CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides explanation related theories used in this study, those are nature of writing, the process of writing, problems and in teaching and learning writing, descriptive text and task-based approach.

A. The Nature of Writing

Writing is a way of gaining control over your ideas and getting them down on paper, according to Joy Wingersky (1992). However, writing is not as simple as jotting down what we think and finish it without considering many essential elements related to it. According to Sadana (2017), writing is the most difficult skill for the English learners as the second language to master. The difficulties are the structure, grammar, ideas and many more. The skill in writing includes the competence of punctuation and capitalization. From that, we know that writing is one of important complex communication form.

Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes

and corrections. Therefore, writing is a never one step actions; it is a process that has several steps.

Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put ever to your order, so a lot of what a writer does as a writer does not actually appear on the page. It is a means of communication. Whenever the writer wants to write, he has to knowing the audience or reader, it will help in reaching the goal of communicating clearly and effectively, Alice Ochima and Ann Hogue (2006). Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought. Finocchiaro (1974) says that writing has been characterized as written thinking. It means that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

B. The Process of Writing

The general steps in the writing process include planning, drafting, editing (reflecting and revising), and final version. As follows:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For some writers this may involve making

detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write new introduction. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing

process. But the writer is now ready to send the written text to its intended audience.

C. Problems in Teaching and Learning Writing

Student writers face various writing problems at different stages of their learning. Generally, these problems can be classified into linguistic, psychological, cognitive and pedagogical categories (Haider, 2012; Hyland, 2003). They struggle with the structural components of English; because an inappropriate structure complicates the content and comprehension of the text, which a reader deciphers through involvement of a mental process (Quintero, 2008; Nik, Hamzah, & Rafidee, 2010).

Similarly, an incoherent text fails to communicate ideas which causes lack of confidence in learners even if they have mastered syntactic, lexical and grammatical command over text composition (Rico, 2014). Students' lack of confidence is also caused by a teaching strategy which does not conform to students' learning styles and cultural backgrounds (Ahmad et al., 2013). It is argued that poor writing skills originate from two factors: the teacher and the learner. Teachers lack appropriate pedagogic approach to teach writing, including providing prompt and effective feedback to students, and most crucially, teachers' lack of ability to motivate students.

D. Descriptive Text

In this sub chapter about descriptive text, the researcher explained about the definition of descriptive text, kinds of descriptive text, and the structure of descriptive text.

1. The Definition of Descriptive Text

Descriptive text is a text explains what a person or thing looks like. It aims to describe and reveal a particular person, place, or thing. Descriptive text stretches out many information about certain people, things and place clearly and details (Bima, Kurniawan. 2005).

Blanchard and Root (2003) mention two criteria of a good description. The first is using space order. Here the writer might describe something from top to bottom or left to right. For example, the describing a person can be started from the head to the feet or describing room from the left side to the right side. The second is using specific details when writer describe something, they paint a picture words. The goal is to make the reader see what they have described. The way to do is to use many specific details, specific means exact and precise. The more specific they can do, will make the reader understand what they are describing. The following is an example of specific details:

The example of writing in specific detail

Vague	Specific
A lot of money	500.000
A large house	A six bedroom, four bath room house
A nice car	A Lexus

Specific details have two functions. They are exciting the readers' interest and support and explain the writers' point. The writer gives the evidence needed for us and understand a general idea (Langan: 2006).

2. The Structure of Descriptive Text

Generic structure is general form of genre. Each of genres has its own generic structure. The generic structures of a description are as follow (Mark & Kathy, 1988:26):

a. Identification : to identifying the phenomenon to be described. It is may include who or what/ when/ where.

b. Description : in parts, qualities, and characteristics. From the most important to the least important, from the most general to the most specific and detailed.

The generic features of description are:

- Verbs in the present tense

- Adjective to describe the features of subject

- Topic sentences to begin paragraph and organize the various aspects of the description

E. Task-Based Approach

In this sub-chapter discusses some relevant theories related to the Task-Based Approach. In this discussion the researcher explained about the Definition of Task-Based Approach, Kinds of Task-Based Approach, Framework for Task-Based.

1. Definition of Task-Based Approach

Rahma, Vijay, and Adrian (2015) state that task-based language teaching is an approach rather than a method which creates a natural context for using the target language in the classroom. It allows students to explore their ideas and choose their own words, and thus become active learners.

