

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories underlying this study. They are definition of writing, the process of writing, teaching writing, sentence, descriptive text, sentence variety.

A. Definition of writing

Writing is a valuable tool for exploring and refining perceptions of our self and also the world.¹ Writing as mean of communication is used to communicate indirectly among people without physical appearance. Writing has purpose. Farmer stated that the purpose of writing are:²

- a. To clarify a thought, a feeling, an impression or an experience for a reader or yourself.
- b. To provide a reader with information.
- c. To persuade a reader to accept an idea.
- d. To create a piece imaginative literature that the reader might enjoy.

During writing, the purposes of writing have to be kept well in order to think about the facts which are relevant and able to organize the facts into coherent fashion. Both of them determine the effective of writing.³

The purpose of writing foreign language is divided into two; external and internal goals.⁴ In external goal, the teacher can try to set up goals which teacher

¹ Faye & Holly L. Jacobs. *Learning ESL Composition* (USA: New Bury house Publisher. 1985), 3

² M. Farmer, at al. *Composition and Grammar II: Step in Writing Process* (Illioners: Laid Law Brothers Publisher. 1985), 3

³ N. Araproff. *Writing A Thinking Process*. (New York: Charles Scribner's Sons. 1975), 233

can plausibly connect with writing activities which students may perhaps have to carry out in English in their later studies, careers or personal lives. The students may be asked to join at English seminar or a business meeting. They can develop both their skills of English and knowledge. The students learn that writing is needed outer life. Then, the students will learn how to deliver written information which is not deal with their subject.

As internal goal, writing has short-term 'interior' goals for teaching and testing. The students have to do some tasks based on their interests of the subject matter or problem being tackled. It means the students have the problem to solve, some information to collect, the object to describe. For instance, the students suppose to have interest on how they describe market, how they collect the data about general election in the form of writing.

The students are expected to write for purposes and master in the genres of text. The genres which the students have to be master are in understanding and creating text in the form of procedure, narrative, descriptive, recount, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking which are taught from first until third years.

This research will be conducted in the tenth grade senior high school. The objective of teaching English especially in the tenth grade of senior high school is to enable the students to express the meaning of the short functional written text and simple essay in the form of recount, narrative, procedure, descriptive, news

⁴ G. Abbott and J. Greenwood, et al. *The Teaching of English as an International Language* (Great Britain: William and Collins Sons and co. 1981), 153-154

item. In its implementation, the students writing ability will be assessed on the way they use the diction, grammatical structure, and rhetoric stages in each of its genres so that the students composition are not only readable but also understandable.

B. The Process of Writing

When the students write, they do some phases starting from getting ideas until the writing is ready and satisfactory. The stages of writing have four elements, namely planning, drafting, editing (reflecting and revising) and final draft.⁵

a. Planning

In all subject areas, students need to develop skills for getting what they know about a topic down on paper, and generating ideas or finding additional facts.⁶ It is in line with Harmer, that there are three main issues to be considered. The first is the purpose writing including types of the text, language using and information. The second is the audience and the content structure of a piece to sequence the facts, ideas or arguments they have decided to be included. The goal is to write in a complete and organized manner so that the audience can follow the ideas easily⁷.

The next stage of experimentation or developing from experience and observation of ideas, details, and suggestions. This phase helps the students to

⁵ J. Harmer. *How To Teach Writing* (New York: Longman. 2004), 4

⁶ Writing strategy. *Think Literacy: Cross-Curricular Approaches*. 97. Pdf

⁷ J. Harmer. *How To teach Writing*.4

decide on topic, brainstorm and organize ideas.⁸ In this stage, the students decide the text they are going to write. This is the fundamental issue that lead the students to run their writings well. The next step is choosing and collecting the information what they students will write in this stage. This stage is often called prewriting because the students prepare and do what they need before starting to write.

The students have to organize the ideas. This stage requires the students to choose interesting and familiar topic. Generating the topic is usually the hardest part in this stage. According to Nunan brainstorming, word mapping, and quick writing can be a help for the writer to solve this part because by doing them, he can develop his thoughts before doing the next part- planning and organizing the writing in the form of an outline.⁹ Next, the students collect the data to support their topic and make the topic more specific one well in each of paragraph. Making an outline is part of planning the composition. By organizing their compositions, it will be helpful for them to develop their ideas well.

b. Drafting

After the first outline was completed, the next process is drafting. The students begin to write the ideas they had arrange it on the paper. The students compose the ideas into sentences and paragraphs. The students need to focus on

⁸ Kamehameha School. *The Writing Process: An Overview of Research on Teaching Writing as a Process* (Hawai'i: the Research & Evaluation department of Kamehameha Schools. 2007), 2

⁹D. Nunan. *Practical English Language Teaching 1st Edition* (Singapore: Mc. Graw Hill Education. 2003), 97

the development of their ideas and grammar, punctuation or spelling. The students begin to write the introduction.

