

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Chapter II consist of review of theoretical studies that discuss general concept fishbone method and the writing skill and the previous study about fishbone method.

#### **A. Writing Skill**

##### **1. The Definition of Writing Skill**

The skill that should be developed more by students is writing. writing is the last stage of learning English skill after listening, speaking and reading. So it can be said that writing is the indicator ether the students can mastered the other skill or not. Before the students have to write they should be able to listen, to speak and to read.

Writing is the way sending information from the writer to the readers. Scholes and Comley (1985) said that writing is a way of thinking as well as a means of communications. It's means that beside sending information, writing is also sharing what the writer think or the writer opinion to the reader. McDonough and Shaw (1993) said that writing, like reading, is in many ways individual, solitary activity. It is mean that writing actually is an individual activity.

According to Spratt, Pulverness, and Williams (2005:26) state that writing and speaking belong to productive skills. It means that writing belongs to productive skill rather than perceptive one. They said that speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will

produce an output as an indicator that students have learn both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

From opinion above, writing is the way to share the information and what the writer think or opinion from the writer to the reader.

## **2. The Purpose of Writing**

As the other activity, writing is also have a purpose. There so many purpose of writing and according to Cox (1962) on the book *Writing Form Process Purpose*, said that there are four purpose of writing.

- a. To inform, you may have more than one purpose in any assignment. You may wish primary to inform, that is, to convey information.
- b. To amuse, when you purpose in writing is to amuse or to entertain, be funny if you can, but examine carefully your humor you plan to use.
- c. To satirize, satire is often a form of humor, but it is always humor with a serious purpose – to effect reform.
- d. To persuade, if your purpose in writing is to persuade you desire to influence your reader thoughts your action.

The purpose above is for general writing. but for the students purpose to learn writing is mean learning (Fred D White, 1986). Because of that writing have several other purpose for students. That is:

- a. Writing can improve students' academic performance.
- b. Writing allows the writer create and maintain a marketable image of her or himself in the eyes of potential and current employers.
- c. Writing enhance s personal and community relationship.

### **3. The Characteristic of Good Writing**

A good writing is a product of careful thinking. There are several characteristic of a good writing. according to Fred D White (1986), there are four characteristic of a good writing. that are:

- a. The appeal to a target audience. It is mean that the writer should know that his or her writing is wanted to read by many readers and it appropriates with the readers' desire.
- b. A coherence, it means that writing have organizational scheme or outline.
- c. A smooth, detailed development, it means that a writer should build his idea like discussing the idea in detail.
- d. An appropriate, well-articulated style, it means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.

According to Pardiyono (2007) on his book "*Teaching Genre-Based Writing*" said that to produce effective written text, a writer should:

- a. Have the knowledge of content and nature of text. It includes the purpose of writing, the genre of writing, rhetorical structure, grammar, and textual devices (cohesion and coherent).

Cohesion: related to the use of appropriate grammatical patterns, substitution, elliptical construction, preposition, conjunction to relate among the clauses within paragraphs, and references. Coherent: related to the topic flow or flow of thoughts through the use of transition signals to establish interrelation among the sentences and paragraphs.

- b. Have the knowledge of basic sentence patterns.
- c. Have the knowledge about textual devices. It includes:

*Linguistic realization.* It means the sentence is grammatically correct and realized by cohesive devices.

*Topic flow.* It means the sentence is realized by coherent devices.

- d. Identify the role of written text. In the side of writer, written text has *function*. In the other hand, in the side of reader written text has *meaning*. From the two roles can be concludes into three roles of function or meaning. They are: *ideational meaning, interpersonal meaning, and textual meaning*.

#### **4. The Process of Writing**

If someone wants to write something and wants to make a perfect piece of writing, he/she has to know the process of writing. Not all writers write in the same

way, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. Similar to Scholes and Comley (1985: 16-19) said that there are three phases in the process of writing. They are:

- a. *Prewriting*, the most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance practice what you have to say begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list to potential subject. It purposes to narrow the focus, to discover the limits that will allow working productively.

Using fishbone diagram to write descriptive text is include in to this process. The students will gather all of their knowledge about the topic and then write it down on fishbone diagram.

- b. *Drafting*, drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, a middle and an end. Before begin drafting, some writers make an outline to remind themselves of how they wish to order their ideas.
- c. *Revising*, the writers should revise after drafting, because to revise their writing is important if they want to be a professional writer. "It is an

advantage writers can all have if they revise and rewrite before they present their work to the reader. The professional writer's secret is revision and revision and revision".

Fred D. White (1986: 32-33) said that there are five stages of process of writing.

