

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the study. They are definition of writing, purpose of writing, definition of descriptive text, and definition of Think, Talk, Write (TTW).

A. Definition of Writing

Writing skill is specific ability which help puts their thought into words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols. According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.¹

According to Murcia writing is “the ability to express one’s ideas in written form is a second or foreign language”.² It means that writing is an activity to express our ideas in written form. On the other side, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph. From the previous studies, the researcher conclude that writing is more than a medium communication. It is a way of

¹ Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.31.

² Marianne C. Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Heinle Publishers, 1991), p. 233

remembering and a way of thinking. Because of writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without thinking first, probing, observing, asking question, experimenting, and reading.

B. Teaching Writing

Teaching is showing or helping someone, to learn how to do something, giving instruction, guiding in the study of something providing with knowledge, causing to know or understand.³ For the language learning writing is productive skill in the written mode, it is more complicated that seems to be herded of the four skills, even for native speakers of a language, since it does not only involve a graphic representation of speech, but also the development of presentation of though in a structure way ⁴.

Before doing teaching and learning an English language, every teacher of English should consider about the principles of teaching writing English language. According to Nunan (1999) the principle of teaching writing are:

1. Understand your students' reasons for writing.

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's. In this case, a teacher should understand the goal of teaching writing. The teacher should convey a goal to the students in order to understand them.

³Brown H.douglas,*principle of language learning and Teaching*(United State of America):prentice Hall,1987,6

⁴David Nunan,*Language Teaching Methodology*,(New York:practice Hall International,1999).4

2. Provide many opportunities for students to write.

Writing skills can be improved by many practices. The teachers must evaluate the lesson plan before conducting to teach writing. The teacher must pay attention to how much time is spent to do writing, how is situation in the classroom, what is the topic and so on. In addition, practice writing should provide students with different types of writing. The purpose is to avoid the student get bored in practicing writing.

3. Make feedback helpful and meaningful.

After giving an assignment of writing ability, the teacher should give feedback to their writing by giving comments on student's papers and make sure they understand what have they wrote and also take time to discuss gather them in the class.

4. Clarify for teacher, and for students, how students' writing will be evaluated.

In learning writing process, most of student often feel that the evaluation of their writing is completely subjective. In this case, the teacher needs a tool to evaluate the students writing, namely rubric. This Rubric should outline the weight grammar and mechanics in relationship to content and ideas, as well as other futures of writing that teacher find important. Table 2.1 is an example of rubric which is used to evaluate the students' writing.

Table 2.1 The example of Rubric in Writing⁵

	Excellent	Adequate	Inadequate
Content	Description of what would be excellent content	Description of adequate development of content	Description of inadequate content
Organization	Description of superior organization	Description of adequate organization	Description of inadequate organization
Grammar	Statement of level of grammatical accuracy expected	adequately Statement of an grammatical paper	Statement of types of grammatical problems that lead to the paper's inadequacy
Comments	The instructor's general comments on the student's assignment		

Rubric above is used for a teacher to check the level the student had achieved in each of the three categories, and then provide some written comments on the bottom of the page, or on the student's assignment.

C. Purposes of writing

According to Penny “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing”.⁶ It means that when the writers do their writing, of course they have

⁵ David Nunan, *Language Teaching Methodology*, (New York: practice Hall International

⁶ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p.163

some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use and the information that they choose. In addition, there are really only four common purposes in writing they are: to inform, explain, persuade, and amuse others.

a. Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened.

Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind selecting the right information and arranging it effectively.

b. Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and maybe our school life will probably be persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

D. Writing Process

Writing process is a framework for writing well and easily. Generally the writing process consists of three stages, they are⁷

a. Prewriting

In prewriting step, think about topic and organize the ideas. Prewriting is the thinking, talking, reading and writing about topic before writing a first draft. Prewriting is a way of warming up brain before writing. There are several ways to warm up before writing:

1) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list as many ideas as possible without worrying about how to use them. They can include words, phrases, sentences, or even questions. To brainstorm, there are some steps:

- a) Begin with a broad topic.
- b) Write down as many ideas about the topic.

⁷Karen Blanchard & Christine Root, Ready to Write, (USA: Longman, 2003), 3rd Ed., p. 41-44.

- c) Add more items to the list by answering the questions what, how, when, where, why, and who.
- d) Group similar items on the list together.
- e) Cross out items that do not belong.

2) Clustering

Clustering is another prewriting technique. It is a visual way of showing how ideas are connected using circles and lines. In other words, clustering is an activity of drawing the ideas. To cluster, there are some steps:

- a) Write the topic in the center of a blank piece of paper and draw a circle around it.
- b) Write any ideas that come into mind about the topic in circles around the main circle.
- c) Connect these ideas to the center word with a line.
- d) Think about each of new ideas, write more related ideas in circles near the new ideas, and then connect them.
- e) Repeat this process until the ideas run out.

b. Writing

After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: writing our paragraph. When we write the first draft of our paragraph, use the ideas we generated from prewriting as a guide. As you write, remember to: