

CHAPTER II

REVIEW OF RELATED

A. The Theoretical Framework

1. The Nature of Writing

Writing is an activity that people always do. It can be for private or public purpose. Writing diary is one of the writing activities that people do in their daily life. Writing is not the same as speaking. Writing is including in written language because people communicate in written form. According to Rijlaarsdam Writing means to develop imagination, which means to develop thinking dispositions.¹

According to Patel, writing is skill which must be taught and practiced.² Good writing is rewriting, reseeing your first words and determining whether or not they do the job that the writer wants them to do.³ According to Haris in Syafi'i, there are five aspects of making good writing, They are;⁴

- 1) Content : the substance of writing; the ideas expressed.
- 2) Form : the organization of content.

¹ Gert Rijlaarsdam, et al, *Effective Learning and Teaching of writing: A Handbook of Writing In Education*. (United States of America: Kluwer Academic Publishers, 2005), p. 12

² M. F. Patel and Preven M. Jain, *English Language Teaching*. (Jainpur: Sunrise publisher and Distributor, 2008), p. 125

³ Toby Fulwiler, *College writing: A personal Approach to Academic Writing* (United States of America: Foresman and Company, 1991), p. 20

⁴ M. Syafi'i. S, *From Paragraph to a Research Report: A Writing of English for Academic Purpose*, (Pekanbaru : LBSI, 2011), p. 164

- 3) Grammar : the employment of grammatical forms and syntactic patterns.
- 4) Style: the choices of structures and lexical item to give a particular tone or flavour to the writing.
- 5) Mechanics : the use of graphic conventions of the language.

According to Hughes, there are also five aspects of making good writing, they are:⁵

- 1) Grammar.

Brown said that, grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.⁶ Grammar is a crucial aspect in writing. Therefore, the writer should pay attention to the grammar in writing.

- 2) Vocabulary

Vocabulary is the basic in writing ability. According to Richard, et al., vocabulary is a set of lexemes, including single words, compound words and idioms.⁷ People can communicate effectively if they have many vocabularies and can choose appropriate words in writing. Lane and Lange said that, the writers

⁵ Arthur Hughes, *Testing for Language Teacher* (Cambridge: Cambridge University Press, 1989), pp. 91-93

⁶ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (Englewood cliffs, New Jersey: Prentice Hall Regents, 1994), p. 347

⁷ Jack Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education Limited, 2002), p. 580

should master word choice to convey exact meaning.⁸ Therefore, the writer should master and use appropriate vocabularies in writing.

3) Mechanics.

Mechanic includes matters such as spelling, punctuation, and capitalization. Spelling is saying or writing the letters of a word in the correct order.⁹ If a word is misspelled, it will change the meaning of the word. Punctuation is necessary to make sentence meaning clear.¹⁰ Capitalization is closely related to punctuation.

4) Fluency

According to Hughes, a paragraph is fluent when the choice of structure and vocabulary are consistently appropriate.

5) Form (Organization)

Organization in writing is the systematic of ideas. According to Hughes, it is important for a paragraph to have form or organization, which means that all of the sentences in it discuss only one main idea.¹¹

⁸ Janet Lane and Lange Ellen, *Writing Clearly: An Editing Guide*. (Boston: Heinle Publisher, A Division of Wadsworth, Inc, 1993), p. 210

⁹ *Oxford, Oxford: Learner's Pocket Dictionary*. (New York: Oxford University Press, 2008), p. 427

¹⁰ M. Syafi'i. S, et al, *The Effective Paragraph Development: The Process of Writing For Classroom Settings*. (Pekanbaru: LBSI, 2011), p. 14

¹¹ Arthur Hughes, *Op.Cit*, p. 102

Therefore, writing is one of the crucial skills that should be mastered by students and teachers because not all of the people can write something on piece of paper to express their thinking, ideas and so on.

b. The Steps of Writing

The writing process comprises the mechanics by which writers create publishable products. It is the method, all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. Writing is a progressive activity.¹² It means that when you first write something, you have already been thinking about what you are going to say and how you are you going to say it. Then after you have finished writing, you read over what you have written and made changes and corrections. Therefore, writing is never a one-step action.¹³ It is process that has several steps. According to Donal Graves (in Andrew) there are five-step process in writing.¹⁴

¹²Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Second Edition*, (New York: Longman, 2006),p. 2

¹³*Ibid.*,

¹⁴AndrewP. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*,(USA: Rowman& Littlefield Education, 2008),p. 179

1) Prewriting

Prewriting is the first step that the students to do start writing. It is any activity in the classroom that encourages students to write.¹⁵ It stimulates thoughts for getting started. The goal here is to generate ideas.¹⁶ Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

2) Drafting

Drafting is a step after planning. This step involves the ideas from the planning stage into written sentences, adding details, and elaborating. In drafting, students have to use the easy way that the students can use some questions that help them while they are drafting.