They are:

- a. *Invent*. To discover a topic, the important details about the topic, and what a writer mainly want to say about it.
- b. *Gather and Plan*. Retrieve details about the topic from a writer's memory or from background reading.
- c. *Organize and Outline*. Map out the writer's idea In terms of beginning, middle and end; device a working (trial) outline to maintain coherence and a thorough development.
- d. *Write a first draft*. Develop your idea, concentrating more on content than on style or correctness.
- e. *Revise*. Rework your draft to improve accuracy, readability, and development. Revision can take place whenever you want it to, but the most efficient time for it to occur is after you have completed a preliminary draft.

## **B. Descriptive Text**

### **1. The Definition of Descriptive Text**

According to Tomkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

Diane A Wilbur (1966) said that descriptive writing is to create a clear picture or impression of person, place or object. Meanwhile Fred D White (1986) said that descriptive text is drawing in words.

Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warrier (1982: 327) said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the reader interest.

From the opinion above the writer conclude that descriptive text is a text that describe the characteristic of person, place, or particular things the way it is.

### **2. Guides in Writing Descriptive Text**

According to Pardiyo (2007: 33) there are several things which should be known before writing descriptive text. They are:

a. *Communicative purpose:*

Descriptive is a type of written text, which has the specific function to give description about an object (human or non-human).

b. *Rhetorical Structure:*

As explained before, the rhetorical structure of descriptive text is identification and description.

Identification is a statement of topic or subject which wants to be described.

Description is the details of identification or the object.

c. *Grammatical patterns:*

The declarative sentence usually is used in the descriptive text. The use of conjunction is also needed to make coherence devices. The present tense is used dominantly because in the descriptive text includes fact, general accepted-facts, or reality.

After knowing about the explanation above, when a writer wants to write a descriptive text, he/she also should know the guides of writing descriptive text. There are some guides to write a descriptive text. According to John J. De Boer (1982: 90), there are six guides for writing descriptions.

- a. Observe carefully and record your sense impressions.
- b. Select significant details that convey a *dominant impression* of the subject.



- c. Organize your description according to a unifying principle; for example, the order of space for descriptions of places.
- d. Choose either stationary or a moving *vantage point* which to describe a scene.
- e. Use concrete, vivid language. Use figure of speech and connotative language.
- f. In characterizing people give details of appearance of actions, use a person's own words when they serve to reveal character, and describe feelings and attitudes.

### 3. The Purpose of Descriptive Text

Based on the definition of descriptive text above the purpose of description is to describe the characteristic of person, place, or particular things the way it is. Meanwhile Fred D White (1986: 61-62) said that there are several aims of descriptive text.

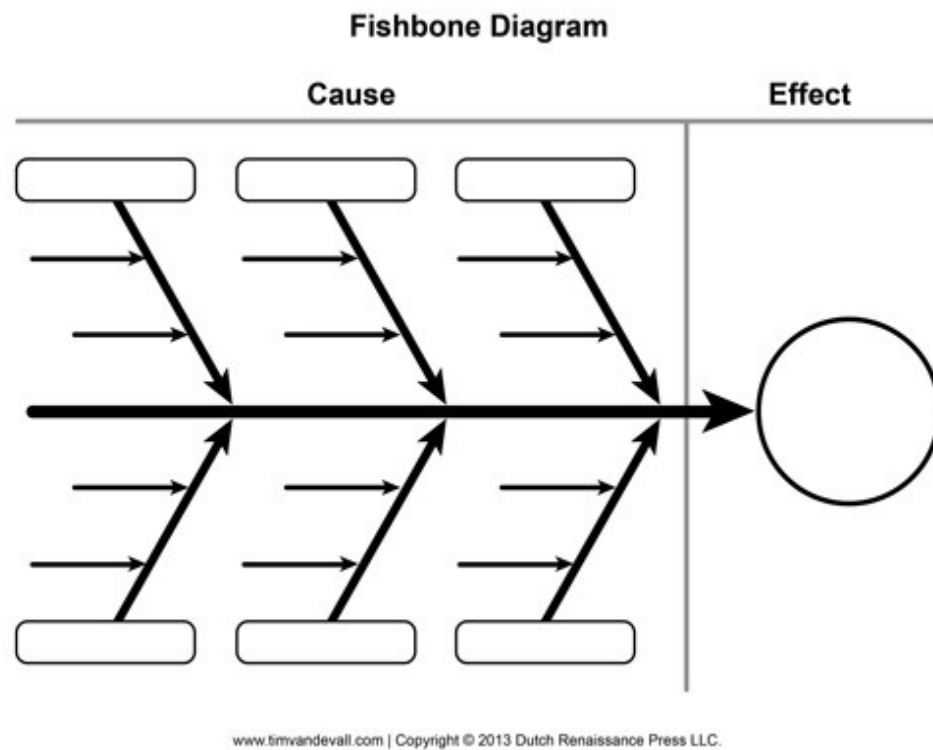
- a. *To see*, it means to help the reader to see the object, person, and situation you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.
- b. *To explain*, it means to explain the reader about the subject. For example: a science writer will describe the shape of an airplane wing to help *explain* to readers how mechanized flight is possible.