A draft is the first version of piece of writing. In the drafting phase, you fulfill the promise you make in the introduction where you state the main idea.¹⁰ A draft has to be developed. Thus, it means that draft is rough writing. It is not perfect one.

c. Editing (Reflecting and Revising)

This last stage of writing process is including writing all drafts and the final piece, This phase includes revising and editing.¹¹ In revising, it needs the reader's point of view. It can be the students' friend or the teacher. By revising, the students will accept many comments which deal with their contents whether the content will be cut or added. The next step, is editing, this is the phase when the students correct their technical in spelling, grammar and punctuation.

In editing, the students should do two points. First, they revise the issue of content and organization. Then they must edit on small issues of language use, vocabulary and mechanics. Carter stated that revising means making changes to the writers' idea and organization.¹² Meanwhile, editing means make checking the language, correcting punctuation and spelling. It means that sentence variety take place in this stage. It is in line with strategy of Ahola (2004) that during the

¹⁰ Capella University. *The Writing Process* (Minneapolis: Capella University), 20

¹¹ S. Peha. *Assesing Writers Assesing Writing*. (online).

[http://www.ttms.org/PDFs/09%20%riring%20Assement%29v001%20 \(full\).PDF](http://www.ttms.org/PDFs/09%20%riring%20Assement%29v001%20%20(full).PDF).

¹² C. Carter, et al. *Keys to Effective Learning 3rd Edition* (New Jersey: Pearson Education, Inc. 2002), 265

revising and editing phases of the writing process, students have an opportunity to examine their drafts more closely by sentence variety strategy.

d. Final version

After having editing of their writing, if it considers being necessary, they have produce the final version. Final version is the best writing that should be taken into score or publishing. Thus, writing should follow all the steps starting from planning, drafting, editing and the last is final version which represent the best writing the students have made.

C. The Teaching Writing

Writing is a process of thinking and comparing which emphasizes on learner- centered, instruction, students' negotiation and strategies based instruction that values the variability of learners' pathway to success.¹³ During writing process, the teacher needs to help them develop their own ideas, their own critical analysis. Thus, the role of teacher is needed as motivator and feedback provider.¹⁴

As the motivator, one of principals' roles of teacher is creating the right conditions for the generation of ideas, persuading the students of the usefulness of the activity, and encouraging them to make as many efforts as possible for maximum benefit. Thus, teacher is expected to stimulate and help the students starting from prewriting till post writing. In prewriting, teacher can help the

¹³ H. D. Brown. *Principle of Language Learning and Teaching 2nd Edition* (New York: Pearson Education, Inc. 2001), 340

¹⁴ J. Harmer. *The Practice of English Language Teaching. 3rd Edition* (London: Pearson Education Limited. 2002), 262-263

students to generate the ideas and determine the type of the text. In writing process, teacher can create the situation in which the students enjoy their activities. The last, teacher is expected to give some comments on their writing in order to help the students recognize their abilities.

Teacher as feedback provider, gives feedback on composition. The positive respond and encouragement to what students have written will help them to write better. This role asks teacher to adjust the objective and the level of the students. This is aimed that teacher correcting appropriate with the students level.

There are three aspects to teach writing. Those aspects are first, writing as a channel of foreign language learning. The use of writing alongside listening, speaking and reading in process of learning important elements of the language and developing command of the language.¹⁵ It means that writing cannot stand individually. It must work with the other skill integrated. Thus, the teacher cannot teach only speaking or reading or listening without involve writing.

Secondly, writing as goal of foreign language learning. That is the development of writing skill to fulfill such assignment, summarizing, narrating cannot be separated from the real life situations. All the students' activities have the main purpose that is to write. The students' activities can be easier to understand if they watch and do the activities which recall what they got by using the written form.

¹⁵ G. Abbott and J. Greenwood, et al. *The Teaching of English as an International Language*, 140

The last is writing with cohesion. That is work with various linguistic; it means that one text which the students have made or wrote collaborate to one another is well organized. Thus, the teacher gives the students guide on how to make a good composition which is analyzed from the side on the unity, coherence, cohesion, mechanical use. These three aspects are inseparable.

