

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed related theories used to support the topic of the research. Those are the theory of Writing, descriptive text and four squares writing method. It also presented the previous study from some researchers.

A. Writing

1. The Definition of Writing

English language consists of four skills; they are speaking, writing, listening and reading. The other elements are grammar, vocabulary, and pronunciation. English language can expressed in oral or written form. However, these two kinds of communication have different aspect. In oral communication people can understand directly while doing the communication, but in written communication people should be paid attention for some elements in order they can understand easily with no ambiguous about text written. This statement supported by Brown (2001) he stated that writing is thinking process of ideas, experiences, and feeling in the written form. Writing also means how to communicate our opinion to another person on the paper. However, it cannot done easily because it is very difficult to express.

In addition, writing becomes one of the language skills, which are very important to learned by students. Pincars (1987) stated that writing is one of the language skills that plays important role in human communication in

which enable human being to communicate and express their feeling and opinion. From those statements above the definition of writing can be concluded as a communication process that allows writers to explore their thought and ideas into written form with paid attention to the grammatical structure in order the readers can understand easily with no ambiguous.

2. The Purpose of Writing

Writing has some purposes and it is depending on the writer's reason why they write. In principles, the purpose of writing itself is to express the ideas, the conveying messages to the readers. So, the ideas themselves should arguably be seen as the more important aspect in writing (Ur, 1996). In addition, the common purposes of writing are to inform, to explain, to persuade and to entertain other.

3. The Writing Process

Writing known as a complex cognitive activity in which the writer required to demonstrate control of a number of variables simultaneously. At the sentence level, those include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer should be able to structure and integrate information into cohesive and coherent paragraph and text.

Rumisek and Zemach (2005) stated that writing process goes through several steps to produce a good written product. There are some steps to do in producing the text. It is more than just arrange words together to create a

sentence. The writer should do these several steps to make sure that the written has a good development of writing process. Blanchard (2003) stated that at least there are three steps involved in a writing process, those are:

- a. Pre-writing is a thinking process about the topic and organizing the ideas.
- b. Writing is a first drafting process of the ideas.
- c. Revising is an improving process of what have written.

4. Assessing Writing

The researcher knows that the most important thing to know the students' writing ability is from the product. In this case is the students' result of writing. It means the students who have a good writing ability produced a good writing product. Therefore, teachers need to measure and assess how far the purpose of the study that has planned, achieved and applied. According to Brown, (2003:47) assessment is an ongoing process that encompasses a much wider domain. It can be in the form of feedback, comments, questions, confirmations, corrections, or text etc.

In assessing writing, the teacher needs some criteria to assess the students' writing task in order to get the fair scoring result.

Table 2.1 Scoring Rubric of Descriptive Text Adopted from Brown (2007)

Criteria	Rating	Description	Weighting
Content (C) 30% Topic Detail	4 Excellent	The topic is complete and clear and the details are relating to the topic	3x
	3 Good	The topic is complete and clear but the details are almost relating to the topic	
	2 Average	The topic is complete and clear but the details are not relating to the topic	
	1 Poor	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% Identification Description	4 Excellent	Identification is complete and descriptions are arranged with proper connectives	2x
	3 Good	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2 Average	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1 Poor	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20%	4 Excellent	Very few grammatical or agreement inaccuracies	2x
	3 Good	Few grammatical or agreement or agreement inaccuracies but there is no effect on meaning	
	2 Average	Numerous grammatical or agreement inaccuracies	
	1 Poor	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4 Excellent	Good choice of words and words form	1.5x
	3 Good	Almost good choice of words and words form	
	2	Limited range confusing words	

	Average	and words form	
	1 Poor	Very poor knowledge of words, word form and not understandable	
Mechanics (M) 15% Spelling, Punctuation and Capitalization	4 Excellent	It used correct spelling, punctuation and capitalization	1.5x
	3 Good	It has occasional errors of spelling, punctuation and capitalization	
	2 Average	It has frequent errors of spelling, punctuation and capitalization	
	1 Poor	It is dominated by errors spelling, punctuation and capitalization	

$$\text{SCORE} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a kind of texts used to describe, people, animals, objects etc. according to Nunan (2003) stated that descriptive text is a text that describe a particular person, place or thing. Descriptive text differs from other text in terms of its generic structure and language features; it used to describe a place or thing using facts. Oshima and Hague (2007) stated that descriptive is kinds of writing which tells how a person, thing, or an animal looks, feels, smells, taste, and/or sounds. The additional statement from Gerot and Wignell cited by Jayanti (2019:73) descriptive text is a kind of text we use when we want to tell something looks, smells, feels, acts, tastes, sounds etc.