3) Revising

Revising is not only merely checking for language errors like editing. In revising, students reexamine what was written to see how effective by communicating meanings to the readers. While revising, students learn techniques to make their writing better and they can apply the next time they draft.¹⁷ It is done to improve global content and ideas organization in order that writer's intent is clearer to the readers.

¹⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 316

¹⁶ *Op.Cit.*, p. 179

¹⁷ Garth Sundem, *Improving Student Writing Skills*, (USA: Shell Education, 2006), p.55

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. To finish writing well, you edit. You edit in the later stages of writing to recheck your whole text, to make sure, read as you intend it to read.¹⁸

5) Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. It means that after the writer has done all of the process of writing. It is as the final of the process where writing can be accepted by the reader.

2. Teaching Writing

Teaching is the process in transferring knowledge and giving good model from the teacher to the students. Teaching writing is like teaching the other skills such as speaking, listening, and reading. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but it will also be the most effective in helping their students learn to write. According to Nunan, writing instruction was based on a somewhat right set of assumption: good writing was done from rules and principles, the teacher's duty was to relate the rules, and then

¹⁸Toby Fulwiler, *College Writing: A Personal Approach to Academic Writing, Third Edition*, (USA: Cook Publisher, Inc, 1988), p.21

students wrote in response to select written texts, following the rules of good writing.¹⁹

Jeremy Harmer said that, the concept of teaching methodology consists of four aspects, they are²⁰:

a. Approach

Approach is an overall theory about learning language, which then lends it-self to “approaching” language teaching and learning in a certain manner²¹.

b. Method

A series of procedures or activities is used to teach language in a certain way²². And according to M. F Patel and Praveen M. Jain, method is The process of planning, selection and grading language materials and items, techniques of teaching, etc.²³

c. Strategy

procedures used in learning, thinking, etc., which serve as a way of reaching a goal.²⁴

¹⁹ David Nunan, *Practical English Language Teaching*. (Singapore: McGraw Hill, 2003), p. 88

²⁰ Jeremy, Harmer. *The practice of English Language Teaching*. (Pearson Longman: 2004)

²¹ Deborah L. Norland, Ph. D., and Terry Pruett-Said, *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*. (United States of America: Teacher Ideas Press, 2006), p. x

²² Ibid.

²³ M. F. Patel and Preven M. Jain., Op. Cit. P. 71

²⁴ Jack C. Richards and Richard Schmidt, *Longman: Dictionary of Language Teaching & Applied Linguistics*. (Malaysia: Library of Congress Cataloging in Publication Data, 2002), p. 515

d. Technique

Technique is one activity or procedure used within a plan for teaching²⁵.

According to Nation, there are some principles of teaching writing. The principles can be used to evaluate teaching and learning activities so that the best are chosen for use. The principles can also be used to evaluate a writing course or the writing section of a language course to make sure that learners are getting a good range of opportunities for learning. They are:²⁶

a. *Meaning-focused Input.*

Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are prepared well for what they are going to write.

b. *Meaning-focused Output*

Learners should do lots of writing and lots of different kinds of writing. Different genres use different writing conventions and draw on different language features and it is useful to make sure that learners are getting writing practice in the range of genres that they will have to write in. Learners should write with a message-focused purpose. Most writing should be done with the aim of

²⁵ Ibid.

²⁶ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Taylor & Francis e-Library, 2008), p. 93

communicating a message to the reader and the writer should have a reader in mind when writing.

c. *Language-focused Learning.*

Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing and the Learners should have conscious strategies dealing with parts of the writing process.

d. *Fluency Development.*

Learners should increase their writing speed, so that, they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working easie with familiar material.

3. Writing in Descriptive Paragraph

Descriptive Paragraph is one kind of texts in learning English. There are many descriptions about descriptive paragraph. Alice Savage stated that descriptive essay uses details to tell how aSubject looks, sounds, smells tastes, or feels. Descriptive organization consist of three parts, namely²⁷ :

²⁷Alice Savage., et al. *Effective Academic Writing 2 : The Short Essay.* (New York: Oxford University press. 2005) p.33

a. Introduction

This part, writer introduces and tells why the object is important to the writer

b. Body paragraphs

The writer describes specifically about the topic. By giving detail of the object. The readers can imagine what the thing looks

c. Conclusion

In conclusion, the writer gives opinion about the description. In other definition Alice Oshima stated that descriptive writing appeals to sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is word picture; the reader can imagine the object, place, or person in his or her mind. Descriptive also describes ideas and examples focused on particular subject. The social function of descriptive paragraph is to describe a particular person, place, or thing.

