

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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

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

As a foreign language, English is a challenging subject especially writing skill. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. One of the preparations can be done through the choice of topic<sup>1</sup>. Sokolik in David Nunan said:

Writing is a combination of process and product. The process refers to the act gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers. Young learners like to know that writing is done in steps which are as important as the steps necessary<sup>2</sup>.

In writing, writer must has good ideas, has good feeling, good opinion and make creative in his own thinking to make a reader understand and satisfied. Writing is one of the skills to create our ideas, so writing can help us realize our individual potential and to achieve personal goals. Therefore, besides being an external activity through which we communicate with other, writing also serves our inner selves. It is clear that writing can be a tool for communication to communicate with others through writing down on papers to share our feeling or ideas. Richard and Willy said that writing is one way to express our idea by paper.

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<sup>1</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 93

<sup>2</sup> David Nunan, *Practical English Language Teaching: Young Learners*. (New york: Mc.Graw-Hill Company, 2005), p. 98

The capacities in writing not only write words, phrases, or sentences but also the power or skills to produce written work to practice the skills techniques of writing or to demonstrate the writer's skill in writing.

Brown stated that there is a taxonomy of micro and macroskills of writing, they are<sup>3</sup>:

a. Microskills

- 1) Produce graphemes and orthographic patterns of English
- 2) Produce writing at an efficient rate of speed to suit the purpose
- 3) Produce an acceptable core of words and use appropriate word order patterns
- 4) Use acceptable grammatical system
- 5) Express a particular meaning in different grammatical forms
- 6) Use cohesive devices in written discourse

b. Macroskills

- 1) Use the rhetorical forms and conventions of written discourse
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- 4) Distinguish between literal and implied meanings when writing

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<sup>3</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2007), p. 220-221

- 5) Correctly convey culturally specific references in the context of the written text
- 6) 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.

## **2. The Process of Writing**

There are several steps to produce a piece of writing. These aspects are such as<sup>4</sup>:

a. Pre-writing

The writer should choose a topic, gather and organise ideas.

b. Drafting

The writer begins to write the ideas

c. Review and Revise

The writer reviews structure and content

d. Rewriting

The writer revises structure and content

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<sup>4</sup> Dorothy E Zemach, *Academic Writing from Paragraph to Essay*. Macmillan, P. 3

### **3. The Component of Writing**

Hughes stated that there are some aspects of making a good writing, they are<sup>5</sup>:

a. Grammar

Grammar is important to students to master it, because it is the basic to understand the language

b. Vocabulary

Appropriate vocabulary should be mastered in order to make the writing process flows significantly

c. Mechanics

Mechanics included such as spelling, punctuation, and capitalization

d. Fluency

Fluency is the use of correct structure and appropriate vocabulary to make the composition easy to understand

e. Form (organization)

### **4. The Concept of Writing Ability**

Hornby stated that ability is a skill or power<sup>6</sup>. David Nunan stated that one of the reasons for teaching writing is that writing as a skill<sup>7</sup>; whether physical

<sup>5</sup> Arthur Hughes, *Testing for Language Teachers*. (Cambridge University Press: 1989), p. 101-102

<sup>6</sup> A. S. Hornby. *Oxford Learner's Pocket Dictionary*. Oxford: Oxford University Press, 1983), p. 1

<sup>7</sup> David Nunan. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Company, 2005), p. 99

skills or cognitive skills. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form.

## **5. The Concept of Descriptive Text**

Ronald Carter said that text is a stretch of language, either in speech or in writing. That is semantically and pragmatically coherent in its real-world context. A text can range from just one word (for example: a slow, it is sign on the road) to a sequence of utterances or sentences in a speech, a letter, a novel, etc<sup>8</sup>. On the one hand, Thomas G. Pavel stated that text may be defined as any sequence of sentences having a certain coherence, and in this weak sense of the term each folk-tale is a text. On the other hand, text may be defined more rigorously as any unchangeable sequence of sentences which has a strong cohesion and the unchangeable character of which is related to a value system of some sort.

