

CHAPTER II

REVIEW OF THE LITERATURE

This chapter present some reviews of relevant theories and studies about theories on teaching writing, dexcriptive writing, and writing problem.

A. Teaching Writing

Writing systems use sets of symbols to represent the sounds of speech and may also have symbols for such things as punctuation and numerals. Basically, writing is an activity that produces something from mind become meaningful a text or sentence. It has many purposes not only for media as pouring idea but also giving information. We use graphic symbols when we write, that is letter or combination of letter which related to the sound we make when we speak. The symbols have to be arranged, according to certain convention to form word and word has to be arranged to form sentences. According to Byrne (1979: 1) A good arrange in writing will make a good writing with readable text. A good writing makes the reader hold the message from the writing without arise miss understanding. Bazerman (1976: 8) state that writing in school has relationship between the students and the teacher. The teachers select the material to discuss with students, give students book to read and assigns writing for the students to do. According to Hedge (2003: 302) Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities:

setting goal, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. But writing (good writing) is a product of careful thinking and incorporate the following four characteristic: (1) the appeal to target audience. (2) A coherent structure. (3) A smooth, detailed development. (4) An appropriate style. White (1943: 7) we do not write just one sentence or even a number of unrelated sentence. Make a good writing by arranged sequence sentences. Shortly, writing skill are specific abilities which help the writer put their thoughts into words in a meaningful form and to mentally interact with the message.

1. Writing Process

Writing process is some activities during the writer started to write until it was done, from exploring ideas until producing the final text. According to Hedge as cited by Everisian (2012: 13): “Writing process is seen as like thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goal, general ideas, organizing information, selecting appropriate language, making a draft, reading and revising it, then revising and editing. Writing process as mention above is a complicated activity not only needs language skill but also creativity to arrange a set of words, sentence becomes readable and understandable

text. In addition, writing basically of making a point and provide the evidence to support or develop that point to make clearer.”

Meyers (2005:3–12) states that there are six steps to make a good writing, they are exploring ideas, pre writing, organizing, writing the first draft, revising the draft, and the last is producing the final copy.

1. Exploring Ideas

Writing first involves discovering ideas. Before writing, let our mind explore freely. And then record those thoughts by writing on whatever you can. As in speaking, you must have something to say, a reason for saying it, and someone to say it to.

- a. Your Subject
- b. Your Purpose
- c. Your Audience

2. Pre Writing

The second step of the writing process involves writing your thoughts on paper or on the computer. Don't worry about making mistakes because you will probably change your mind and your wording later anyway. This step is called pre writing. It is a time to relax, to write quickly and to begin organizing your thoughts.

- a. Brainstorming

One way to capture your thought is by brainstorming, or listing thoughts as they come to you. You might brainstorm a second or third time to generate more ideas.

b. Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches.

c. Free Writing

Another way to get started is free writing. You simply write about the subject without worrying about sentence, structure, spelling, logic and grammar. Writing as you would speak so that you can get your ideas down fast.

3. Organizing

After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding. Think again about your purpose and audience what goal does you want to accomplish – to inform, persuade, or entertain? What point do you want to make? And what should you tell your readers so that you can accomplish those goals.

Return to your pre writing and do the following:

- a. Underline or highlight best ideas in your brainstorming list, putting related ideas together. Add to the as more ideas occur to you and remove or ignore the parts that are not related to your choices.
 - b. Choose the part of the clustering diagram that has the best ideas. Do a second clustering diagram that explores those ideas in greater detail. Ignore the parts of the original diagram that are not related to your choice.
 - c. Circle or highlight the best parts of your free writing. Do a second even a third free writing on them, Ignore the parts of each free writings that are not related to your choice. And focus more specifically on your subject and add more details.
 - d. Outlining After selecting, subtracting and adding, the writer can make an informal outline.
4. Writing the First Draft

You have done some pre writing, selected your best ideas, expanded on them, and arranged them in some reasonable order. Now you can begin the first draft of your paragraph. Don't worry about being perfect, so write fast as if you were speaking to your readers. Some steps for drafting can be stated as follows:

- a. Say something about before you write in

- b. Write fast by hand or by computer
- c. Use only one side of the paper
- d. Leave wide margins and double space to make room for changes.
- e. Save your work every five or ten minutes on the computer.

