

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Writing

a. The Nature of Writing

Writing is system for interpersonal communication using visible or graphic symbol on a flat surface such as paper, clothes or event stone slabs. And also writing is the one of the English language skill. As we know there are four basic language skill, such: listening, speaking, reading and writing. Besides that, writing also is one of the productive skill. According to William said that writing is the act to form (word and sentence) by inscribing the correct letters or symbol on paper or the material. Writing is a powerfull toll. It can be used to convey our ideas, messages, felling and other¹⁹.

According to Haghey says, through writing we express our filling, our hopes, our dream, and joys as well as our fears, angers, and frustations. Writing, then is a letter to the family recounting the delights of discovering new friends or the loneliness of days spent in a new envirotment without the supportive bonds of family

¹⁹ Morris, William. *The American heritage dictionary of the English language*. U. S. A: Houghton Mifflin Company. 1981. P. 1478.

love²⁰. In writing skill, we find many conventions or rules that have to be followed in order to achieve the standard writing. The skill to express one's idea in writing form in a foreign language and to do, so with reasonable accuracy and coherence is a major achievement in writing skill. So, the students can be provided with practice in writing which reinforces the language that the students have learned.

In addition, Ghani in Dewi Suyanti says that writing is one of the skills that improve students language and also stimulates the students cognitive in learning writing that is beneficial for the students who learn a language. Writing skill also can not be separated from the others aspect of language learning²¹.

In addition to Rubbin In Dewi Suyanti said the different success of second language learners suggest a need to examine in detail what strategies successful learners employ. Now, the writer said that writing skill could give many advantages in learning, particularly in language learning. So, writing skill need to developed by the language learners since it is very beneficial for reinforcing their learning²².

²⁰ Hughey, Jane B. *Teaching ESL composition principles and techniques*. Newbury House Publishers. 1983. P. 33.

²¹ Dewi Suyanti. *The correlation between students interest and their achievement in writing At UIN Suska Riau*. Pekanbaru: Unpublished degree thesis. 2005. P. 9.

²² *Ibid*. P. 9.

Furthemore, in Syahrul Miftah states that based on the 1994 guidance of teaching program (GBPP) there are four techniques of writing:

1). Controlled Writing

The student are required to complete the task based on the clue or what the teacher dictates.

2). Guided Writing

There are no oppurtinities for the students to add more information or massage.

3). Semi Guided Writing

The students are supposed to write a short paragraph and the students have oppurtunities to add in information of their own.

4). Free Writing.

The students ask to write what they have in their mind, and teacher just prepares some titles than give some information about the topic or the clues²³.

b. The Purpose of Writing

Writing is an instrument of both communication and self-expression states that in doing writing there are few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since ways of communicating information are very varied. There is a single

²³ Syahrul Miftah. *Opcit.* P. 10.

ways of writing correct English, it is therefore important for students to read as widely as possible in order to be familiar with different variation of writing English. Thirdly, good writing depends on a set of specific skills; writing does not follow automatically good grammar and adequate vocabulary.

As students in English, however, they have to understand about writing, not only writing but also the component about writing.

As a skill, writing serves four crucial, enduring purposes for the learner. According to Hughey says there are four the functions and benefits of writing:

- 1). Writing is an essential form of communication
- 2). Writing is for critical thinking and problem solving
- 3). Writing is for self-actualization
- 4). Writing helps us control our personal environment²⁴.

c. Aspects of Writing

In the process of teaching and learning EFL/ESL, writing is one of the four language skills. Thus, it is necessary to observe the students' writing performance since it is one of the communicative and productive language skills. Writing proficiency is categorized into the last of four language skills by linguists, as Paulston and Bruder said state writing is the last of the four language skills—of

²⁴ Hughey. *Op.Cit.* P. 33

listening, speaking, reading, and writing. Though it seems more complete than that of other because there are many things to be deliberated, however, it does not mean that writing is the most difficult skill to be acquired by language learners. One thing that must be jotted down is that writing proficiency or composing skill is not merely the activity of writing down some words or sentences into the written language but also must be performed into well-organized performance of writing.

Furthermore, there should be three major aspects of writing that should be accurately deliberated by a writer in his/her writing or composition, such as: correct language form, mechanics of punctuation, and organization of content. Furthermore, the attentions have to be directed on the correct language form of sentences and their punctuation, but students should be taught the rudimentarily principles of organizing composition. At the intermediate and advanced levels, on the other hand, the concentration should be directed on the organization and development of ideas, but in this stage, the students still need to work on sentence level of language skill.

