

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents review of related literature. It covers five major sections. They are the nature of writing, process of writing, descriptive text, AIR (*Auditory Intellectually Repetition*) model and AIR (*Auditory Intellectually Repetition*) model in the writing descriptive text.

A. The Nature of Writing

Writing is identified as the process of putting ideas down on paper to transform thought into words¹. However, writing is not as simple as jotting down what we think and finish it without considering many essential elements related to it. Therefore, it is believe that writing is a “thinking process” where a writer needs to consider many things to make it perfect².

As it is believed, writing skill is more difficult to attain than the three other skills: listening, speaking, and reading since writing is last skill acquired by human. Children will learn first to catch what other people said by listening, and then gradually they imitate to speak. After that, children acquire reading at last they will transform what they have read or listen in a piece of written text. Human will naturally learn how to speak is needed by nature to survive. In contrast, human needs someone to teach or books to guide to be able to write since writing is more imitating.

¹H.Douglas Brown., *Teaching by Principle: an Interactive Approach to Language Pedagogy* (second edition), (New York: Adison-Wesley Longman, Inc. 2001), 336

²Ibid., 334

Since writing is a complicated activity, some people feel their intended meaning in written form. Many of them prefer expressing ideas in spoken language rather than in delivering it in the written form since in writing the writer needs to choose the precise words in order that the intended meaning can be expressed properly. The text should be able to represent all the intended meaning because the writing is not presently in front of the readers to explain if there is misunderstanding. Therefore, the word used should be surely caused and presentable³. Besides, in a written text, the writer cannot use any devices, gestures, tones, intonation, stress, repetition to emphasize meaning as in spoken language⁴. Thus, the choice of diction, organization of texts, and the mechanical patterns should be considered in writing texts.

Writing is a private activity since it can only be done by an individual⁵. Some people may be able to share ideas and put them into a piece of written text. However, when the ideas are expressed into a written form, it should be done by one person. Other people may be able to add making some corrections; give comments, and feedback to make revision. On the other hand, in spite of the fact that it is private, writing is also public since it is intended for other people as the readers. Therefore, writing is done by an individual as a purpose to deliver something toward public in written form. Different kinds of writing have different purposes, which need to deliver.

³Nada Yangrifqi., *Using a Narrative Scaffold to Improve Student EFL Writing Ability*. Unpublished Thesis, (Department of English, faculty of letters. State University of Malang, 2008), 6

⁴Ibid., 7

⁵YuliAstutiHasanah. *Implementing Picture Sequences to Improve Student Ability in Writing Narrative Text*, Unpublished Thesis, (Malang: Department of English, Faculty of Letters, State University of Malang, 2008), 8

Thus, in writing a certain text, the writer needs to pay attention to the purposes of writing and audience. Although writing is a free individual activity, it cannot be conducted as the intended meaning or not. Thus, in writing a text, the writer should organize the writing in order that intended meaning can be easily gained and the reader can enjoy reading it.

B. The Process of Writing

The general steps in the writing process include prewriting, organizing ideas, drafting, revising, editing, and making a final draft⁶. Each step has different activities that will help you to get ideas from your mind to the paper in an organized fashion. The explanations of each stage are presented below:

1. Prewriting

Prewriting is the first major step in the writing process. It is essential for the writer whose first language is not English. Students of lower level of proficiency have a limited vocabulary, so they often have difficulty to express their ideas. Therefore, teachers may need to assist second language students to generate vocabulary and grammatical structure relevant to the topic. In addition, models and samples are often helpful.