Rosemarie Glaser stated that as a result of a communicative act, a text may be defined as a relatively independent and hierarchically structured linguistic unit (macrostructure) which reflects a complex state of affairs and has a specific communicative intention. The state of affairs may refer to the real world or to the world of imagination and fiction<sup>9</sup>. Wishon said that description gives sense impression the feel, sound, taste, smell, and look of things. Emotion may be described too feeling such as happiness, fear, loneliness, gloom, and joy.

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<sup>8</sup> Ronald Carter et al. *Cambridge Grammar of English*. (Cambridge Univ. Press, 2006)

<sup>9</sup> Thomas G. Pavel et al. *Some Remark on Narrative Grammars in Linguistic Perspectives on Literature*. (1980)

Description helps the reader through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

Descriptive text is a text which says what a person or thing is like. It means the characteristics of something. The generic structure of descriptive text such as: identification; identifying the phenomenon that is described, description; describing the phenomenon in parts, qualities and characteristics. Descriptive writing or text is usually also used to help writer develop an aspect of their work, to create a particular mood, atmosphere or describe a place.

Descriptive text is one of the types of writing. In descriptive text, you describe a place, thing or person. When the writer describes a place, thing or person. Obviously, time order would not be logical. When you describe the way something looks, you have to describe it according to space order. You should arrange your sentences and details according to where the objects being described are located. In descriptive text, you have to make very clear the location of the object being described.

**Table II.1**  
**Characteristics of Descriptive Text**

Text genre	Purpose	Generic structure	Language features
Descriptive text	Purpose of descriptive text is to describe a particular person or thing	Identification Description	The use of adjective and compound adjective The use of linking verbs The use of attribute has or have

## 6. The Students' Writing Ability in Descriptive Text

Syafi'i said that to arrange sentences and details according to where the objects being described are located. This type of organization is called special organization. In a descriptive text, we have to make very clear the location of the objects being described.

### a. Description of a place

A description of anything in writing should be clear. The following should be taken into consideration: 1) the location of the objects should be clear, 2) the details should be logically and systematically, so that it is easy to visualize the description in his mind, 3) most importantly is that there should be a controlling idea that gives the paragraph focus.

### b. Description of a person

You can describe a person's appearance in many ways such as his/her clothes, manner of speaking, color and style of hair, facial appearance, body shape, and expression. When you are writing a text that is entirely descriptive, you use vivid language to make whatever you are describing come alive. Indeed, readers typically visualize what they read, and so any manner in which you can help them along makes for a stronger paragraph.

To make your descriptive writing come alive, there are some manners provided, such as:

#### a. Vivid Language

Successful descriptive paragraph uses words that come alive. Words can create pictures and impressions that appeal not only to the mind but also to the five

senses: sight, sound, smell, taste, and touch. Thus, your words should create visual, auditory, olfactory, gustatory, and tactile impressions. Not how paragraph below conveys a clear impression of what is taking place.

b. Precise Language

Use words and phrases that will turn the words on a flat page into a sensory experience for the reader. Bring out textures, colors, tastes, sights, sounds, and smells.

c. Imagery

Similes and metaphors make comparisons to enhance the reader's understanding of an experience or event. They create instant visual images in the reader's mind.

d. Show Doesn't Tell

In order to affect a permanent image on the part of the reader, your description must be specific to the situation at hand. You must draw readers into your world.

## **7. The Factors Influencing Students' Ability in Writing**

Melgis Dilkawati Pratama in her research discussed about the factors influencing ability in writing. She found that there are actually four factors that influence the students' skill in writing. They are<sup>10</sup>:

a. Fear factors, the students are afraid to write

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<sup>10</sup> Melgis Dilkawati. *The Effect of Using the Tell Show Strategy toward the Ability in Writing Descriptive Text of the First Year Students at Senior High School Al-Huda Pekanbaru*. (Graduated Thesis: UIN SUSKA RIAU, 2013), P. 22-23

- b. Reading, reading can also influence the students' writing skill because reading becomes one of media for writers to gain information that they will deliver it to their text
- c. Writing Environment. When the writing become their habit, it will be useful to improve their writing skill
- d. Teaching Technique. The way the teacher technique in teaching writing will influence the students' writing skill

Muslim in his research discussed about the factors influencing students' ability in writing is that students' mastery in vocabulary. A good vocabulary can help us to say what we mean. Fauziah Hasan in her research found that there are three factors that the students are weak in writing, they are:

- a. Limited opportunities to use English outside classroom
- b. Negative attitude toward English
- c. Lack of confident

Based on the theories above, there are some factors influencing students ability in writing, they are: fear factor, reading, writing environment, teaching technique, vocabulary, limited opportunities to use English outside classroom, negative attitude toward English, and lack of confident.