- c. *To persuade*, it means the writer describe something to make the reader interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby *persuade* the jury that accused committed burglary.
- d. *To re-create*, it means make a reader making something. For example: the description allows the reader to *re-create* the experience – particularly the sensory pleasures of that experience – in their own minds, thereby enhancing their delight in the subject at hand.
- e. *To demonstrate*, it means the writer wants to demonstrate something to the reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non observers can realize.

## **C. Fishbone Method**

### **1. The Definition of Fishbone Diagram**

Fishbone diagram is also known as cause and effect diagram because it is a brainstorming tool need to identify potential root cause to problem. Fishbone diagram has developed by Kaoru Ishikawa (1986) so it is also called as Ishikawa diagram. The shape of fishbone diagram is just like fish bone form.



**Figure 2.1**

Fishbone diagram is one of methods in teaching writing that may support the expected situation. This method can help the students to determine the cause and effect of one problem statement by using a model like a skeleton of a fish. It will very enjoyable for students to be creatively writing.

To writing descriptive text we can use that diagrams. This is use in pre-writing process. It helps students to focus on the main idea that they want to discuss. In the circle we can fill with the main topic that the students want to write. And in the box can be filled by the main idea in each paragraph. And the last the branches are the supporting idea to the main idea.

## **2. Writing Descriptive Text Using Fishbone Diagram**

Garvey (2008) argued that there are four steps in implementing fishbone method. There are as followed:

1. Identify the main thing that will become the main topic of descriptive text.
2. Identify the main idea about that thing.
3. List the sub idea in each main idea.
4. Analyse the diagram and write the text based on the diagram.

The first step is identify what things that will be described. This is will be written in the head of the fishbone. Then identify the main idea about that thing, the main idea will be written in each branch of fishbone diagram. Next is list sub idea of main idea below each main idea.

## **3. The Advantages of Using Fishbone Diagram**

There are some advantages of using fishbone diagram. They are:

- a. The fishbone technique is easy to implement and creates an easy to understand visual representation of the main idea, the sub-idea and the need.
- b. By using fishbone diagram, the students are able to focus on the group on the possible idea or need.

- c. By using fishbone diagram will make easier for the students in exploring the topic which they will write about.

#### **D. Previous Study**

There are some previous study that also discuss about using fishbone method to improve students' writing skill. First is from Setiawan (2014), the research is conducted to know how fishbone method can improve students' ability in writing hortatory exposition text. The research is a classroom action research that is conducted two cycles. The result of this study is that fishbone method is effective to improve students, ability in writing hortatory exposition text. And it shows an significance improvement. The next study is from Sidabutar (2016), the study was conducted to know the effect of fishbone diagram on students' achievement in writing analytical exposition text. the study was used quasi experimental research design and the result of the study is show that the mean score of the students in post-test was higher that in pre-test, it means that fishbone strategy effects on students' analytical exposition writing ability.

The next study is from Subaedah (2011), the research is also a classroom action research with two cycles. The purpose of this research is to know how fishbone method can improve the second grade of senior high school students' writing skills. According to Subaedah research, it can be said that using fishbone diagram could improve students' writing skill. The last study is from Shan Li (2011), Shan Li is doing a classroom action research and conduct two cycles for her research. The purpose of the

research is to know how fishbone method can improve the quality of proposal for science and technology program. The result was fishbone method could improve the quality of proposal. The last is the study from Astuti fara that conducted a study about improving students' reading comprehension using fishbone diagram. The study was used classroom action research design with two cycles. The result of this study shows that the students' score mean in post-test in cycle 1 and cycle 2 was higher than in the pre-test. It means that using fishbone diagram can improve students' reading comprehension.

The most of the previous study is using classroom action research with different text genre. But they are still in the same focus that is the use of fishbone method to improve writing skill. The result of those researches are same that is fishbone method can improve students' writing skill. In this research the writer decide to choose an experimental research with the same focus in fishbone method. But here the purpose of the writer is to know whether fishbone method is effective or not to use in teaching and improving students' writing skill.