

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents the review of related literature. It is discussed about definition of writing, types of writing, purpose writing process in writing, requirements of good writing, teaching writing in descriptive text, generic structure of descriptive text, definition of wholesome scattering game, the role of wholesome scattering game, advantages and disadvantages wholesome scattering game.

#### **A. Definition of Writing**

Writing is one of the integrated language skills that involved many language elements such as diction, grammar, spelling, punctuation, etc. Writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other skills.<sup>1</sup> According to Robert, writing is a process of thinking in writing form, where the writer can express his or her ideas, experiences, thoughts, and feelings. Writing also a skill of arranging the words to form sentences, paragraph so that those idea, opinion, experiences and expression can be communicated to other in form of material.<sup>2</sup> Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer doesn't actually appear on the page. It is a means of communication. Whenever the writer want to write, he has to

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<sup>1</sup> Mariane Celce Murcia And Elite Olshtain, *Discourse And Context In Language Teaching*. ( New York: Cambridge University Press,2000)161

<sup>2</sup> Robert Lodo, *Language Testing*. (London: Longman Group.Ltd) P 143

knowing the audience or reader, it will help in reaching the the goal of communicating clearly and effectively.<sup>3</sup>

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. Finnocchiaro says that writing has been characterized as written thinking.<sup>4</sup> 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. Types of Writing

The type of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write.<sup>5</sup>

There are two types of writing:

### 1. Practical Writing

This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

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<sup>3</sup> Alice Oshima and Ann Hogue, *Writing Academic English, A Writing And Sentence Structure Handbook*, (Addison-Wesley Publishing Company), 2nd Ed, P. 2.

<sup>4</sup> Mary Finocchiaro, *English as a second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc, 1974), p. 86.

<sup>5</sup> Ibid ,85

## 2. Creative or Imaginary Writing

This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

### **C. Purposes of Writing**

According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, those are:

#### 1. Informative

It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

#### 2. Expressive or Narrative

It is represented by "expressive writing" or "narrative writing is" that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

#### 3. Persuasive

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influences others and

initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.<sup>6</sup>

#### **D. Process in Writing,**

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

##### **1. Prewriting**

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.<sup>7</sup>

###### **a. Brainstorming**

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds.<sup>8</sup>

###### **b. Clustering**

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle,

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<sup>6</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137-138.

<sup>7</sup> Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed. p. 41.

<sup>8</sup> Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p.64.

while the ideas are spread around.<sup>9</sup> There are the steps of clustering process:

- Write our topic in the center of a blank piece of paper and draw a circle around it.
- Write any ideas that come into our mind about the topic in circles around the main circle.
- Connect those ideas to the center word with a line.
- Think about each of our new ideas, and then connect them.
- Repeat this process until you run out of ideas.<sup>10</sup>

c. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph.<sup>16</sup> As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

1. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
2. Stick the topic does not include information that does not directly support the main idea.
3. Arrange the sentences so that the other ideas make sense.
4. Use signal words to help the reader understand how the ideas in your paragraph are connected.<sup>11</sup>

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<sup>9</sup> Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

<sup>10</sup> Ibid 42

#### d. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.<sup>12</sup> It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

1. Add new ideas to support the topic.
2. Cross out sentences that do not support the topic.
3. Change the order of the sentences.
4. Using the following checklist to revise your paragraph. Make sure you have a topic sentence, cross out sentences that do not relate to the main idea, check to see if the sentences are in the right order, add new ideas if they support the topic sentences, make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar.

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<sup>11</sup> Ibid 42

<sup>12</sup> Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd, p. 5.

## **E. Requirements of Good Writing**

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. According of Billy Bram on his statement, "A paragraph is a group of sentences which contain relevant information about one main or central idea".<sup>13</sup>

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion. In writing a good paragraph, we should concern to two things. They are:

### **1. Unity**

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

### **2. Coherence**

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to

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<sup>13</sup> Barli Bram, *Write Well Improving Writing Skills*, p. 13.

use some transitions, such as however, although, finally, and nevertheless.<sup>14</sup> Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

- a. Content : the substance of writing, the ideas expressed.
- b. Form : the organization of the content.
- c. Grammar : the employment of grammatical form and syntactic patterns.
- d. Vocabulary: the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style. Mechanic : the use of graphic conventions of the language.<sup>15</sup>

#### F. Definition of Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.<sup>16</sup>

In this case, the kind of text that was used in this research is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its

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<sup>14</sup> .ibid 20-21

<sup>15</sup> Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta. PPFE Yogyakarta, 2001), p. 306.