## **8. Teaching Writing**

Jeremy Harmer asserted the reasons for teaching writing to students include reinforcement, language development, learning style, and writing as a skill, each of these are as follow:

**Reinforcement:** some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing language written down.

**Language Development:** we can't be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go long.

**Learning Style:** some students are fantastically quick at picking up language just by looking and listening.

**Writing as a Skill:** by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading<sup>11</sup>.

## 9. The Concept of Tree Diagram Technique

‘ Langer said that Tree Diagram is Organization (how the information is structured). This is measured through the use of Tree Diagram. The deeper the tree grows, the tighter the structure of the story. The wider the tree is the more information is present. Finally the greater the variety of relationships found in the tree, the better elaborated the story is<sup>12</sup>.

Leibman-Kleine suggested that techniques for gathering ideas about a topic. These include using Tree Diagrams Techniques which help learners gather ideas will have good effects on all other aspects of their writing<sup>13</sup>. Lee stated that Tree Diagram technique is an outlining technique which can be used to improve the organization of the students' writing.

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<sup>11</sup> Jeremy Harmer. *How to Teach English*. (Pearson Education: 1998), p. 79

<sup>12</sup> Langer, J. *Children Reading and Writing*. (Norwood: NJ Ablex,1986)

<sup>13</sup> Leibman-Kleine, J. *Teaching and Researching Invention: Using Ethnography in ESL Writing Classes*. *ELT Journal*. (1987)

## **10. Teaching Writing by Using Tree Diagram Technique towards Students' Ability in Descriptive Text**

Lee explained there are several advantages of using tree diagram technique in teaching of writing descriptive text. They are: *first*, It helps students organize their ideas because the components of the Tree Diagram are well-connected and well-arranged. As the result, the students can write relevant sentences in their descriptive writings. *Second*, it serves as the guide for students so they can remember the main points they are going to write. It saves their time from wandering about what to write. *Third*, It helps students improve the quality of their writings because they can edit the language, the sentence structure, or the mechanics in the process of writing descriptive text using the Tree Diagram technique<sup>14</sup>.

Here are the procedures in teaching writing by using tree diagram technique:

- a. Asks the students to describe in detail what they can catch in Tree Diagram
- b. Asks the students to specify the statement to become a topic and write it at the top of tree
- c. Develop a statement generally
- d. Make statement more detail
- e. Brainstorm all possible ideas
- f. Write each idea in line below of tree (show links between the tiers with arrows)

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<sup>14</sup> Ririn ambarwati. *The Effectiveness of Tree Diagram Technique as a Means of Teaching Writing an Experimental Study of the Eleventh Grade Students of SMA Negeri 2 BAE Kudus* (Graduated Thesis: Semarang, 2011)

- g. Check the ideas. Are all the items necessary for the one on the level above  
(each new idea now becomes the subject)
- h. Make it more detail again to uncover the next level
- i. Check again for each set of item. Are all the items necessary for the objective

## **B. The Relevant Research**

Syafi'i explained that relevant research is the requirement to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Besides, to avoid the plagiarism. It means to maintain the originality of the topic investigated and the topic is never investigated by any previous researchers<sup>15</sup>. The relevant research can be seen as in the following:

1. The relevant research of this study are conducted by a lecturer of English Department FKIP UNLAM entitled "Improving the Students' Argumentative Writing Ability Through Tree Diagram Technique"<sup>16</sup>. She Drawed some conclusions as follows: In Cycle One, 18 out of 33 students (54.54%) achieved the score of 70 or more. However, the number still did not meet the criteria of success so the action was continued to Cycle Two. After the implementation of the technique in Cycle Two, there were 26 out of 33 students (83.87%) who achieved the criteria of success of the study. Related