There are useful prewriting strategies for English language learners which can be used to help the students to organize their ideas

⁶Joy Wingerskey. *Writing Paragraph and essays: integrating reading, writing, and grammar skills*. (California: Library of Congress Cataloging in publication Data.1992). 3

in prewriting like freewriting, brainstorming, mapping, chaining, and outlining. According to Smalley, prewriting is a stage when a writer takes time to think about their topic and generate ideas⁷. In this stage, the writer should find a certain topic that feels good to them. Prewriting can be accomplished in several ways:

a. Talking

One simple way to relieve anxiety and start the writing process is to talk about subject with fellow student, instructor, family members, and knowledgeable people who can provide the inspiration you need to begin writing. Talking assists you in expressing ideas that can later be put onto paper. You might want to begin jotting down ideas that occur to you as you talk to others.

b. Freewriting

Freewriting is writing anything that comes to mind about your topic. This prewriting technique can be used when you are trying to find something to write about or are trying to get more ideas about a chosen topic. Freewriting involves writing ideas in sentences form. Freewriting has three basic steps:

1. Freewriting for a topic and direction
2. Deciding on a topic
3. Freewriting with direction

⁷Smalley et al, *Refining Composition Skills Rhetoric And Grammar*, (Boston: Heinle&Heinle Publisher, 2004), p.24

c. Brainstorming

Brainstorming is writing words or phrases that occur to you spontaneously. This free association can be done individually or in a group. Brainstorming and freewriting are similar in that they both produce ideas. If your teacher gives you a topic, you can begin by brainstorming to get some direction. If not, you will need to brainstorm to find a topic. When you are brainstorming for a topic, you will probably create a list of very general words that interest you.

d. Journal writing

Journal writing is recording information in a notebook of your daily inner thoughts, inspiration, and emotion that are usually consistently recorded in a relaxed writing atmosphere. It can provide ideas that you might be able to use in later writing assignments, and it can even help you find a starting place for a new writing assignment. Much of this excerpt of journal writing is not appropriate for a paragraph, but the student found one sentence that would support his ideas, and he also realized that because he had spent so much time writing about this subject. It must be important enough to write about.

e. Reading

Reading in a magazine or newspaper can also help you get ideas to support your paragraph or essay.

2. Organizing

Organizing is the second major step in writing process. After you have completed one or more of the prewriting activities, it's time to think about organizing ideas into a rough outline that includes a main idea and supporting ideas. Before you actually start using the ideas from your prewriting to compose your paragraph or essay, you need to decide which details support the main idea and what order these ideas need to be presented. As you sort these details into groups, you are organizing your information.

3. Drafting

After you have organized your ideas in the form of an outline, you are prepared to write a first draft. Drafting involves taking the information that you have generated and organized and patiently writing a paragraph or an essay in which you consciously start with the main ideas and add supporting ideas that flow smoothly.⁸

Edward mentions a series of drafts⁹: (1) a pre draft, which is basically the writer talking to himself, finding his/her writing and direction for organizing and developing his/her writing, (2) rough drafts, which emerge as clearer, more developed text, addressed to the reader other than the writer him/herself, and (3) final drafts, which expressed the writer meaning and intentions to his/her readers.

⁸Joy Wingerskey. *Writing Paragraph and essays: integrating reading, writing, and grammar skills*. (California: Library of Congress Cataloging in publication Data.1992). 14

⁹Edward, *Roughdraft*, (New York: Houghton Mifflin Company, 1986), 36

4. Revising

Revising means making changes to clarify wording and organization the revision of a paragraph should be done several times, until you are satisfied that it is the best you can do. it is all right even recommended, that you let other people read your paper and make suggestion for changes for you. It is not all right, however, to have other people actually make the changes for you.

In addition, Smalley classifies revising stage into two parts¹⁰ : revising or changing the content and organization of the paragraph or essay, and editing the sentences and word in it, in revising, the writer need to follow some ways to revise : (1) adding material to support the ideas, (2) cutting part that are not relevant to the topic, (3) replacing parts that the writers have cut and (4) changing the order sentences or paragraph. Revision is defined as any activities that involve changes in a text. It involves adding new writing, deleting, substituting another way of saying something and rearranging material in their texts to make their meaning clear to the readers. After revising, it is expected that the draft will be better that itspreceding paragraph.

5. Editing

Before you consider your paper finished, check for any problems in mechanics. The items that you have to find and check are spelling, punctuation, capitalization, grammar usage, errors in sentence

¹⁰Smalley et al, *Refining Compisition Skills*, 31

structure, consistency in verb tense, consistent point of view, abbreviations and number.