It also gives teachers an opportunity to develop activities in the form of interesting tasks on familiar subjects. Rahma, Vijay, and Adrian (2015), explain the lesson is based on the completion of a task and the language studied is determined by what happens as the students proceed with the work. It is an approach that offers students material that they have to actively engage with in the process of their learning, enabling them to explore their ideas freely and use their own words without worrying about mistakes in grammar, vocabulary or other mechanical aspects of writing. When they practice to write continually and complete their tasks, they can build their vocabulary and improve their handling of grammar, spelling, punctuation, and useful expressions. The familiarity of the topic and the enjoyment of the task are a solution to students' writing difficulties.

2. Kinds of Task-Based Approach

Dave and Jane Willis (2007), in their book Doing Task-based Teaching, listed seven kinds of task that can be used in an EFL class to enhance student writing skills, they are listing, ordering and sorting, matching, comparing, problem-solving, projects and creative tasks, sharing personal experiences. But, the researcher want to use *sharing personal experiences* for students to do the tasks, because the researcher focused on the descriptive text. In the *describing*

something, there are some kind describing people, describing place/ building, describing objects, describing festivals/ events/ ceremonies, etc.

3. Framework for Task-Based : Three Stages Process

In a framework for Task Based, Jane Willis (1996) suggests a three stage process - pre-task, task cycle, and language focus and this comprises effective steps for improving students' writing skills. The result is that students tend to become better at formulating their ideas in a coherent way, using correct syntax/grammar, vocabulary, and so on.

a. The Pre-Task Stage

The pre-task phase introduces the topic and task for the students and activates topic- related words and phrases. It is like a warm-up activity. Students get a chance to recall things that they know and the teacher then tells them what will be expected of them at this stage. The teacher may highlight new language structures to draw attention to certain phrases or expressions and perhaps present a model of the task by showing a picture, audio or video that demonstrates it, at the same time trying to elicit appropriate vocabulary or phrasing which students might find useful, Rahma, Vijay, and Adrian (2015). For example, the teacher may talk about the village/city where the students live, what they like and what they don't like about it, and write their responses on the board, thus providing useful vocabulary for the main task.

During this time, students are expected to get involved in the task, individually or in pairs, depending on the type of activity selected. After choosing the task and explaining it, they begin drafting. And as they begin writing the first draft, the teacher should urge them to let their ideas flow onto the paper without concern for perfection in form or mechanics. At every stage, it is the teacher's duty to encourage and motivate the students to use what they are comfortable with in order to complete the task.

b. The Task Cycle

Rahma, Vijay, and Adrian (2015) state that this cycle can be divided into three parts: the task itself, its planning, and the report stage. The following points have to be taken care of at this stage.

For the first, the task should not be repetitive: e.g. Yesterday I went to Muscat. Yesterday I went to my college. Yesterday, I met my friend etc. For the second, the task has a communicative goal for the students to achieve – for example, making an important decision about choosing a course, writing a list of items that may be needed for a picnic or preparing for a football match etc. The teacher should make it clear to the students that their important goal is complete the main task. For the third, the main task allows students to use their own ideas without worrying about the grammar, spellings and other mechanics of writing. The task must not restrict the language that students wish to use. Indeed they are free to use any language structures they want in order to achieve the end goal, which provides them with motivation and purpose and ensures that students focus

their attention on communicating meaning rather than on grammatical structures. For the last, during the task, the teacher's involvement should always be encouraging and supportive. However, s/he is not supposed to tell students which grammatical structure to use while they are engaged in their tasks although the teacher may, if necessary, mention useful words or phrases. Nor should the teacher correct the students' work during the task but quietly monitor student progress and note down their mistakes for eventual correction.

c. Language Feature

This is the final stage and it allows a closer study of some of the specific features naturally occurring in the language used during the task cycle, according to Rahma, Vijay, and Adrian (2015). By this time, students will have already worked with the language and processed it for meaning, so they are ready to concentrate more on the language forms that carry meaning.

This stage focuses on two parts: analysis and practice. The analysis involves the teacher focusing on certain language structures or grammatical issues related to the tasks that students are addressing. This may be based on some of the errors the teacher has noted down while monitoring the students' work. Students here can also do practice exercises with special focus on language issues.