

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Writing Ability

Writing is one of the important skills of English to all people. Writing is the representation of language in a textual medium through the use of a set of signs or symbol. For all language learners, such as short answer exercis, essay examination, or even research reports will involve an element of display writing.¹

Teaching writing involves careful selection of pictures, model texts, prompts, rubrics, and skill development activities. The purposes of writing are often to entertain, to inform find to persuade. In academic writing, the purpose will often be enlighten. It may also be to persuade or to convince the audiences of the correctness of the writer's point of view on a particular issue.²

Writing is more than picking up a pen and putting words on paper. Writing requires thought and planning if it is to mean anything to the receiver who reads it. Beginning writers run into difficulties because they often consider only themselves when they write. They forget that the real purpose for writing is to send a message to someone, the reader,

¹M. Syafi'i, *From Paragraph to a Research Report: a Writing of English for Academic Purposes*, LBSI, Pekanbaru, 2011, p. 1

²Syafi'i et. al, *The Process of Writing for Classrom Settings*, LBSI, Pekanbaru, 2008, p. 112-113

must understand the writer's ideas. The writer may reason that if he/she can understand it, others will also be able to follow his/her train of thought. This could not be farther from the truth. Writing effective communications means thinking, planning, and polishing the message that the reader's needs have been met and that the fullest, most accurate message gets through. Always take time to zero in on your audience's (the reader's) needs before, during, and after you write or speak.

Writing is not an easy thing to do. Writing skills can be developed by practice. And there are step in writing process. Graves in Andrew the process of writing are prewriting, drafting, revising, editing, publishing and sharing.³

- a. Prewriting. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.
- b. Drafting. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

³Andrew P. Johnson, *Teaching Reading and Writing*, A Division of Rowman & Littlefield Publishers, United States of America, 2008, p. 179-180

- c. **Revising.** This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.
- d. **Editing.** This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to run a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.
- e. **Publishing and sharing.** This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.

2. Writing Ability in 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 conveyed⁴. in writing skill the teacher can know about the student's skill.

Production and distribution of writing:

- a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purposes and audience.
- b. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying in a new approach.
- c. Use technology, including in internet, to produce and publish writing and to interact and collaborate with others.⁵

In teaching writing, there are number of skills called Microskills and Macroskills. The earlier microskills apply more appropriately to imitative and intensive types of writing task, while the macroskills are essential for the successful mastery of responsive and extensive writing. Microskills and macroskills for writing production can be enumerated as follow:⁶

- a. Microskill
 - 1) Produce graphemes and orthographic pattern of English.
 - 2) Produce writing at an efficient rate of speed to suit the purpose.
 - 3) Produce and acceptable grammatical system (e.g., tense, agreement, pluralization), patterns, and rules.

⁴Defenition of Writing Ability. (Retrieved on April 12, 2010) [Http://teachingenglishonline.net/definition-of-writing-ability/](http://teachingenglishonline.net/definition-of-writing-ability/)

⁵Tony Stead and Linda Hoyt, *Explorations in Nonfiction Writing Series, Grades K-2*, Cambridge University Press, United States, 2010, p. 2

⁶H. Douglas Brown, *Languge Assessment Principles and Classroom Practices*, Longman, San Francisco, California, 2003, p. 220-221

4) Express a particular meaning in different grammatical forms.

5) Use cohesive devices in written discourse.

a. 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 relation main idea, supporting idea, new information, given information, generalization, and exemplification.

4) Distinguish between literal and implied meaning when writing.

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

6) Develop and use battery of written strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases, and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Types of writing classroom performance are the kind of classroom performance in teaching writing. There are four types of classroom writing performance:⁷

⁷*Ibid.*, p. 220

a. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is primary if not exclusive focus, while context and meaning are secondary concern.

b. Intensive or controlled

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

c. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, summaries, brief responses to reading, and interpretation of charts or graphs.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, etc.

3. Students' Writing Ability in Descriptive Paragraph

Paragraphs are groups of related sentences that form complete units. They usually support the main ideas of an essay, article, or story; however, every paragraph has an identity and an idea of its own. A paragraph is like a miniature essay⁸. According to Winter, other definition about paragraph, paragraphs are a form of written communication which contains a minimum of five sentences. Each sentence in a paragraph "talks about" or develops one single main idea. If your paragraph does this, it is said to have unity. In addition, each sentence in a paragraph must be tied to the one before and after it, like links in a chain, by using special words called transitions. If your paragraph contains these links, it is said to have coherence⁹.

Descriptive paragraph is one of the part of genre. Genre can be applied in teaching and learning process. Three stages are as follows:

- a. Stage 1 involves modeling the generic structure of the model text.

⁸International and Pan-American Copyright Conventions (Library of Congress Cataloging-in-Publication Data), *501 grammar & writing questions.—3rd ed*, Learning Express, New York, 2006, p. 49

⁹Winter, *Writing Paragraph and Writing Process*, National Literacy Secretariat of Human Resources, Canada, p. 2

- b. Stage 2 involves the joint efforts of a teacher and students to work out another text with the same genre.
- c. Stage 3 involves students' individual work and the teacher and learners editing¹⁰

Genre approaches have therefore had a considerable impact on the ways we see language use and on literacy education around the world by developing a socially informed theory of language and an authoritative pedagogy grounded in research of texts and contexts¹¹. Descriptive is to describe place, thing, and anything. Schematic structure (or generic structure) is valuable in working out the overall structure of a particular text. By learning the schematic structure of a text, students can become a good controller over different text types.

- a. Generic structures of descriptive are:

- 1) Identification

Identification is to identify phenomenon to be described

- 2) Description

Description is to describe parts, qualities, and characteristics

- b. Significant lexicogrammatical features of descriptive are:

- 1) Focus on specific participants

- 2) Use of attributive and identifying processes

- 3) Frequent use of epithets and classifiers in nominal groups

¹⁰Burns, *Genre-based Approaches to Writing and Beginning Adult ESL Learners*, : Routledge, London, 2001, p. 202

¹¹Ken Hyland, *Annual Review of Applied Linguistics*, Cambridge University Press, United States. 2002, p. 113

4) Use simple present tense

Example of descriptive paragraph:

Natural Bridge National Park

Identification:

Natural bridge national park is a luscious tropical rainforest.

Description:

It is located 110 kilometres south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.

Picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.¹²

Students will learn the elements of descriptive writing. They will understand the parts of a descriptive paragraph and will be able to generate a descriptive paragraph. Students will identify a topic sentence, supporting

¹²Gerot and Wignel, *Making Sense of Functional Grammar*, Gerd Stable, AEE, 1994, p. 208-209

sentences, and a closing sentence in a paragraph. They will also write these types of sentences in paragraph form. Students will use sensory descriptions to add detail to sentences.

In the descriptive writing unit, the components of a descriptive paragraph are broken down into parts. Each component is taught separately. Then, students are given opportunities to write using newly learned skills. Finally, each component is tested individually. Skills build cumulatively throughout the unit.¹³ Students teaching descriptive writing. It will help students' writing be more interesting and full of details, encourages students to use new vocabulary words , It can help students clarify their understanding of new subject matter material.

4. The Factors Influencing Students' Writing Ability in Descriptive Paragraph

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 of their writing, they will not be able to write English well although they have mastered the the grammar. Besides, lack of self confidence can also obstruct writing ability.

The influential factors of students' writing ability in descriptive paragraph may not be separated from the influential factors of learning. Slameto (2010: 54-60) say that influential factor in learning are as follow:

¹³Rachel Kaspar, *Teach It Write It Test It Descriptive, Narrative and Expository Text*, Educational Publishing, PCI, 2005, p. 7

a. Internal factor

These factors come from the students themselves, in which they consist of psychological aspects such as: intelligence, attitude, interest, talent, and motivation.

b. External factor

These factor consist of social environment such as family, teachers, staffs, societies, and atmosphere.

Moreover, lack of practice is the biggest factors that influence writing ability. If the students have lack of practice on their writing , they will get difficulties in writing . However the ability in writing English got from how many times they practice it .

5. The Nature of Bouncing Stories Strategy

Bouncing Stories strategy is writing a story collaboratively, using a wide range of language (optional), displays three pictures on the classroom wall. It invites learners to get into pairs and silently bounce two stories between them, each one is adding a sentence to the text passed to them by their partner¹⁴.

Bouncing Stories using the pictures, the pictures can be used by teacher and students whatever the emphasis of the syllabus they are following and also as a reference and stimulus in language teaching. Pictures can play a role in motivating students, contextualizing the language they are using, giving them a reference and helping discipline to

¹⁴Andrew Wright et. al, *Games for Language Learning*, Cambridge University Press, Cambridge, 2006, p. 64

the activity¹⁵. The strength of pictures in teaching writing could be seen from the fact that this media. could improve not only the students' ability in writing descriptive paragraph but also the students' motivation to study writing. The students guided to write a paragraph correctly through pictures.