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<sup>15</sup> M. Syafi'i et al. *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2011), p. 122

<sup>16</sup> <http://fkip.Unlam.Ac.id/web/jbsp> jilid 1. nomor 2, 2011

to the findings and conclusion of her research, it is suggested that: (1) students of writing course utilize TDT to plan and organize their writings, (2) the teachers of writing courses implement this technique in their teaching, and (3) the future researchers conduct further study on the implementation of TDT aiming at improving not only writing skill in other text types, such as descriptive, narrative, and expository writings, but also in speaking and reading skills.

2. Nur Hidayati<sup>17</sup> conducted a research entitled: “the effect of learning English by using pictures map toward students’ ability in writing descriptive paragraphs at the second year of MTs Nurul Wahid Bukit Kapur Dumai”. She said that picture map was one of media of visual aids that the students were easier to tell what they knew and able to express some thing what they knew in Pictures Map. In pictures map students described and analyzed in detail about picture given, then they created a story about the person. Based on the data gotten, pictures map could be used in writing skill because there was significant effect of learning by using pictures map toward students’ ability in writing descriptive Paragraph at MTs Nurul Wahid Bukit Kapur, Dumai.

### C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to be measured. Operational concept is the concept used to clarify the

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<sup>17</sup> Nur Hidayati, *The Effect of Learning English by Using Pictures Map toward Students’ Ability in Writing Descriptive Paragraphs at the Second Year of Mts Nurul Wahid Bukit Kapur Dumai*. (Graduated Thesis: UIN SUSKA RIAU, 2010)

theories used in the research, besides to know the students' ability in writing descriptive at the first grade students of SMK TELKOM Pekanbaru.

This research was an experimental research in which it focuses on gaining the effect of using Tree Diagram technique towards writing ability in descriptive text. Therefore, in analyzing the problem of this research there were two variables that is used. Variable X and variable Y. Variable X was Using Tree Diagram Technique and variable Y was Students' Writing Ability.

### **1. Variable X**

#### **a. Experimental Class**

##### **The Indicators of Using Tree Diagram Technique are as follows:**

- 1) Teacher shows Tree Diagram to students and explain about Tree Diagram technique
- 2) Teacher gives example to students in using Tree Diagram in learning English
- 3) Teacher gives chance to students to make questions about Tree Diagram
- 4) Teacher gives students some kinds of tree diagram and they should chose one of them
- 5) Teacher asks students to describe in detail what they see in Tree Diagram
- 6) Teacher gives students opportunity to express their ideas/opinion by using Tree Diagram on blank piece of paper
- 7) Teacher and students discuss the error in students' writing

**b. Control Class**

**The Indicators of Using Simple Picture Technique are as follows:**

- 1) The teacher reviews the kind of writing descriptive text
- 2) The teacher explains the purpose, organization, and linguistic features of descriptive text
- 3) The teacher gives students simple picture
- 4) The teacher explain related vocabularies to the simple picture
- 5) The teacher asks students to write descriptive text based on the simple picture on the blank piece of paper

**2. Variable Y**

**The Indicators of Students' Ability in Writing Descriptive Text are as follows:**

- 1) The students are able to develop ideas in descriptive text
- 2) The students are able to support ideas clearly
- 3) The students are able to use vocabulary accurately and effectively
- 4) The students are able to use verb tense correctly
- 5) The students are able to spell words correctly
- 6) The students are able to use question marks correctly

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

### **1. The Assumption**

The better using tree diagram technique in teaching writing descriptive text, the better students' ability in writing descriptive text will be

### **2. The Hypothesis**

#### **a. The Alternatif Hypothesis (Ha)**

- 1) Students' ability in writing descriptive text taught by using tree diagram technique is high
- 2) There is a significant effect of using tree diagram technique towards students' ability in writing descriptive text

#### **b. The Null Hypothesis (Ho)**

Students' ability in writing descriptive text taught without using tree diagram technique is low.