From all those statements above, the researcher can conclude that descriptive text is kind of text used to describe person, animals, place,

objects and etc. which tells their characteristic. Thus, making people feel that they are observing or seeing the object described directly.

2. Generic Structure of Descriptive Text

In various written text, there is a general structure. The general structure varies depending on the type of the text. According to Gerot and Wignell (1994:208), there are two generic structures of descriptive text those are Identification and Description. The explanation of both is as follows:

1. Identification

Identification needed to avoid having general statement. The writer has to identify which particular thing. In this writing, the writer identifies the subject that is going to be described.

2. Description

In this part, the writer tells or describes about specifically parts, characteristic of the subject details.

Based on the explanation above, it can be concluded that there are two points of generic structure of descriptive text, which is in one and unity to achieve the social function, in this case to tell and help someone to describe the phenomena, people, animals, and other subject.

3. Language Features of Descriptive Text

Besides generic structure, descriptive text also has grammatical features that support the form of the descriptive text. The grammatical features focused on language features, those are (simple present tense,

action verb, adjective), vocabulary and mechanics. The more explanation as follows:

a. Simple Present Tense, Action Verb, Adjective

Cited by Jayanti (2019) according to Peronity “the language features of descriptive text are use simple present tense to tell the object description and the use of adjective to clarify the noun”, for example; a cute girl, a handsome boy. In addition, the following is the use of action verb to show an activity (activity can be seen), for example; eat, run, walk etc. Simple present is a tense which commonly used and it is one of tenses which is should be mastered by students in writing English descriptive text. There are two kinds of patterns in Simple Present Tense; those are Verbal sentence and Nominal sentence, which mentioned as follows:

1) Verbal Sentence

(+) $S + VI + (s/es) + O/C$

(-) $S + do/does + not + VI + O/C$

2) Nominal Sentence

(+) $S + to\ be\ (is,\ am,\ are) + Adjective/Adverb$

(-) $S + to\ be\ (is,\ am,\ are) + not + Adjective/Adverb$

b. Vocabulary

Vocabulary or word-stock took the important role in communication (oral or written). Therefore, vocabulary is the most important thing that should known by the students before writing, even a phrase, sentence and paragraph. In this case, especially writing descriptive text. The writer should use the appropriate vocabularies in

writing which can representative writer's idea, related to the topic and understandable by the reader.

c. Mechanics

Mechanics also be important thing in writing to make the text readable. It helps the reader to understand the text effectively. It consists of spelling and punctuation. Mechanics of writing also refers to the capitalization. Spelling means the word looks like, if the writer does the spelling error the word can be different meaning or even unmeaningful. So, in creating a text the writer should write word by word correctly.

4. Examples of Descriptive Text

The researcher gave some examples of descriptive text to the students after explained about the definition, generic structure and language features of descriptive text. The purpose was to help understand easier about the material. Those examples of descriptive text showed below:

a. Example 1

Jember Regency

Jember is a regency in East Java. It is located in between Bondowoso and Banyuwangi. Banyuwangi is regency that is located at the easternmost end of Java Island, before Bali Strait, so that we can know that Jember is near enough from Bali Island.

Jember is beautiful place. In Jember, there are lot of interesting places to visit, such as Papuma Beach, Watu Ulo Beach, Watu Ondo, Pancer Beach, Rembangan and so on. Jember also has a famous carnival, named Jember Fahion Carnaval. It is an international annual fashion carnival which usually held on August. Besides some beautiful places and beautiful carnival, Jember also has a unique culture. People usually called Pendhalungan. It is an acculturation culture between Javanese and Maduranese.

Adopted from <https://www.studiobelajar.com/descriptive-text/>.