It is generally known by most students that writing is considered difficult skill to be mastered. It needs a supportive atmosphere that primary comes from the teacher attitudes. Thus, the teacher should help the students to be aware more to their own writing process, provide the assistance to them, and guide them through that process form getting started (finding topics, generating ideas and information, focusing and planning structure and procedure), drafting (encouraging multiple ideas), revising (adding, deleting, modifying, and re arranging ideas) to editing (attending to vocabulary, sentence structure, grammar and mechanic).

D. Definition of Sentence

Sentence is a group of words that expresses a statement, command, question or exclamation. A sentence consists of one or more clauses and usually has at least one subject and verb. In writing, it begins with a capital letter and ends with a full stop, question mark, or exclamation mark.¹⁶

A sentence has two parts: a subject and a predicate. The subject includes the pronoun that tells what the subject is about. The predicate includes the verb

¹⁶ Michael Swan. *Practical English Usage Second Edition*. (Oxford University Pers: 1995), xxvii

that describes what the subject is doing. Therefore, a sentence is a group of words with two main parts: a subject area and a predicate area. The subject and predicate express a complete thought.¹⁷

In a sentence, a subject and a predicate is needed to make certain a group of words that expresses a statement, command, question, or exclamation. In grammar, sentence is the largest unit of grammatical organization within which parts of speech (e.g. nouns, verbs, adverbs) and grammatical classes (e.g. word, phrase, and clauses) are said to function. In English, a sentence normally contains one independent clause with finite verb.

E. Types of sentence

There are four types of sentences in English. Three of them have high frequencies; they occur in practically all kinds of written materials. The first three types are simple sentence, compound sentence, complex sentence. The fourth one is compound-complex sentence, which is relatively rarely constructed by beginning writers. It is also in fact useful for especially the upper intermediate and advanced levels of writers. To use each type correctly as well as effectively, the writer has to be able to point out the strength and weakness of the four types of sentence.¹⁸

a. Simple sentence

A simple sentence has one independent clause. It has one subject and one verb although either or both can be compound. In addition, a simple sentence can have adjectives and adverbs.

¹⁷ Bahrudin, SS. M.Pd. *Comprehensive English Grammar* (Unpublished book:2009),116

¹⁸ Barli Bram. *Write Well, Improving Writing Skills* (Yogyakarta: Kanisius Pers. 1995), 38

Here are the examples of simple sentence:

Oprah Winfrey and Conan O'Brien host in talk shows.

Subject subject verb

The man stole the jewelry.

Subject verb

b. Compound sentence

A compound sentence is the combination of two or more simple sentences. Thus, it contains more than one independent clause. The clause pattern is the same as the simple sentence pattern, meaning each of them comprises S + V + (O) + (A). We can join simple sentences to form a compound sentence using coordinating conjunctions, such as and, or, and but. If we do not use them, we will produce either comma splices or run –on sentences. One of the advantages of a compound sentence is that it helps the writers to avoid including too many short, choppy sentences in the paragraph. As with simple sentence, a compound sentence cannot have any subordinate clauses and compound sentence has two or more independent clauses. The independent clause can be joined in one of two ways:

1. With coordinating conjunction: for, and, nor, but, or, yet, so.
2. With a semicolon (:)
3. Conjunctive adverb.
 - a. Here are the examples of compound sentence:
 - b. The man stole the jewelry, and he hid it in his home.

- The woman holds the chicken, but it is not hers.

c. Complex sentence

As its name suggest, indeed the complex sentence is complex or complicated, at least to a certain extent for some (beginning) writers. One wise starting step to cope with the problem might to be point out that a complex sentence consist of two clauses: one independent while the other is dependent. The independent or main clause can stand by itself, but the dependent or subordinate one cannot; it must depend upon the main clause. Frequently, dependent clauses are introduced by subordinating conjunctions, for example if, when and because.

Through complex sentence, we can put prominence on the idea in a clause. We can also show among other things, contrast, preference, reason and consequence. Thus, the flow of thoughts will run much more smoothly, compared with a series of ideas expressed in simple sentence.

A complex sentence contains one independent clause and at least one dependent clause. The independent clause is called the main clause. These sentences use subordinating conjunction to link ideas. The subordinating conjunctions include such word as: because, as, as if, unless, provided that, if, even if.

Here are the examples:

1. Although Risa likes all kinds of fruit, *she sometimes finds the smell of Durian a little terrible.*

2. I would like to marry her since she and I understand each other and have similar interest.
3. *We were discussing chapter two* when the bell rang to signal the end of writing class yesterday.