Second language student may have help them monitor their own errors. Thus, a self assessment checklist may help them monitor their own writing. Also, peer editing groups may be much more effective to monitor the errors.

In brief, to produce a good writing a writer should go through the process of writing, that are prewriting to gathering ideas, organizing to grouping and ordering details, drafting to write the first copy of paragraph or essay, revising to change wording and organization, then editing to make mechanical change. No one should be missed because each stage has its own consequence to help the writer to finally produce a good writing.¹¹

C. Descriptive Text

Descriptive text explains about something looks like, how it feels like, smells like, sounds like, or tastes like. The descriptive text should be vivid, detail since something described is particular, and the writer should be able to make the readers draw in mind exactly about the thing. Good writers make the reader feel as well as what he is describing.¹²

¹¹Joy Wingerskey. *Writing Paragraph and essays: integrating reading, writing, and grammar skills*. (California: Library of Congress Cataloging in publication Data.1992). 18

¹²Paul Lemone, "Effective method for Teaching Paragraph Development", Yale online, <http://www.nyale.edu./ynhti/curriculum/units/1978.01.08.x.html>, accessed on april 15, 2013

Descriptive text refers to the description of the things or a person in terms of parts, characteristics, and qualifications. The tense used in writing descriptive text is simple present tense. Descriptive text can be split up into several kinds, but the kinds of descriptive text that are usually taught in senior high school are describing person, place and a thing. A descriptive text which describes a person pays more attention in how to describe physical appearances and traits and a descriptive text which describes a place pays more attention in how to describe the circumstance or the view of a place. In the teaching descriptive text, teachers teach more expressive in describing what they describe.

In conclusion, a descriptive text is a text, which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and details.¹³

1. The criteria for good description

The key to writing good description is to use details that help the reader imagine the person that describing. So, when the students describe what a person looks like, the students write about physical characteristic such us height, weight, and hair color. There are two keys to writing good description. The first key is using space order, and the second key using specific detail. In space order, students might describe something from top to bottom or left to right. For

¹³BachtiarBima M and CicikKurniawan, let's Talk, (Bandung: Pakar Raya, 2005),p.15

example, when they describe a person, they could start with the person's head with the person's feet. They could describe a room from left to right or from right to left. Imagine that they are standing in doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again.

The second key to write good description is to use specific details. When students describe something, they paint a picture with 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, precise. The more specific they can do, make the reader can see what they are describing.¹⁴

Here are examples of specific details:¹⁵

Vague	Specific
A lot of money	\$ 500.000,00
A large house	A six bedroom, four bath room house
A nice car	A Lexus

Specific details have two functions. First of all, details excite the reader's interest. They make writing pleasure to read, for we all enjoy learning, particular about other people. Second, details support and

¹⁴Karen Blanchard and Christina Root, *Ready to write*, (Longman: Person Education, 2003) p. 70

¹⁵Ann Hogue, *First Step in Academic Writing*, (New York: Addison-Publishing Company, 1996) p.

explain the writer's point: they give the evidence needed for us and understand a general idea.¹⁶

2. The generic structure of descriptive text

The student should master the generic structure of descriptive text before they write the descriptive text. Genre is a tool for understanding and teaching the kind of writing required of non-native English speaker in academic and professional context. The structure for descriptive text follows some particular stages the beginning, middle, and the last part of the text. Each text has its own generic structure:

The generic structure of descriptive text is shown in the following table:¹⁷

Generic structure	Function
Identification	<ul style="list-style-type: none">➤ It is statement or a short paragraph that identifies the object that is going to be described➤ It is usually interesting and able to provoke the reader to be eager to read the text
description	<ul style="list-style-type: none">➤ It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned

¹⁶John Langan, *English Skills*, (New York:McGraw Hill Company, 2006)p. 58

¹⁷Pardiyono, *The Art of Teaching*, (Yogyakarta: Andi offset,2010) p.44

	<p>identification part.</p> <p>➤ The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc</p>
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D. Learning Model of AIR (*Auditory Intellectually Repetition*)