5. Revising the Draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what you have already written. When you revise, you examine how well your first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cutting out ideas that do not support your point, and changing the wording of your sentences. These are some tips for revising:

- a. Make notes in the margins or write new material on separate sheet of paper.
- b. Circle words you think you misspelled or will want to change later
- c. Tape or staple additions where you want them to go.
- d. On the computer, use cut and paste or insert commands to move things around.

- e. Print out a double space copy for revisions: slow down and revise in pencil.

6. Producing the Final Copy

There are two steps in producing the final copy, they are:

a. Editing

After you have revised your paragraph, you can edit your work. Check in carefully. Focus on grammar, words choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it our again with all your corrections. This draft should be net and should represent your best effort.

b. Proofreading

Final stage in the revision process is proofreading. That means carefully reading your draft more than once to check that your revisions and editorial changes were made correctly.

2. Good Writing

Good writing is a product of careful thinking and incorporates the following four characteristic. It means good writing is writing which make through careful thinking and good arrangement of the structure or sentence. There are some classifications to good writing:

- a. The appeal to a target audience. The writer should identify a problem, or has seen something in new light, and feels that it is worth sharing with others. He or she feels the idea is worth publishing, in the word's root sense of "making public."
- b. Coherent structure. For any writing to work, it has to have some kind of organizational scheme. You are probably familiar with one such scheme, the so – called five paragraph essay: one paragraph to introduce the topic, three to discuss three different aspects of it, and one to summarize and conclude.
- c. A smooth, detailed development. Not only does a piece of writing have framework, a skeleton, but it has meat on the bones as well. To build onto frame work, you need to expand upon an idea by raising the general points and discussing them in detail. You will need to analyze complex matters, provide vivid example, and perhaps refute opposing ideas and name names.

An appropriate. Well articulated style. The language you use to get important, well develop idea across should be accurate and appropriate as possible. This mean being be able to choose the right words, to find the most suitable level of usage, and to use no more words than are necessary to convey the intended idea. It also means being able to construct sentences that allow your idea to be transmitted in a crisp, readable manner with minimal interference, such as uneven, ambiguous, or unnecessarily complicated wording.

3. Writing Evaluation

Writing evaluation is the rule to see the result of writing text.

So in the writing evaluation consist some categories that make the teacher know how good the students' writing. Genesee and Upshur (1966 : 207) suggest five general categories which are often used for the evaluation of the students writing, namely : content, organization, language use of grammar, vocabulary, and mechanics. They also proposed numeral scores for each of the above categories as follow :

Table1. *The Criteria of Writing Ability Based on ESL Composition Profile.*

Categories	Comment	Indicators
Content (Topic and Idea)	Excellent to Good	Fully focused and relevant to the assigned topic.
	Good to Average	Consistently focused on the assigned topic, most supporting ideas are relevant to the topic.
	Fair to Poor	Minimally focused on the topic, some details and supporting ideas are irrelevant to the topic.
	Very Poor	Ideas are unclear, irrelevant and/or repeated.
Organizati on	Excellent to Good	Ideas clearly stated and well organized, logical sequencing, satisfactory use of cohesion.
	Good to Average	Loosely organized, but main ideas stand out, incomplete sequencing.
	Fair to Poor	Lack of logical sequencing and

		development of ideas, unsatisfactory cohesion.
	Very Poor	Ideas are not sequenced in a meaningful order, no apparent organization of content, cohesion totally absent.
Diction	Excellent to Good	Uses a variety of vocabulary and idiomatic expressions; makes few errors in word choice.
	Good to Average	Varies vocabulary and expressions, but makes occasional errors in word choice.
	Fair to Poor	Uses limited vocabulary and with frequent errors.
	Very Poor	Have many errors in vocabulary usage, even at the basic level.
Grammar	Excellent to Good	Uses some effective complex grammar structures, but with few errors.
	Good to Average	Uses effective complex sentences with several errors.
	Fair to Poor	Uses simple sentences with frequent errors in tense, meaning is obscured.
	Very Poor	Uses simple sentences dominated with errors.
Mechanical Accuracy	Excellent to Good	Uses good accuracy in punctuation and spelling.
	Good to Average	Some inaccuracy in punctuation and spelling.
	Fair to Poor	Low standard inaccuracy in punctuation and spelling.
	Very Poor	Ignorance of convention of punctuation and spelling.

