and rewriting (making changes in the first draft to get the piece ready for a reader).

¹ Joy M Reid, *Teaching ESL Writing*. (New Jersey: Prentice Hall Regent, 1993), p.28.

According to Brown, writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.² In addition, Paulston and Bruder say that writing is one way of providing variety in classroom procedures, and also making possible individualized work in large classes. Writing tends to increase retention and makes available source for later references.³

On the other side, we should know the purpose of our writing itself. The purpose of the writing is the major field in writing. The purpose of the writing will convey the message to the readers, so the writer will construct the ideas with well organization. Then, in writing, we need ability to make a good writing. Thus, writer should pay attention to formal aspect, such as neat handwriting, spelling, punctuation and choosing words carefully. They will make the reader easy to understand about the writing.

According to Clouse there are six areas that will make successful writers, they are:

- a. Generating ideas, establishing purpose, and identifying audience.
- b. Ordering ideas. It is a writer- based activity because you decide in what order you want to present the ideas.
- c. Writing the first draft. This activity is still writers' because our focus is less on our reader than on expression of our ideas, the best way we can.

² H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Englewood cliffs, New Jersey: Prentice Hall Regent, 1994), p.328.

³ Cristina Bratt Paulston and Mary Newton Bruder. *Teaching English as a Second Language: Techniques and Procedures*.(Cambridge: Winthrop Publisher inc, 1976), p.203.

- d. Revising (improving content, organization, and the expression of the ideas).
- e. Correction errors (correction error in grammar, spelling, capitalization, and punctuation).
- f. Proofreading (making correction in the final copy).

Based on the school curriculum, the first year students should be able to write some genres, they are descriptive, narrative, news items. Every genre has different function, grammatical structure, and purpose. In written, as in spoken language, genre are typified as a particular structure and grammatical form that reflect the communicative purpose of the genre in question. Thus, in this research, the writer explains about writing descriptive text.

Students' Ability in Writing Descriptive Text

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. It means that writing ability is the ability of a person to express his or her ideas, feeling, or something in his or her minds to others by using written language.

Descriptive text tells what the subject looks, sounds, feels, tastes, and/or smells like. A descriptive paragraph describes ideas and examples focused on a particular subject.⁴ It attempts neither to argue nor persuade. When writer is writing a text that is entirely descriptive, we use vivid language to make whatever writer is describing come alive.

⁴ M. Syafi'i. S. Fauzan Ansyari and Jonri Kasdi. *The Effect Paragraph Development. The Process of Writing for Classroom Setting*. (Pekanbaru: LSBI, 2007), p.43.

Descriptive text falls into two broad categories: objective and subjective. Objective paragraphs describe the topic in a literal, impartial way. As much as it is possible, the writer's feelings are not revealed. These types of paragraphs tend to include words that do not convey a high degree of emotion.

On the other hand, subjective paragraphs communicate the writer's opinion; their intention is to evoke from the reader an emotional response, among other things.

The generic structure of descriptive text:

- a. Identification: identifies the phenomenon to be described.
- b. Description of features: describes features in order of importance;
 - 1) Parts or things (physical appearance)
 - 2.) Qualities (degree of beauty, excellence, or worth/ value)
 - 3.) Other characteristics (prominent aspects that are unique)

The generic features of descriptive text:

- a. Use of simple present tense
- b. Frequent use of epithets and classifiers in nominal groups
- c. Use of "be": is, am, and are, for the identification and showing qualities.
- d. Use of verb "have": have, has, to give detailed description of the object's features.
- e. Use of action verbs related to the topic, especially when describing behaviors or personalities (for person)
- f. Use of adjectives in describing especially in the qualities.

The Factors Influencing Students' Ability in Writing Descriptive Text

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

The influential factors of the students' writing ability may not be separated from the influential factors of learning. According to Purwanto, there are two big factors that influence students in learning process. They are as follows:

- 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 the explanation above, teacher has a role in influencing students' ability in writing descriptive text. In teaching and learning process, the teacher should plan what strategy, technique or method and material will be used on graphic organizers method.

2. The Nature of Graphic Organizers Method

a. The Definition of Graphic Organizers

One way to help make curriculum more supportive of students and teachers is to incorporate graphic organizers. Graphic organizers are one way for visual thinkers to arrange their ideas. Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of concept or topic into a pattern by using labels.⁵

b. The Reasons for Using Graphic Organizers

1) Tools for critical and creative thinking

Graphic organizers help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.