Accessed on March, 27th 2021 at 1 pm.

b. Example 2

Giraffe

Giraffe are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around its body, it has spotted patterns. “Giraffa Camelopardalis” is its scientific name. On the top of its head, there are small “Horn” or knobs. They used to protect the head when fighting.

Adopted from <https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html>. accessed on March, 27th 2021 at 1 pm.

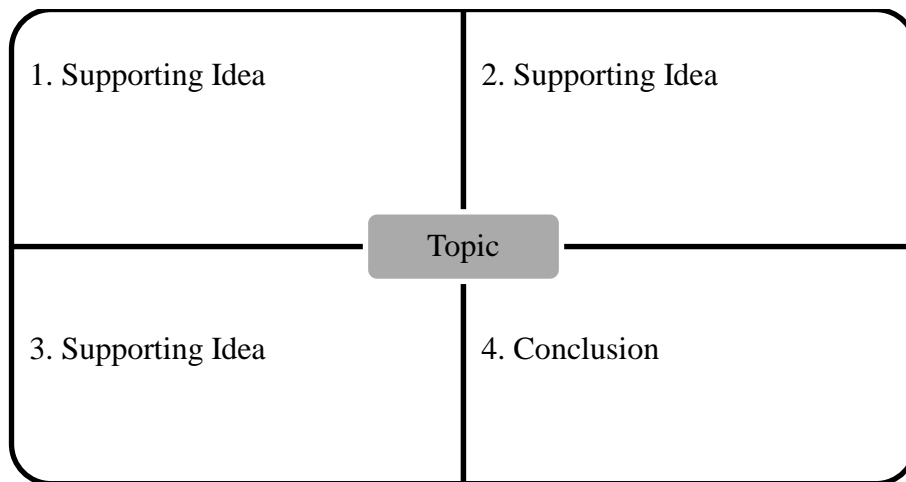
C. Four Square Writing Method

1. The Definition of Four Squares Writing Method

Four Squares Writing Method (FSWM) introduced firstly by Gould and Gould (1999), they stated that four squares writing method is a tool for organizing idea, this method is great way in writing because it can used easily. Supported by Robinson et al statement, he said that Four Squares Writing Method offered in teaching writing that leads students organize, compose information and concept as well as promote thinking before they start to write. It means by using the method, students know exactly what they are going to write.

Moreover, Four Squares Writing Method is a method, which help students in organizing concept to write by using graphic organizer. It allows students to organize, develop their thought while building structure. According to Gould (2010), Four Squares Writing Method can applied for any kinds of text, such as narrative, descriptive, expository, persuasive paragraph and essay writing. The form of Four Squares Writing Method can see on the Figure 2.1 below:

Figure 2.2 Form of Four Squares Writing Method



The four squares above on the figure 2.1 has their function in each square. The smallest or the center square contains of the Topic written. The first to the third square contains of Idea and Supporting Sentences, which use to support the topic. In addition, the fourth square or the last square contains of the summary or conclusion from the whole squares.

From those explanations above, the researcher concluded that Four Squares Writing Method is a writing method consist of four squares which used by the students to develop, organize the ideas before writing. Moreover, every square has each function that can help the students to create a unity and coherence writing related to the topic.

2. Procedures of Implementing Four Squares Writing Method to Teach Writing Descriptive Text

The procedures or steps to fill four squares is write three sentences that develop the story/paragraph. According to Gould and Gould (1999) stated that there are four steps of Four Squares Writing Method, those are:

- a) Brainstorming three supporting ideas.

In this step, students move the brainstorming activity to the four squares format. Students practice to understand the relationship among ideas. It means that the general idea will be placed in the middle of the four squares box (1), the top two boxes and lower left will be used to write supporting sentences (2, 3, 4), and the lower right will be used to write the summary sentence.

b) Adding supporting details.

Adding supporting detail is the difficult process for some students. Many of them are accustomed to elaborate it. Students needs some words to elaborate on a subject.

c) Adding connecting words to provide

Connecting words used to provide the transition between through. Students should give the appropriate transition or connecting words.

d) Incorporating vivid language into writing

Vivid language is a reference to words that tend to stimulate other sense including sight, taste, touch or smell. Writing with vivid language should be done be careful. Vivid language is also heavily involved with the emotional state of the researcher. Vivid language writing not developed overnight, but there was certain technique that can employed to encourage its growth, there are some examples of vivid language:

1) **Sight:** Tall, short, dark etc.

