

## CHAPTER II

### REVIEW OF RELATED LITERATURE

An essential step in any research project is literature review. In this chapter, the researcher presents the review of related literature. In concern with theoritical framework underlying this study, which is presented in detail. This chapter consist of writing, paragraph, and *Journalist's Questions* method.

#### A. Writing

##### 1. Reasons for teaching Writing<sup>1</sup>

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 about the language whether they are involved in study or activation.

When thinking about writing, it is helpful to make a distinction between writing-for learning and writing-for-writing. In the case of the former, writing is used as an aide-memoire or practice tool to help students practise and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give reinforcement

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<sup>1</sup> Jeremy Harmer, *How to Teach English* (England: Person Education, Inc, 2007). Page 112.

to students. This is particularly useful for those who need a mix of visual and kinaesthetic activity. Another kind of writing-for-learning occurs when we have students write sentences in preparation for some other activity. Here, writing is an enabling activity.

Writing-for-writing, on the other hand, is directed at developing the students' skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real-life' reasons for getting students to write such things as emails, letters and reports. And whereas in writing-for-learning activities it is usually the language itself that is the main focus of attention, in writing-for-writing we look at the whole text. This will include not just appropriate language use, but also text construction, layout, style and effectiveness.

It is clear that the way we organise our students' writing and the way we offer advice and correction will be different, depending on what kind of writing they are involved in.

## 2. The process of Writing

The process has four elements<sup>2</sup>:

### 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

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<sup>2</sup> Jeremy Harmer, *How to Teach writing* (England: Person Education Limited, 2004). Page 4:5.

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 a 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.

## B. Paragraph

### 1. Definition of Paragraph

Paragraph is a group of sentences which contain relevant information about one main or central idea. Paragraph is a basic unit of organization in writing in which a group related sentences develop one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant, however the paragraph should be long enough to develop the main idea clearly.<sup>3</sup>

A paragraph has a very clear-cut structure. It has three major parts. The first part of the paragraph is called the topic sentence. It introduces the reader to the main idea of the paragraph. The second part of the paragraph is called the body. The body is made up of several sentences which support, prove, or explain the statement made in the topic sentence. The third part of the paragraph is called the concluding sentence. This sentence summarizes what has been said. If a paragraph contain all these parts, it will be well structured.<sup>4</sup>

### 2. Descriptive paragraph

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing<sup>5</sup>. It is necessary to observe closely the object or area which you are

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<sup>3</sup> Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Student* (USA: Addison-Wesley Publishing Company, Inc., 1983). Page 3.

<sup>4</sup> Martha Kilgore Rice and Jane Unaiki Burns, *THINKING/WRITING An Introduction to the Writing Process for Students of English as a Second Language* (USA: Prentice-Hall, Inc., 1986). Page 2

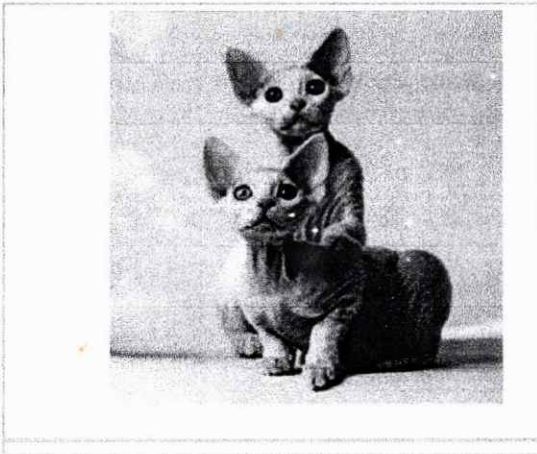
<sup>5</sup> <https://pakpuguh.wordpress.com/2011/08/12/description-text/>



describing and to see things in terms of their size, shape, and texture, or physical appearance.<sup>6</sup>

**Example of Descriptive Paragraph**

**MY SPHYNX CAT**



My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my mother.

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<sup>6</sup> Martha Kilgore Rice and Jane Unaiki Burns, *THINKING/WRITING An Introduction to the Writing Process for Students of English as a Second Language*(USA:Prentice-Hall, Inc.,1986).  
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### C. Journalist's Questions method

Journalist's questions is a teaching writing technique which used 5 W's and 1H (Who, what, Where, When, Why, and how). The Newspaper writer generally used this word to remember about the important informations which the readers needs (William,1988:6)<sup>7</sup>.

In questioning, you generate ideas and details by asking questions about your subject. Such questions include *why*, *when*, *where*, *who*, and *how*. Ask as many questions as you can think of<sup>8</sup>.

Using the six W words 'who', 'what', 'where', 'when', 'why' and 'how' can form a useful brainstorm and planning point for the start of a piece of writing.<sup>9</sup>

Students benefit greatly from thinking about how best to note down the ideas they come up with. Indeed the effective making of notes can contribute to the generation of ideas themselves.

Often, when we start to generate ideas we write down words and phrases in a random way. Then by making connections between them, we start to see patterns emerging and we can then organise our thoughts into sub-topics and categories<sup>10</sup>.

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<sup>7</sup> Alamsyahril, Zazili haryadi, Dewi utari. *Increasing the eleventh year students abilities in writing narrative paragraph at SMAN 4 Lubuklinggau through integrating clustering and Journalist's Questions methods*. accessed on October 28,2009.

<sup>8</sup> John Langan, *College Writing Skills with Readings, seventh edition* (Americas: McGraw-Hill Companies, 2008). Page 27.

<sup>9</sup> Jane Dupree, *Help Students improve their skills* (London: David Fulton Publishers, 2005). Page 59.

<sup>10</sup> Jeremy Harmer, *How to Teach writing* (England: Person Education Limited, 2004). Page 88.