2.) Tools for organizing information

The humans' mind organizes and stores information in a series of networks. Graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

3.) Tools for understanding information and relationships

Graphic organizers serve as mental tools to help the students understand and retain important information and relationships

⁵ Cristine Watkins. *The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economic*. (Cambridge: Winthrop Publisher inc, 2007), p.3.

4.) Tools for depicting knowledge and understanding

Graphic organizers provide an optional way of depicting knowledge and understanding, so it is particularly beneficial for students who have difficulty in expressing relationship among parts of economic concepts in written word.

5.) Tools for self- learning

Students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review. In other words, graphic organizers are beneficial to students' learning inside and beyond classroom.

6.)The Specific Benefits to Students and Teachers

Graphic organizers enable teachers to show and explain relationships between content and sub content and how they in turn relate to other content areas. On the other hand, through the use of organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning, for easy understanding; there are specific benefits to students and teachers.

a.) Benefits to students: understand the concept of part to whole, record the relationships clarify and organize ideas, improve memory, and recognize and assimilate different points of view.

b.) Benefits to teachers: show and explain relationships between and among contents, make lessons interactive, help visual learners to acquire information

more easily, motivate students, assist students in prewriting techniques, and assess what students know.

Using Graphic Organizers toward Students' Ability in Writing Descriptive Text

When instruction is explicit, the teacher overtly tells and shows students how the graphic organizers are used. Once students have developed a basic proficiency with graphic organizers, instruction can gradually switch to more implicit forms whereby the teacher creates opportunities for students to adapt or create their own versions of graphic organizers intentional instruction informs students that they are expected to develop ability in writing by using graphic organizers method. Graphic organizers improve writing ability on descriptive by emphasizing text structures. There are some possible steps that might be applied in using Graphic Organizers method in teaching descriptive text. Based on the writer's understanding to the theories discussed in this research and the writer experiences teaching descriptive text, the writer notices some steps as follows:

- a. Choose one topic and think the questions based on the topic.
- b. Complete the graphic organizers based on the questions individually
- c. After that writes descriptive text using graphic organizers as a guide.
- d. Finally evaluate essay. In this stage, the students can see the connection between the essay and the organizers.

B. Relevant Research

1. A research from Stephanie Kirschbaum in 2004. She compared the effect graphic organizers on the academic achievement. The purpose of this study was to determine the effect of graphic organizers on the academic achievement of fourth grade students. The researcher taught the students two different social studies chapters. The researcher collected data by giving the students two tests for each of the two chapters taught. There were a total of four tests given. These tests were similar in which they were the exact same difficulty level. However, in each chapter there was one test that was constructed by using graphic organizers, and a second test was constructed by using a question-answer format. The researcher then compared the four data sets to determine whether the students, scored higher on the tests were constructed by using graphic organizers.
2. A research from Sulasmikarim in 2007 entitled the effectiveness of using brainstorming technique in increase students' writing ability of the second year at English Education Department of State Islamic University Sultan SyarifKasim. She concluded that writing with brainstorming technique is effective in increasing students' writing ability.

C. The Operational Concept

Operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variables used in

analyzing the data. In this research, there are two variables; they are (1) the effect of using graphic organizers as X variable and (2) students' ability in writing descriptive text as Y variable. To measure each variable the write identifies them into some indicators as follows:

1. The indicators of applying Graphic Organizers(variable X):

- a. Teacher chooses one topic and asks the students to think the questions based on the topic.
- b. Teacher asks the students to complete the graphic organizers based on the questions individually.
- c. Teacher checks the graphic organizers of the students.
- d. Teacher asks the students to write the descriptive text by using her or his graphic organizers as a guide.

2. The indicators of students' ability in writing descriptive text (variable Y):

- a. The students are able to write descriptive text based on writing component; the generic structures are identification and description.
- b. The students are able to use chronological order in descriptive text.
- c. The students are able to write main idea by using present tense.
- d. The students are able to use linking verb in descriptive text.
- e. The students are able to use conjunction and adverb in descriptive text.

D. The Assumption and Hypothesis

1. The Assumption

In this research, by considering a lot of explanation and relevant research about graphic organizers method above, the writer assumed that the better applying graphic organizers method, the better writing ability of the first year students at MAN 1 Pekanbaru will be.

2. Hypotheses

Based on the assumptions above, hypotheses of this research can be stated as follows:

a. The Nul Hypotheses

Ho: There is no significant effect of using Graphic Organizers Method toward Students' Ability in Writing Descriptive Text of the First Year Students at MAN 1Pekanbaru.

b. Alternative Hypothesis

Ha: There is a significant effect of using Graphic Organizers Method toward Students' Ability in writing Descriptive Text at the First Year Students at MAN 1Pekanbaru.