6. Using Bouncing Stories Strategy on Students' Writing Ability in Descriptive Paragraph

Bouncing Stories strategy is writing a story collaboratively, using a wide range of language (optional) display three pictures on the classroom wall. That invite learners to get into pairs and silently bounce two stories between them, each one adding a sentence to the text passed to them by their partner¹⁶. Descriptive writing is that domain of writing that develop image through the use of words and phrases¹⁷. The procedures for Bouncing Stories as follows:

- a. The teacher determines the amount of time allowed for reading the text already written and adding a sentence to it by ringing a bell and insisting that the text bounce back immediately, even if the sentence is only half written, in which it must be continued by the partner.
- b. The teacher insists on all the stories relating to the three pictures that teacher display on the board. The stories will be different in detail, but will all be related in theme through their relation to the same pictures.

¹⁵Andrew Wright, *Pictures for Language Learning*, Cambridge University Press, Cambridge, 2006, p. 4

¹⁶Andrew Wright et.al., *Loc. Cit.*

¹⁷Tara Mc Carty, *Writing*, Scholastic Professional Books, USA, 1998, p. 5

- c. Instead of adding sentence, the teacher can specify that the learners are only allowed to add a single word to the story before passing it back again.
- d. Instead of bouncing between two learners, the text can bounce a long a line of learners, for example, all passing the text they have initiated to their right, at the same time. It should go through about eight people, who each add a line and pass the paper to their right, before finally being returned to the learner who wrote the initial sentence¹⁸.

B. The Relevant Research

Relevant research is required to observe some previous researches conducted by other researches in which they are relevant.¹⁹ Besides, we have to analyze what the point that was focused on, informed, designed, found and concluded from the previous researches:

1. The first relevant research was conducted by Vera Rita²⁰. Entitled "Using Pictures to Increase Students' in Writing Descriptive Text at the Second year Student of SLTPN 2 Bunga Raya". She found that there is significant of using pictures to increase writing in descriptive text.
2. The second relevant research of this research was conducted. Herlina Tanjung²¹, The effectiveness of Learning Simple Tenses of English h

¹⁸Andrew Wright et al, *Loc. Cit.*

¹⁹Syafi 'i, *Op. Cit.*, p.122

²⁰retrieved Vera Rita, *Using Pictures to Increase Students' Ability in Writing Descriptive Text at the Second year Student of SLTPN 2 Bunga Raya*, 2009

²¹Herlina Tanjung, *The effectiveness of Learning Simple Tenses of English h Through Descriptive Paragraph Writing at the second year of MAN 1 Pekanbaru*, 2011

Through Descriptive Paragraph Writing at the second year of MAN 1 Pekanbaru. This research found that using strategy could improve student's ability in writing descriptive.

C. Operational Concept

The 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 measure. The research consist of two variables, they are variables X and Y. variables X as independent (Bouncing Stories strategy) and variable Y as dependent (students' writing ability in descriptive paragraph). The following treatment is a collection of prosedures of the implementation of bouncing stories strategy, it can be seen as follows:

The indicators variable X (Bouncing Stories strategy) are as follows:

1. The teacher prepares three pictures on the wall
 2. The teacher prepares bell to timer
 3. The teacher determinesthe time for students to write the story based on the pictures
 4. The teacher determines the time for the students to read the paragraph, already write
 5. In adding sentences, the teacher can specify that the students are only allowed to add a single word to the story before passing back again
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6. The students write the story on paper after the sentences are completed
7. The teacher can make togetherness of the students to write the story with their friends

The indicators to measure variable Y (students' writing in descriptive paragraph):

1. Students are able to develop their ideas in writing the paragraph
2. Students are able to write description of descriptive and identification coherently of descriptive paragraph
3. Students are able to use present tense well
4. Student are able to use words, phrase (vocabulary) appropriately
5. Students are able to use spelling and punctuation correctly
6. Students are able to use adjectives in descriptive paragraph

D. Assumption and Hypothesis

1. The Assumption

- a. The student's writing ability by using Bouncing Stories strategy is various.
- b. The student's writing ability taught without using Bouncing Stories strategy is various.
- c. The better using Bouncing Stories strategy, the better writing ability in descriptive paragraph will be.

2. The Hypothesis

H_a: There is significant difference between using and without using Bouncing Stories strategy on writing ability in descriptive paragraph of the second year students at SMAN 001 Kampar Utara

H₀: There is no significant difference between using and without using bouncing stories strategy on writing ability in descriptive paragraph of the second year students at SMAN 001 Kampar Utara