**CHAPTER II**

**REVIEW TO RELATED LITERATURE**

Before conducting a research, it is necessary to present theory concerning with the subject being discussed. In this chapter the researcher wants to try to find out some references by connecting any information or source which is relevant to the study.

**A. The Definition of Writing**

Writing is one component of English language skill. In teaching English there are four components. There are listening, speaking, reading, and writing. Writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Cohen and Riel, (1989:15) define writing as a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others. In accordance with this meaning, Ur (1996: 162) writing is widely used within foreign language course as a convenient means for engaging with aspect of language other than the writing itself . It can be said that writing is a process in which the writer discovers, organizes, and communicates his or her thoughts to the readers by using words and symbols which are put together in the written form.

Writing is one of the most difficult skills that the students should do because it is need the skills how to build the idea, how to arrange the words or sentences so that all of this is meaningful in written communication in order that the reader can understand the message or the information.So writing is very important skill.

**B. Writing for Junior High School**

In the Indonesian context of English language teaching, competence in writing is considered as important as competence in other language skills. This is evident from the inclusion of writing in the English curriculum for secondary school.

At Junior High School, writing is taught along with the three other language skills, listening, speaking, and reading. The teaching of English as Foreign Language (EFL) writing at Junior High School aims at developing students’ competence in expressing short and simple messages for interaction with people in their achievement.

The teaching of english at Junior High School also aims to develop students’ competence in writing various text types varying from functional texts for some functional activities such as inviting something, requesting someone to do something, and getting things done, to different genres which include descriptive, procedure, recount, narrative, and report texts (Depdiknas, 2006).

**C.** **The Importance of Writing**

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more ‘thinking time’ than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing – that is thinking aboutlanguage – whether they are involved in study or activation.

There are some importances of writing in teaching and learning, such us reinforces the grammatical structure, idioms, and vocabulary, that we have been teaching our study. Also, when our students write, they also have a chance adventurous with the language, to go beyond what they have learned to say, to take risks. The other is when they write, they can be easy to find new language and to express ideas and the constant use of eye, hand, and brain to create unique ways to reinforce learning.

**D.** **The Process of Teaching Writing**

According to Harmer (2004 : 4-5) writing process is the stages a write goes through in order to produce something in its final written form. The composing process includes four steps: prewriting, writing, revising, and rewriting. Each step must be viewed in light of the special needs of ESL students.

1. Prewriting

Prewriting is the time spent developing ideas before making an attempt to put them on paper formally. At this point, the student has an opportunity not only to generate ideas but also to review vocabulary and language patterns before attempting to use those same elements in written language, just as the student phrases ideas during discussion before dictation a story.

1. Writing

The first writing step is actually a beginning rather than the end of the composing process. This is “getting it down” in rough form – the ideas stimulated by the prewriting activity. It is not a time to worry about correct form, spelling, or other mechanical elements. Students need to write their first thoughts, knowing that effort will not be evaluated or criticized.

1. Revising

Many times writing program focus in revising but inappropriately emphasize correcting mechanical errors. Writing is emphasized as an act of communication when a clear audience is provided for helping revision. Students should be given many opportunities to share and discuss their writing with other students and to hear and react to what peers have written. These sessions help the students identify aspect of their writing which are particularly effective as well as those which need further word.

1. Rewriting

The final step, rewriting, is just that, a new writing, not just a copying over in ink. Rewriting is time for incorporating suggestions from peers and for producing a final copy. At this point students should be urged to produce their best possible work, the most effective and correct that they can manage.

**E. Testing Writing**

There are many kinds of writing test. They are multiple-choices, essay dictation passage, easy paragraph, the writing of short sentence based on picture, etc. The reason for this is very simple: A wide variety of writing test is needed to test many kinds of writing tasks that we engage. Madsen (1983: 101) states for one thing there are usually distinct stages of instruction writing, such as prewriting, guided writing, and free-writing.

Based on the statements above, it conveys the stages of instruction in writing can be categories differently from those presented. Each stage tends to require different types of evaluation which also stems from the various applications of writing. Prewriting test is important to grow out of grammar instruction. Guided writing test is to check student ability to handle controlled or directed writing task. Free-writing test is important to control of content.

In this study the writing test would be in the form of writing desciptive text using public figure photo used guided writing. In the writing test, teacher asks the students to arranged words or sentences and to write done the process of the descriptive text.

**F. Criteria of Scoring Writing**

A teacher needs some criteria to scoring the writing. According to Sumarno (2006) there are five components in writing assignments rubric, especially in descriptive text shown in Table 2.4.