<sup>16</sup> Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, Antipadean Educational Enterprises (AEE), Australia, 1995

purpose is to describe and reveal a particular person, place, or thing. As Pardiyono state description is a type of written text which has specific function to give description about an object (human or non human).<sup>17</sup>

So, the researcher can conclude that description is used in forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, describe the most important person, or describe the animal.

#### **G. Generic Structure of Descriptive Text,**

The students should master the generic structure of descriptive text before they write descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional context. The structure of 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.<sup>18</sup>

**Table 2.1**  
**Generic Structure of Descriptive Text**

Generic structure	Function
identification	<ul style="list-style-type: none"> <li>It is a statement or short paragraph that identifies the object that is going to be</li> </ul>

<sup>17</sup> Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*. (Yogyakarta: Andi,2007) P.2

<sup>18</sup> Pardiyono, *The Art Of Teaching*. (Yogyakarta: And Offset,2010)

	<p>described.</p> <ul style="list-style-type: none"> <li>▪ It is usually interesting and able to provoke the readers to be eager to read the text</li> </ul>
Description	<ul style="list-style-type: none"> <li>▪ It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part</li> <li>▪ The description of the object can be done according to different angles, such as size, length, strength. Color, height, condition of the location, whether, qualities, shape, etc.</li> </ul>

#### **H. Significant lexicogrammatical features of descriptive text**

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of descriptive text they including focus on specific noun, using kinds of adjective, use of relational process, use of figurative language, and use of simple tense.

#### **I. Definition of Wholesome Scattering Game**

Wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have

been given by the teacher. It was promoted by Natalie Hess on her book entitled “head starts”.

Students, on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences . which actually appear in it. Teacher might find that the first step of arranging the words in weird and unusual ways is fun and takes quite a while. It is worth the effort. Students will not quickly forget these words.<sup>19</sup>

#### **J. The Rule of Wholesome Scattering Game**

Before the teacher performs the main activities in playing wholesome scattering game , she prepares the instrument early. She chooses 20 to 16 key words from the text that she is going to read with students in the class. The following is procedure of wholesome scattering game :

1. Ask three to five students to come to the board. Their task is to write down the words related to descriptive text that the teacher dictates. Each student writes each word so that each word is written as many times as there are students at the board. They scatter these words at random all over the board, and try to arrange the words in unusual ways. Some will be written horizontally, others vertically, others in shapes, others upside down. Do not comment on spelling at this stage. Some students will change their spelling as they observe how the students next to them has spelt a word or as they are corrected by others in the class.

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<sup>19</sup> Natalie Hess,*Head Stars*,(England :Longman Group Ltd,1991) p 39

2. While the students at the board are doing this, those in their seats can produce their own arrangements of the words either on paper or in their notebook. They arrange the words with good descriptive text.
3. When the teacher has finished dictation the words, the students who were at the board return to their seats.
4. The teacher asks if anyone in the class thinks they have produced a particularly unusual arrangement of the words . if there are volunteers, teacher asks them to display their arrangements.
5. The teacher goes over the words on the boards, eliciting correct spelling and meaning .
6. Teacher asks the students (in pairs, group and individual) to write as many sentences as possible using the words on the board. They should try to put more than one of the words in each sentence. Tell them that they have only thirty minutes to arrange descriptive text.
7. Teacher should stop them when the time is up and ask them to tell in front of class, how many sentences they have succeeded in writing.
8. At the end of the game, the player who has scored the most points is declared the winner. This score is based on the matrix assessment for students' writing in descriptive text and quickly time to write descriptive text.

While wholesome scattering game is a drill that can be used in teaching writing descriptive text. It helps students to imagine the ideas in writing descriptive text and develop their sentences.

#### **K. Advantages and Disadvantages of Wholesome Scattering Game.**

There are some advantages and disadvantages of wholesome scattering game in teaching writing descriptive text. They are :

##### **1. Advantages of Whole Scattering Game**

- a. To stimulate students' idea to write sentences.
- b. When teachers want to use a media in their activities, they have to decide whether it is difficult to prepare or not.
- c. The teacher prepares some key words.
- d. The students could develop their text based on key words have been given by the teacher.
- e. Wholesome scattering game drills students to know the spelling, meaning, and pronunciation all key words.

##### **2. Disadvantages of Wholesome Scattering Game**

Although wholesome scattering game has many advantages, they still have some limitations or disadvantages as follows:

- a. The teacher needs more time to collect and prepare the key words appropriate for material before teaching and learning process.
- b. Students are limited by the key words that have been given by the teacher, in organizing sentences.