Based on some theories above, the writer concludes that a descriptive paragraph is kind of text that should be learned by students. The paragraph tells the readers about something like place, people, and animal. The students should be able to write it in form of descriptive paragraph, by giving specific information about the thing. The purpose of

this text, is to explain and describe to the readers so they can imagine what the writer said.

Generic Structure or text organization

a. Identification

Identification phenomenon to be described. The writer can mention the name, occupation, profession, and career of the thing that will be describe

b. Description

Describe parts. Qualities, characteristics or explain about physical features, the way he/she dresses, and his or her personality.

Writing is important as means of communication and discovery. In each field of life, there must be different need of communication through writing. For example, student writes project paper, takes test and make reports. Based on description above, it is important to know to compose and to communicate information and ideas in written English. According to Sylvian and Thomas, the success of our written communication depends largely upon our skill in composition.²⁸

²⁸Sylvia A. Holladay and Thomas L Brown, *Options in Rhetoric Writing and Reading*. (United States of America: Prentice Hall, Inc, 1981), p. 2

Many students see writing only as a classroom exercise, The Students need to recognize that mastering the complexities of writing process not only will help them to attain their immediate goal-well written essay, reports, and research paper, but will also serve them for beyond the confines of the English classroom.

In standard competence, the function of teaching writing is the students express the meaning of the simple text monologue/essay that uses written form fluently and accurately in narrative and report paragraph to interact in the contexts of daily life. Whereas in based competence of writing, students can identify the language feature of narrative and report paragraph.²⁹ In conclusion, the ability to write well paragraph or composition is one of the students' skills that should be mastered.

4. Students' Writing Ability in Descriptive Paragraph

Ability is needed in writing, because ability is the power. Hornby stated that ability is a skill or power.³⁰ It means that special nature power to do something well, is called a talent. Jeremy harmer also stated that one of the reasons for teaching writing is writing as a skill.

²⁹Musfirah, *Syllabus of SMPN2 Tembilahan*. (Tembilahan: Unpublished, 2012/2013), p. 44

³⁰A.S. Hornby. *Oxford Learner's Pocket Dictionary*.(Oxford : Ocford university Press. 2000). p.1

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to meaningfully interact with the message. Alice Oshima stated that descriptive writing appeals to sense, so it tells how something looks, feels, smells, tastes, and/or sounds³¹. Based on the ideas, the writer concluded that the ability proposed by the writer is to be capacity or the power of the students to share the ideas to develop their writing in descriptive paragraph.

In order to develop the descriptive paragraph, the students should have ability in writing. 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.³² Writing ability cannot be improved overnight. It took a long time and a good learning environment. Ability in writing reflects overall achievement in language and learners who have developed the ability to communicate effectively in the written form of a language have indeed made their own language. The students can write well that include its components. Good writing makes the readers easy to understand the utterances of sentences. So, the students should be able to choose language pattern, choice of words to communicate their written paragraph.

³¹ Alice Oshima, Introduction to Academic Writing, (Longman : Pearson Education. 2007) p.61

³² Admin. Definition of writing Ability (Teaching English). <http://Teachinglishonline.net/definitionwritingability>. Retrieved on October 20, 2012

5. The Factors Influence Students' Writing Ability in Descriptive Paragraph.

There are some factors that influence writing ability, one of them is lack of practice. If the students are lack of practice on their writing, they will not be able to write English well although they have good techniques and good teacher. According to Purwanto, there are two big factors that influence students in learning process, they are as follows:³³

- a. Internal factor which includes psychological aspects, such as interest, motivation, attitude and talent.
- b. External factor which includes environmental factors (natural and social factors) and instrumental factors (curriculum, teacher, facility, management, and administration).

Based on explanation above, the writer concludes, there are some factors that influence students' writing ability, they are:

- a. Internal Factors
 - 1) Students' Motivation

According to Donal in Seri Wahyuni, motivation is changing energy from someone that marks with feeling started by responding the objectives.³⁴

- 2) Students' Interest

³³NgalimPurwanto, *Psikologi Pendidikan*. (Bandung: Rosdakarya, 2004), p. 107

³⁴Seri Wahyuni, *The Use of Experience Generalization Reinforcement Application EGRA Technique Toward recount Text Writing Ability at the Second Year Students of State Senior High School*. (Pekanbaru: Unpublished, 2012), p. 20

Interest is to attract your attention and make you feel interested.³⁵

3) Students' Talent

Talent is a basic factor that influences students' successful in learning.