2) **Smell:** perfume, flower etc.

3) **Touch:** Smooth, bumpy, tight etc.

3. Advantages of Four Squares Writing Method

There are many advantages in using Four Squares Writing Method, as follows:

- a) It helps students organizing their thought/plans before writing.
- b) It can be applied to expository, descriptive, persuasive and narrative text.
- c) Visual and kinesthetic aid to help students focus writing, provide detail, and enhance word choice.

D. English Core Competence and Basic Competence

This table shows the core competence and basic competence of the seventh grades students of Junior High School related with Descriptive text.

Table 2.3 Core Competence and Basic Competence in 2013 Curriculum of English for Junior High School at 7th Grade

Core Competence	Basic Competence
1. Appreciating and applying students' religion norms and beliefs.	3.7 Comparing social function, text structure and linguistic elements of several oral and written descriptive text by giving and asking for information related to people, animals, objects, very simple short and simple according to the context of their
2. Appreciating and applying the attitude of honest, discipline, aware (tolerate, cooperative), polite, confident, in having effective interactions with social	

<p>environment and nature in the students' life existence.</p> <p>3. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosities for science, technology, art, and culture related to the phenomena and visible events.</p> <p>4. Experimenting, processing, presenting in concrete aspects (applying, synthesizing, arranging, modifying and composing) and in abstract aspects (writing, reading, counting, drawing, and creating) based on what have been learned in school and other sources from the same perspective.</p>	<p>use.</p> <p>4.7.1 Capture contextual meaning related to social functions, text structure and linguistic elements of oral and written descriptive text, very short and simple, related to people, animals, and objects.</p> <p>4.7.2 Arranging descriptive text oral and written, in the form of short and simple about people, animals, and objects, taking into account social functions, structures of texts and linguistic elements that are true in context.</p>
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E. Review of Previous Studies

There are some previous studies showed that Four Squares Writing Method is effective in writing skill. The first previous study is from Rahman (2016), his research title is *“The Four Squares Writing Method Implementation in Students’ Writing Achievement”*. He conducted the research for the Fifth Semester of English Department Students of UIN Ar-Raniry Darussalam Banda Aceh. The researcher used pre-experimental research design. The sample of this research consist of 26 students from fifth semester of English department students of UIN Ar-Raniry Darussalam

Banda Aceh. The result of this research is there is slight improvement in students' achievement following the implementation of Four Squares Writing Method. It seen in the result of hypothesis testing through t-test. In this research, the significance value of 0,001 is less than significance level of 0.05. It means the null hypothesis rejected and the alternative hypothesis is accepted.

The second previous research is from Saniyah (2018), her research title is "*The Use of Four Squares Writing Method to Improve Students Writing Skill in Recount Text*". This research conducted for tenth grade of MA Al-Bidayah. The researcher used Classroom Action Research (CAR). The sample of this research consist of 36 students of tenth grade of MA Al-Bidayah. The result of this research showed that Four Squares Writing Method can improved students writing skill in recount text. It seen from the result of calculating mean of pre-test and post-test in cycle II. It showed that mean score of pre-tests is lower, which is 78.4 than mean score of post-test that is 86.9. Therefore, the use of Four Squares Writing Method is good to improve students writing skill in recount text.

In short, the result of previous studies showed on the table below:

Table 2.4 Review of Previous Studies

No.	Previous Study	Similarity	Difference	Result
1.	<i>"The Four Squares"</i>	Using Four Squares	The difference previous research with	Four Squares

	<i>Writing Method Implementation in Students Writing Achievement”</i>	Writing Method	this research is the subject of research. The subject of the previous research is fifth semester students of English Department, while the subject of this research is students of seventh grade of Junior High School.	Writing Method was improved students writing achievement.
2.	<i>“The Use of Four Squares Writing Method to Improve Students Writing Skill in Recount Text”</i>	Using Four Squares Writing Method	The difference the previous research with this research is the skill will be improved. The previous research is improving students’ writing skill in recount text, while this research will improve students’ writing ability in descriptive text.	Four Squares Writing Method could significantly improve students’ writing skill of recount text.