All the underlined clauses above are dependent clause; they depend on their independent or main clause, which are italic sized. As we can observe, the key word that make the underlined clauses dependent are the subordinating conjunctions: although, since, and when.

Certainly, It is also worthwhile nothing that dependent clauses may appear before or after their independent counterparts. This is often a matter of preference. When placing dependent clauses at the beginning, we usually need commas (in writing) and pauses (in speaking) to mark their endings. Complex sentences tend to be relatively longer than simple sentences as well as compound ones. Thus, the complex sentences have more capacity to express related ideas more clearly and more interesting.

d. Compound-Complex Sentence

Compound-Complex Sentences contain two or more independent clauses and one or more dependent clauses. The dependent clauses can be part of the independent clauses.

Here are the examples:

1. The man stole the jewelry and he hides it in his home until he could safely get out of the town.

2. Chris wanted to drive to work, but she could not until her car was repaired.

F. Sentence Variety

One of writing strategies is sentence variety. This strategy is introduced by Ahola.¹⁹ He is an education practitioner and a teacher in Kansai Gaidai University of Japan. He stated that sentence variety can incorporate into students writing lesson.

Sentence variety means variation of the sentences (long and short sentences) in a piece of writing. Due to their limited English proficiency, some EFL writers may write only short sentences. This simple strategy will help students to determine whether their drafts include sentence variety.

Step 1

Providing the students with a sample paragraph that lacks of sentence variety. After reading the paragraph aloud, the students should count the number of words in each sentence and write the number above the sentence.

Step 2

Asking the students if they notice any similarities between the numbers they wrote down. They should be able to determine that some of the sentences have the same word count. Explain to the students that writers often vary their sentences in order to keep their readers from getting bored. Thus, encourage the students to include a mix of both shorter and longer sentences in their drafts.

¹⁹S. K. Ahola. Writing with Style. Two Useful Strategies for Students (online)
<http://iteslj.org/lessons/Ahola-writing-strategies.html>.

Step 3

Brainstorming some ways to revise that lacks of sentence variety with the students. They may offer suggestions such as combining shorter sentences in order to make one longer sentence or dividing one longer sentence into two shorter sentences. Another suggestion is to add more information to the shorter sentences.

Step 4

With their own drafts, the students should count the words in each of their sentences. If there are many sentences with a similar word count, then they should revise them.

G. Descriptive Text

Descriptive text is defined as a text which describes a particular person, place or thing. Thus, the students should describe something like the real objects. Therefore, it can be concluded that descriptive is associated to represent a certain person, thing, place, or animal specifically.

The components of descriptive text are the generic structure and language features. Generic structure of descriptive text is divided into two parts, they are identification and description. Identification is the identifying and introduction of someone or something of place which is going to be described. Then, the second is description; it describes the characteristic of someone, something or places for instance its material, its color or its form.

Below is an example on how those generic structures are implemented in a text.

Identification	Paris is capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.
Description	<p>Paris is called the City of Light. It is also an international fashion centre. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world centre of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.</p> <p>The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of a hill called Montmartre on the right bank (north side) of the Seine.</p>

Table 2.1 Example of Descriptive Text

Language feature is selected for intensive study across more than one topic or text-type based on course objective.²⁰ It means that a certain text-type involves several linguistics components to a certain communication purpose. Those components complete the characteristics of the text.

Language feature of descriptive text are as follows:

1. Certain nouns, e.g. teacher, beach, mount Bromo.
2. Relating verbs to give information about subject, e.g. it has very thick fur, my dog is big.

²⁰ S. Feez & h. Joyce. *Text Based on Syllabus Design* (Sidney: Mc. Square University), 118

3. Action verbs, e.g. our dogs beat our shoes; the mountain does not rise up out of the surrounding countryside.
4. Thinking verbs and feeling verbs to express writer's personal point of view about subject, e.g. I think it is a cute animal, Elevation gain is minimal and the wide open terrain is scenic.
5. Detailed noun phrase to give detail information about subject, e.g. it is a large boat; it is on the world's flattest and smallest continent.
6. Adjective which is describing, numbering classifying, e.g. sharp with tangs, beautiful beach, and interesting mountainous terrain
7. Adverbials to give additional information about the subject's characteristic, e.g. at the tree house, in the middle of dry June, in the winter.
8. Simple present tense.
9. Figurative speech such as a simile, metaphor, e.g. jack is a grass.