4) Students' Attitude.

According to Grave in Seri Wahyuni, attitude and motivation are crucial determinant of learning.³⁶

5) Personal Experience

Writing narrative paragraph is one of kind of texts that retells a story of event or experience in the past.

b. External Factors

1) Teacher's Role

Teacher has a role in influencing students' ability in writing narrative paragraph. In teaching and learning process, the teacher should plan what strategy, technique or method and material will be used.

2) Curriculum.

Curriculum is an external factor that influences students' ability in writing narrative paragraph. Curriculum is consisting of standard competence for students.

³⁵*Oxford: Learner's Pocket Dictionary, Op. Cit., p. 233*

³⁶*Seri Wahyuni, Op.Cit., p. 21*

6. The Nature of Breaking Habits of Seeing Strategy

Breaking habits of Seeing Strategy is one of the writing strategies. Breaking Habits of Seeing Strategy can help students to improve their writing ability which is called Breaking Habits of seeing strategy. According to Lane, Breaking Habits of Seeing is an effective Strategy to use when making any type of Observation³⁷. Opportunities to describe a sequence of events come up all the time. it means that this strategy will help students to improve their writing ability. This strategy uses observation strategy to provide students with a powerful way to develop their idea before writing that helps them to deepen comprehension by thinking as they write.

The first phase breaking habits of seeing strategy, teacher orients the students to what they already know about an opportunity to exhibit what they know. It means that breaking habits of seeing strategy is one excellent way for a teacher in which students are able to find out some information from topic to help and develop their ideas. According to Ballenger breaking habits of seeing can help student focus on the unfamiliar or the out of the

³⁷ Urquhart and Mclever, *Teaching Writing in the Content areas*(City: Virginia, 1999).p.111

ordinary. however students can develop the skill they need to see a variety of perspectives about a specific topic³⁸

From this statement above, it is clear that this strategy is an excellent way for students to express their ideas by finding out information, specially in analytical descriptive paragraph.

7. Using Breaking Habits of Seeing Strategy on Students' Ability in Writing A Descriptive Paragraph

Breaking habits of seeing is one of the strategies in making writing process easier for students. Because writing is a complex process, Breaking Habits of seeing strategy can improve the quality of description. Here, students think abstract ways based on object as description. students can show anything and the readers can imagine what thing is in their writing. Ballenger explained there are some steps in conducting Breaking Habits of Seeing Strategy in the Classroom, especially in teaching and learning writing.

The steps are :

1. The teacher asks students to select object to observe for writing descriptive paragraph. In selecting object, the teacher makes a list of everything to observe (something around school)
2. Then, The teacher asks students to spend 5-20 minutes of writing observations

³⁸ Bruce Ballenger, *Discovering The Writer Within* (London: writer company, 2006), p.73

3. tell them to write the important points of object before write down the paragraph.
4. asks students to write a descriptive paragraph based on observation that they do.
5. The teacher asks students to submit the written descriptive paragraph
6. The teacher evaluates their descriptive paragraph.³⁹

The learning principle of *author's chair* strategy, they are:

No	Procedures	Learning Principles
1.	The teacher asks students to select object to observe for writing descriptive paragraph. In selecting object,the the teacher makes a list of everything to observe (something around school)	Explaining the students what the object for observe to write a paragraph.
2.	Then, The teacher asks students to spend 5-20 minutes of writing observations	Help the students to be easier expressing their ideas in writing a descriptive paragraph, because the student see the real object.

³⁹Urquhart and McleverOp.Cit p.110

3.	tell them to write the important points of object before write down the paragraph	Giving them an opportunity to present their writing.
4.	asks students to write a descriptive paragraph based on observation that they do	Creativity and self confident of the student come out because same topic but different object
5.	The teacher asks students to submit the written descriptive paragraph	Help the students to commite finish their own writing.
6.	The teacher evaluates their descriptive paragraph	Knowing students' writing skill. Not only one student, but also all students will know what are they mistakes.

Ballenger and Lane also stated that breaking habits of seeing strategy can develop the students' skill need to see a variety of perspectives about a specific topic, students can apply this skill in other classes as well.⁴⁰ Writer concludes that the breaking habits of seeing strategy can help the students in writing especially in descriptive paragraph. Breaking habits of seeing strategy helps the students to make a good description about the topic. They try to make their writing clearly to be understood by the readers. By showing the topic clearly, readers can imagine the topic on their mind.