In relation to the aspects of writing there are five aspects that should be directly involved in writing performance, namely:

- 1) Content: the substance of writing; the ideas expressed.
- 2) Form: the organization of content.
- 3) Grammar: the employment of grammatical forms and syntactic patterns.
- 4) Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
- 5) Mechanics: the use of the graphic conventions of the language.

2. Ability

a. The Natural of ability

According to Nunan said the learners' purposes of writing, which transcend, are producing text from teacher²⁵. However, the students' concerns and interests are acknowledge that can be developed rapidly through writing skill in which it can be practiced by forming words to be coherent sentence in a paragraph.

According to Geoffrey Chaucer in Hughey, Jane B. et. al the role of the teacher is a catalyst²⁶. The teacher not only disseminates answers but also explores questions with the students. The teacher raises issues which are explored and analyzed by both students and teachers. There are some roles before teaching writing : teacher of writing percieve their students as writers, sharing their

²⁵ Nunan, David. *Second Language Teaching and Learning*. Hongkong : University. P. 88

²⁶ *Ibid.*

own writing efforts and writing with their students, teachers of writing are flexible, teachers of writing are sensitive and the last teacher is familiar with the variety of learning strategies employed to learn a second language.

Swannell said in Meltiawati Jar says ability is sufficient power or being able²⁷.

Ability has a big influence in teaching and learning process. To construct a good paragraph in writing, the students should have ability. If the students do not have ability in writing, they will have difficulties in writing. That is why the students should find the way to develop their ability. Brown stated that the characteristics of a good learner that have ability are :

- 1) Find the own way, taking charge of their learning
- 2) Use memories and other memory strategies to recall what has been learned.
- 3) Learn certain production of strategies to fill in gaps in their own ability.
- 4) Learn different styles of speech and writing and learn vary their language according to the formality of tyhe situation²⁸.

²⁷ Meltiawati Jar. *The Correlation Between Students' Interest in The Topic of Composition and Their Writing Ability of the Second Year of Natural Science Students of MAN 2 Model Pekanbaru*. Unpublished Thesis. 2009. P. 15

²⁸ Brown, H. Douglas. *Principles of Language Learning and Teaching*. San Fransisco : Addison Wesley Longman, Inc. 2000. P. 123

From the statement above, the writer concludes that ability can be developed by doing some strategies or activities. Students should be diligent to practice and review the material, especially about writing.

In concerning with their active participation, students-writers take responsibility for their own learning. Because the student and teacher are collaborators, partners in the task of learning to write, students do not passively wait to be taught how to write. They take the responsibility to learn to write. They do not rely solely on the teacher. They do not always wait for the teacher to explain the next procedure. Good learners, students who will successfull in developing their writing abilities, have a sense of adventure, a willingness to explore for themselves and move beyond the formalized learning setting in Louis T. Milic in Hughey, Jane B ²⁹.

3. The Nature of The Writing Ability

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²⁹ Hughey. *Op.Cit.* P. 50.

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Generally, in writing ability we have to know the components of writing.

1) Content.

It means that the ability to think creatively and develop thought, excluding all irrelevant information.

³⁰ *Ibid.* P. 42.

³¹ *Ibid.* P. 50.

³² Nunan, David. *Second language teaching and learning*. University of Hongkong.

2) Organization.

Fluent expression, ideas clearly states, well organized, logically sequenced a cohesive. An essay is coherent if it is paragraphs are woven together of flow into each other. An essay, which lack of ununity or orderly movement will not be coherent, the readers can not move easily from one paragraph which is no relation to the first.

3) Vocabulary.

In writing, there should be sophisticated range, effective word idiom, word choice and it is usage.

4) Language Use.

Grammar or a language is description of speaking and writing habits of people who use it. In composition paragraph or text, the knowledge of is very important. Without them, the writers will not be able to use it. So, the readers may not catch the points of writers messages.

5) Mechanics.

Essay writing is mechanically good if it is writer demonstrates mastery of conversations, good spelling, punctuation, capitalization and paragraphing and also hand writing. The ability to give ideas in writing form is not easy, especially for students. They should have a good felling in everithing whice is interesting in a paragraph. Therefore, it is necessary for them to

guide, and not control their ideas, which can be applied in teaching writing

4. Factors Influence Students' Writing Ability

Many factors that influencing reading and writing ability, but the most important factors that influenced reading and writing ability is about an aptitude³³.

Aptitude is inferred for relative levels of achievement. If individuals given comparable opportunities to acquire a skill differ in the case of acquiring it or in the level of proficiency attained, then it is inferred that differ in their aptitude for a particular work. Aptitude is more or less specific. An individual may have a high degree of aptitude for one line of work and not for certain others.