According to Joyce in Trianto, 2007 learning model is a plan or a pattern that is used as a guide in learning in the classroom or learning in tutorials and to decided learning tools including books, movies, computers, curriculum, and others.¹⁸ Constructivist theories of Piaget and Vygotsky developed stating that the students have to find their own learning and transform complex information, fully understand and can apply the knowledge, they should work to solve problems, find everything to himself, trying desperately to develop ideas. Learning is more characterized by experimentation activities, questions, investigations, hypotheses, and models generated by the students them selves. In general, there are five basic principles underlying the constructivist classroom, namely (a) put the issues relevant to the needs of students, (b) structure the learning around primary concepts, (c) respect the views of students, (d)

¹⁸Trianto. *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*. (Jakarta: Prestasi Pustaka, 2007).p.5

adapt learning materials to needs of students, (e) assess contextual learning.¹⁹

AIR is one of the constructivist approach to learning model which emphasizes that learning should take advantage of all the senses of the students. AIR is short term *Intellectually Auditory Repetitionis* a component of the learning model. *Auditory* which means that learning should be through listening, speaking, presentation, argumentation, express opinions, and respond to, *Intellectually* which means that learning should be using thinking skills (minds-on) learning to be with a concentration of thought and practice through the use of reasoning, investigating, identify, discover, create, construct, solve problems, and applying and *Repetition* is deepening, expansion, stabilization of the way students are trained by giving assignments or quizzes.²⁰

AIR is a learning model that places students as the primary focus in learning activities through its phases, students are given the opportunity to actively and continuously build their own knowledge both personally and socially so that there is a change concepts in to more detailed and complete.

¹⁹Ibid, 13

²⁰Erman, S. *Model belajar dan pembelajaran berorientasi kompetensi siswa*. (Educare : Jurnal Pendidikan dan Budaya. 2010) <http://educare.e-fkipunla.net/index2.php?option=comcontent&dopdf=1&id=60> (diakses tanggal 30 Maret 2013).

E. AIR (*AuditoryIntellectuallyRepetition*) Model in Teaching Writing

Descriptive Text

Learning is time replaced the old pattern with a new pattern learning approach for learning to take place effectively, one of which is the model of learning with AIR, which involves three aspects, namely Auditory, Intellectually and Repetition. AIR is a learning model that places students as the primary focus in learning activities through its phases, students are given the opportunity to actively and continuously build their own knowledge both personally and socially so that there is a change concept in to more detailed and complete.

In term of writing learning, especially in writing descriptive text, AIR learning model is used to make the students' mind improved. It is because the steps in this learning model tend to how the students could use their mind in exploring their idea to describe the object which becomes the main thing to their written. Those steps are;

<i>Auditory</i>	Here are the initial ideas to improve learning facilities in the <i>Auditory</i> : 1. Encourage students to read aloud from the guide book and explain their understanding 2. Describe the subject matter of the guide books they are reading 3. Ask students in pair so rin groups sharing in detail
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	<p>what they just learned and how they will apply it</p> <p>In this teaching writing descriptive text, the teacher explains details about the descriptive text by using LCD in order make an attention the students.</p>
<i>Intellectually</i>	<p>Intellectual aspects of the study will be trained if we invite learners or students to engage in the following activities:</p> <ol style="list-style-type: none"> 1. Solve the problem Identify and analyze the experience 3. Working on strategic planning 4. Give birth to creative ideas 5. Finding and filtering in formation 6. Formulate questions 7. Implement new ideas at work <p>In this case, in teaching writing descriptive text, the teacher asks the students to study in outdoor, in order to find the idea from their experience. Then, they asked make an outline.</p>
<i>Repetition</i>	<p>Repetition in the form of exercises, assignments or quizzes. Here, students are asked to make the descriptive text completely based their experience out of the class.</p>

The third aspect of the above learning styles are integrated in such a way that students and teachers can jointly live in class. Lessons packaged in an atmosphere that varied so as not boring. Class atmosphere like this is very beneficial for students because it can improve interpersonal skills, enhance students' creativity and student learning outcomes.