B. Relevant Research

In 2012, Rediansari⁴¹ conducted a research which entitled "The Effect of Using Listing Technique Toward Ability In Writing Descriptive Paragraph of the first year students at State Senior High School RengatIndragiriHulu. She tried to find out the effect of Using Listing Technique Toward Ability In Writing Descriptive Paragraph of the first year students at State Senior High School Rengat IndragiriHulu. From his research, she found that there was significant effect of using Using Listing Technique Toward Ability in Writing Descriptive Paragraph of the first year students at State Senior High School RengatIndragiriHulu. In this research, the writer uses Breaking Habits of Seeing strategy to know

⁴⁰ ibid

⁴¹Rediansari.*The Effect of Using Listing Technique Toward Ability In Writing Descriptive Paragraph of the first year students at State Senior High School RengatIndragiriHulu.* 2012

students' ability in writing a descriptive paragraph of the second year at state junior high school of SMPN 2 Tembilahan .

This research has relevance with other research, a research from Putri⁴². She conducted a research entitled “The Effect of Using Zoom Lens Technique Toward the Ability in Writing A Descriptive Paragraph of the first year students at state senior high school 1 Kundur District of BalaiKarimun Regency.”. She tried to find out the effect of using the Zoom Strategy toward writing descriptive paragraph ability of the eight grade students' at junior high school Hasanah Islamic Pekanbaru. From his research, she found that there is significant effect of using Zoom Lens Technique Toward the Ability in Writing A Descriptive Paragraph of the first year students at state senior high school 1 Kundur District of BalaiKarimun Regency.

⁴²Putri. *The Effect of Using The Effect of Using Zoom Lens Technique Toward the Ability in Writing A Descriptive Paragraph of the first year students at state senior high school 1 Kundur District of BalaiKarimun Regency.*. 2012

C. Operational Concept

In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is experimental research which focuses on the effect of using Breaking Habits of Seeing Strategy on ability in writing a descriptive paragraph at the second year of state junior high school of SMPN 2 Tembilahan. Therefore, it is necessary to clarify the variables used in analyzing the data. It should be interpreted into particular words in order to make it easy to measure. There are two variables used. The first is using Breaking Habits of Seeing strategy which refers to the teacher's strategy in teaching writing. The second is students' ability in writing descriptive Paragraph at the second year of state junior school of Tembilahan.

Using Breaking Habits of Seeing Strategy is an independent variable(X) and ability in writing descriptive Paragraph of the second year students at state junior high school of SMPN 2 Tembilahan is a dependent variable(Y). To operate the investigation on the variables, the writer works based on the following indicators:

The indicators of variable X:

1. The teacher asks students to select object to observewriting descriptive paragraph, Example : Animal, Plant or Thing. In selectingobject,the the teacher makes a list of everything to observe (something around school)

2. Then, The teacher asks students to spend 5-20 minutes of writing observations, the student will express their idea by see the real object, so the teacher need to manage the times.
3. The teacher tell them to write the important points of object before write down the paragraph.
4. The teacher asks students to write a descriptive paragraph based on observation that they do.
5. The teacher asks students to submit the written descriptive paragraph
6. The teacher evaluates their descriptive paragraph. The evaluation of writing descriptive paragraph is conducted according to criteria that are tied to the process and form of their descriptive paragraph.

The indicators of variable Y:

1. The students are able to express the ideas in writing a descriptive paragraph
2. The students are able to use present tenses in writing descriptive paragraph
3. The students are able to use vocabulary appropriately
4. The students are able to write a descriptive paragraph that consist of identification and description.

D. Assumption and Hypothesis

1. Assumption

- a. The Students' writing ability taught without using breaking habits of seeing strategy is various
- b. The Students' writing ability taught by using breaking habits of seeing strategy is various
- c. The better breaking habits of seeing strategy is applied in teaching or learning descriptive paragraph, the better students' writing ability in descriptive paragraph will be.

2. Hypotheses

- a. H_0 : Students' writing ability in descriptive paragraph without using breaking habits of seeing strategy is low
- b. H_{a1} : Students' writing ability on descriptive paragraph taught by using breaking habits of seeing is high.
- c. H_{a2} :There is significant difference of students' writing ability in descriptive paragraph taught by using breaking habits of seeing strategy at the second year of SMPN 2 Tembilahan.