Student aptitude can be seen from the result of aptitude test. From the result test we can see aptitude test. The students who have language aptitude will influence an English reading and writing skill. They can learn easy in English learning process and finally get good mark. But, the student who don't have aptitude they will be difficult to receive language.

Students' writing ability is advice that helps them in assessing life events accurately. Besides the students' writing skills can be used as a

³³ Alves, R. A., Castro, S. L., & Olive, T. Execution and Pauses in Writing Narratives: Processing Time, Cognitiv Effort and Typing Skill. *International Journal of Psychology*.doi:1080/00207590701403850, in press.

tool to describe the events of the past usually taken for the better. Many factors can be defined as a lack of teachers to motivate the students so that they had difficulty in learning. And also unfavorable environmental conditions may affect the ability of students.

5. The Nature of The Descriptive Paragraph

As you might expect, a descriptive paragraph “describes” ideas and examples focused on a particular subject. It attempts neither to argue nor persuade. Rather, it presents an impression you’r impression of something, through details that evoke one of the five senses.

When you’r writing a text thats 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.

Descriptive paragraph fall into two board categories: objective and subjective. Objective paragraph describe the topic an a literal, impartial way. As much as is possible, the writers feelings are not revealed. These types of paragraph tend to include words that do not convey a high degree of emotion. And the subjective paragraph, on the other hand, communcate the writers opinion: their intention is to evoke from the reader an emotional response, among other thing. These types of paragraph use words charged with some emotional tone and a clear cut attitude.

In addition, Karim in Syafi'i has stated that descriptive is verbal of a person, place, or object. Thus, a description essay is the one that describe a person, place, or object. When you describe some one or something, do it as vivid and real as possible.

Developing you'r descriptive paragraph, following are some basic rules to keep in mind as you write descriptive paragraph.

a. Topic

If you are not specially given, you must decide on one. Brainstorming three of four experiences that have made an impression on you. Of these, which has the best potential for creating vivid images and striking sensory impression? You may wish to seek feedback from a peer or teacher. Quite often, the act of discussion clarifies the taskof which topic to select.

b. Put words on paper

Begin writing about you'r chosen experience. But keep in mind that you don't have to start at the beginning. Pick any place in the course of the experience that stands out to you. Put that down of paper. Later on, you will ass to that sequence of events, rounding out what happened forehand and after. For now, you just need something written to work with, one technique is to write without stopping as much as you can in 10 or 15 minutes. Write without editing; get a flow of ideas going on paper.

c. Review and organize you'r paragraph

Outline or in some way plan the organization of this experience, event, and character, of picture. Think about how to present the details, where to begin and how to end. Then write.

d. Apply descriptive craftsmanship

This step where you apply what you have learned about showing not telling. Review you are work and then try replacing some of the more no descriptive words with more vivid imagery.

e. Do a final review

Review you'r paragraph: do you begin with in important attentiong getter. After reading you first line, will the want to continue. Check you are conclusion. Do you leave the reader with a lasting impression³⁴.

B. Relevant Research

The research is the correlation between students contrastive rhetoric and their writing ability in descriptive paragraph. So this research has relevant study with the research that is done by Syahrul Miftah the title is the correlation between students effort and their writing ability in writing subject. The writer using quetioner and test. The result shows that there is significant correlation between students effort and their writing ability of the first year students at SMA 1 Kampar. This correlation is showed by significant score $r_{xy} = 0.346$ is lower than r_t (5% is 0.288, 1%0.372).

³⁴ M. Syafi'i S, M. Fauzan Ansyari, Jonri Kasdi. *The effective paragraph development: the process of writing for classroom setting*. Lembaga bimbingan belajar Syaf Intensive. Pekanbaru. 2007. P. 43.

And other research by Wilda the title is the correlation between students motivation in learning writing and their writing ability at the first year of English study program of FKIP of Islamic University of Riau. In this research, the writer said there is significant correlation between students motivation in learning writing and their writing ability at the first year of English study program of FKIP Of Islamic University of Riau. To collect the data, the writer use observation, questionnaire, interview and documentation.

And other research, done by Qhorimah Asmar which the title is teaching writing by using WH-question through picture to improve students ability in writing descriptive paragraph of the first year at SMA N 2 Kampar.

C. Operational Concept

To avoid misunderstanding and to give guidance in collecting data in this research, this part will be expressed into the operational concept. There is one variable used in this research, this is students' writing ability in descriptive paragraph. The indicators are as follow:

- a. The students use appropriate vocabularies.
- b. The students to write organization of good descriptive paragraph
- c. The students can express their ideas with fluency and effortless as a write.
- d. The students can use rules and certain principle in sentences in proper manner and in good order words or correct grammar.