**Table 2.4 The Writing Assignment Rubric**

|  |  |  |
| --- | --- | --- |
| **NO** | **Criteria of Scoring Writing** | **SCOR** |
| 1. | Content appropriate with theme   * Content and theme is appropriate and correct * Content and theme is quite appropriate * Content and theme is less appropriate * Content and theme is not appropriate | 0 – 3  3  2  1  0 |
| 2. | Sentences structure   * Sentences’ structure is appropriate * Sentences’ structure is quite appropriate * Sentences’ structure is less appropriate * Sentences’ structure is not appropriate | 0 – 3  3  2  1  0 |
| 3 | Coherence of sentences   * Coherence of sentences is accurate * Coherence of sentences is quite accurate * Coherence of sentences is less accurate * Coherence of sentences is not accurate | 0 – 3  3  2  1  0 |
| 4. | Vocabulary and spelling   * There is no mistake in vocabulary and spelling * There is few mistake in vocabulary and spelling * There is rather mistake in vocabulary and spelling * There is many mistake in vocabulary and spelling | 0 – 3  3  2  1  0 |
| 5. | Punctuation   * Using correct punctuation * Using 75% correct punctuation * Using 50% correct punctuation * Using 50% or more incorrect punctuation | 0 – 3  3  2  1  0 |
|  |  | 15 |

Gain score

Final scores = × 100

Maximum score

**G. Kinds of Text**

The 2006 English Curriculum (Depdiknas, 2006) targets the SMP students to be able to understand various types of texts, i.e. descriptive, procedure, recount, narrative, and report. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing.

The following table will review the kinds of text:

|  |  |  |  |
| --- | --- | --- | --- |
| **GENRE** | **SOCIAL FUNCTION** | **GENERIC STUCTURE** | **LANGUAGE FEATURE** |
| Descriptive | To describe something, someone, or a place | * Identification: identifies a particular thing to be described * Description: describes the parts and characteristics | Using noun, adjectives, noun phrases, and verbs (V1) |
| Procedure | To tell someone how to do or to make something | * Title/goal: states the goal to be achieved * List of materials: lists the materials needed * Steps/methods/procedures: describes steps in a logical order to achieve the goal. | * Using commands/ imperative sentences * Using action verbs * Using precise vocabulary * Using temporal conjunction * Using adverb |
| Recount | Retells an experience in which the writer was personally involved to inform, entertain, the readers/listeners | * Title (optional) * Orientation: provides the background information. * Series of events: presents events chronologically * Reorientation: presents the concluding comments | * Using past tenses * Using connectors * Using verbs and action verbs * Using pronoun |
| Narrative | To entertain the readers/ listeners by the stories | * Orientation: tells about the setting in time and place, and characters. * Complication: tells about problem(s) to be solved by the characters. * Resolution: describes the solution to the complications (s) * Reorientation: optional, gives the end of the story | * Using specific participants or characters * Using past tense and past continuous * Using a lot of action verbs * Using some relational verbs * Using connectives or conjunctions |
| Report | To describe and classify information, usually talk about living things and non-living things | * Title: states the subject to be discussed. * Identification or classification of subject: introduces the subject of the report. * (Series of) Descriptions: contain series of facts about various aspects of the subject. | * Using Nouns and noun phrases * Using relational verbs for describing and classifying. * Using action verbs to describe behaviors/ habits * No personal pronouns |

(Taken from English on Sky 1, 2, 3, Erlangga, 2007)

**H. General Concept of descriptive Text**

Descriptive text is” a text which says what a person or a thing is like”according to Larson(1984). Its purpose is to describe and reveal a particular person, pleace, or thing. A descriptive text is usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.

The purpose of the text is that description is used in all form of writing not only to tell a vivid impression of a person, but also to describe a person’s achievement in the report (Zahrowi,2009).

Descriptive text is also usually used to develop an aspect of someone’s writing, for example, to create or to describe a thing. A description should be so unique that description of one thing should be different from a description of another thing (Priyanto 2009). In other word. A descriptive text is not used to generalize.

A descriptive text consists of generic structure in range, such as:

1. General statement
2. Explanation
3. Closing

To complite the intention to, the characteristics based on a descriptivetext, are presented as follows :

1. As feature, a descriptive text has a variety of purposes, such as :

* To attact a reader’s attention.
* To create the characters of the thing.
* The create an atmosphere in the text.

1. While in language fuction, a descriptive text :

* Aims to show rather than to tell the reader what something or someone is like.
* Relies on precisely chosen vocabularies.
* Is focused and concertrates only on the aspects that add something to the main purpose of the description.
* Is to develop experience that the reder focuses on key details, powerful verbs and precise nouns.

**I. Public Figure**

Public figure is a term applied in the context of defamation actions( libel and slander) as well as in vasion of privacy. A public figure( such as a politician, celebrity, or business leader) can not base a sample on incorrect harmful statements unless, there is proof that the writer or published acted with actual malice.

A fairly high thershold of public actifity is necessary to elevate people to public figure status. Typically, they must either be:

* a Public figure, either a public official or any other person pervasively involved in public affairs,or
* a limited purpose public figure, meaning those who have” thrust themselves to the forefront of particular public controversies in order to influence the resolution of the issues involved.

Public figure photo is photo about public figure. It can used as media in teaching learning process. It helps the students interested in learning english aspecially in writing descriptive text.