4. The Role of The Teacher in Teaching Writing

There are four role of teacher in teaching writing according to Donn Byrne (1984), those are:

1. To decide how to present the activity to the class. For example, in the early stages, it will help to do a certain amount of writing with students, on the blackboard or on the overhead projector.
2. To prepare the student orally. This should be regarded as a standard procedure for writing activities in the early stages.
3. To decide the writing task should be carried out. An activity may be done individually, in pairs or small groups.
4. To decide on correction procedures. It is not essential to examine everything the students write, although many students will want to have their work looked at.

B. Descriptive Writing

1. The Definition and Purpose of Descriptive Text

Descriptive text aim is to provide a vivid picture of a certain person, place, object, or event. It offers concise details that enable the readers to imagine the subject described. Generally, descriptive essays explain the "what, why, when, where, and how" of a topic.

2. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- a. Identification; identifying the phenomenon to be described.
- b. Description; describing the phenomenon in parts, qualities, or/and characteristics.

3. The Language Feature of Descriptive Text

A descriptive text use :

- a. Pronouns, e.g. it, your, you, she, he, etc.
- b. Nouns, e.g. food, stomach, skin, etc
- c. Specific participants, for examples: teacher, house, my cat and so on
- d. Detailed noun phrase, for examples: it was a large yard, a sweet young lady and so on
- e. Use simple present tense, e.g. the polar bear lives inside the Arctic Circle near the North pole.
- f. Any kinds of adjectives, which point out describing, numbering, classifying, for examples: two strong legs, sharp white fangs and soon
- g. Relating verbs to give information about subject, for example: my Mom is really cool, she has very thick fur and so on
- h. Thinking verbs or feeling verbs to express personal view of the writer, for instances: I think it is clever animal
- i. Action verbs, for example: our new puppy bites our new shoes
- j. Adverbials, to provide additional information, for examples: fast, at the tree house

- k. Figurative language, like simile, metaphor, for example: john is white as chalk
- l. Attributive has and have, e.g. polar bears have very wide feed.

C. Writing Problem

Almost the students think that the blank page is the big problem to start write or to get an idea. It will be solved by looking for a good opening sentence. Bazerman (1976) said:

“Many people think of writing in just that way ‘my life will be miserable until I get this paper written, but I don’t know to write.’ A problem can be seen not as something wrong but as something to do. The first step of problem points to be a breakdown in the current situation which need to be repaired, whereas the second is creative, bringing something new into the world.”

Bazerman (1976) also said that students can find the problems of writing by answer some questions. Some question bellow can lead the students to find the students’ problems in writing. Those questions are:

- a. What is your purpose? do you want to sell a product, or argue for theory, or share an experience? The problem can find based on the purposes of the writing its self, each purpose has different problem to solve.
- b. To whom do you instead to address in the piece of writing?
Are you writing to single distinct person with known

expectations, interest and criteria, such as teacher who want to evaluate your knowledge of a subject? Are you writing for more open-ended audience, such as readers of general-circulation magazine?

- c. What is your relationship to this audience? Do you have already to confidence or must you prove your authority? Are you in position to lay down the law or are you lucky if anyone even read your words?
- d. What effect do you intend to have on these specific readers, and what action do you want them to take as result of reading your writing? Do you want the teacher to respect your thinking or to put A on the paper?
- e. What kind of strategy is likely to lead to desired effect in your particular audience?

Meanwhile Byrne (1979) mention some problems in writing which are classified into three they are:

- a. *Psychology problem.* Writing essentially is a solitary activity and the fact that we are required to write to our own, without the possibility of benefit of feedback, in it is self makes the act writing difficult.
- b. *Linguistic problem.* In writing, we have a compensate for the absence of these features. We have to keep the channel of communication open through our own effort and to ensure,

both through our choice of sentence structure and by the way our sentence are linked together and sequenced, that the text we produced can be interpreted on its own.

- c. *Cognitive problem.* Writing is learnt though a process of instruction: we to master the written form of the language and to learn certain structure which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by the reader who is not present and perhaps by a reader who does not know to us.

Actually, the problems of writing above not allowed as a reason to hate writing, everything in the world have problems as like writing. All the problems can be solved by doing regularly practice of writing. In this research the researcher divides the students' problem in writing a descriptive text become two parts. The first is students' linguistic problems in writing a descriptive text and the second is students' non-linguistic problems (Psychology problem and Cognitive problem) in writing a descriptive text.