

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter defines some theories related to the study that supports the researcher to solve the problem and answer the hypothesis. They are writing, descriptive text, and fishbone diagram.

A. Writing

In this section, it discusses about the definition of writing, the process of writing, purpose of writing.

1. Definition of Writing

In learning language, there are for basic skills that should be mastered by the students such as writing, reading, speaking and listening. Writing is the basic skill that has significant rules in learning language. Writing is one of the productive or active skills in English besides speaking that students need to learn in English language learning. The purpose of writing is to transfer the meaningful and expressive information from the writer to the readers in written language form. Writing is one of good ways to increase student's ability in learning English because through writing, the students are able to learn some components in writing such as punctuation, capitalization, spelling, grammar, and vocabulary.

There are several definitions of writing provided by some experts from many sources. According to (Kartawijaya, 2018) writing is a fundamental skill in language learning which cannot be mastered directly by the students, it needs repeated practices to master it. Writing is complex metacognitive activities which combine between individual's knowledge, strategies, basic skill and individual's

ability in coordinate writing (Nguyen, 2015). Based on (Jack C, 2002) writing is the most challenging skill for L2 to master. Writing also a complicated process that requires the writers to explore their views and ideas and make them visible and concrete.

From all statements above, it can be determined that writing is an activity of thinking in stating ideas, thoughts, and feelings into written form. Writing is one of the significant skills in English because it takes a part as important communication tools. Furthermore, teaching writing is teaching the approach to able to write in a foreign language.

2. Process of Writing

Writing is a complex process and it allows the students to know the process of writing start from the beginning process until to the final product. Knowing the writing process will help the students in writing the text to be good paragraph. In teaching writing, the teacher must comprehend to the writing process to create a good paragraph before the students learn. It learns about grammar, mechanics, organization, and vocabulary. There are four steps in writing process (Harmer, 2007), such as: planning, drafting, editing and final version.

a. Planning

Planning is the first activity for the writers to do. Planning is an activity that the writer's plan what she or he is going to write, and decide what will be expressed, included the detailed notes. In this first steps, the writer should think of three main issues. Firstly, they must deliberate the purpose of their writing.

Secondly, the writer thinks of the reader they are writing. Thirdly, the writer also considers the content structure of their writing.

b. Drafting

Drafting is the second step, the writers make the draft. Drafting means writing a rough, or scratch, form of your paper. A number of drafts may be produced before it is edited in final version.

c. Editing or Revising

Editing is the step for the writers to revise their draft, of course this step is done after the drafting process. In this process the writers need to reread what they have written in the drafting process and check whether there is an error or not in their writing. (Galko, 2001) Declare that revision is the most common re-examination of your essay. In this step, the writers may include additions, deletions, or modification the sentence structure. Editing process is commonly helped by the other readers, teacher, and friends.

d. Final Version

Final version is the last step of writing process after the previous step. In the final version the writers ready to publish their writing. Besides that, there are many other things to be considered in order to be good at writing, such as grammar, words in use, punctuation.

3. Purpose of Writing

According to (O'malley & Pierce, 1996), there are three purposes of writing based on the types of writing in English learning. Those purposes are following:

a. Informative

Informative in writing means that is purposed to share knowledge or information, give direction, and state ideas to other.

b. Expressive or Narrative

It is represented by “expressing writing” or “narrative writing” that is purposed to share a personal to personal or imaginative expression.

c. Persuasive

Persuasive in writing means that it purposed to persuade the readers to do something.

Nunan (2015) Argues that there are some reasons why writing systems may have evolved:

- a. To provide a more or less permanent record of some event. Record come in many shapes and forms: from records of the weather for a particular city over the course of a year, to a personal diary kept by someone over the course of their life
- b. To communicate with someone else, it can by letters, postcards or emails
- c. To entertain or instruct through creative literature such as stories, novels and poems
- d. To present complex arguments that would be beyond the spoken word in the form of essays, journal articles and others.

B. Teaching Writing

Teaching is the process to do something to someone. It is also the way to transfer the knowledge and information to others. English is one of the subject

matter that has some skills such as writing. Teaching writing has a purpose to produce intelligent behavior. There is a communication between the teacher and the students which have a purpose to transfer some knowledge to the other. Teaching writing activities is an activity where the students are asked to write the sentences about the topic that given (Harmer, 2007)

Furthermore, teaching writing is teaching the way to be able to write in a foreign language. The students can write from basic level to the advanced level of writing by several exercise that given by the teacher. Through applying writing, students also are able to explore their ideas on their mind in written form. In teaching writing, the teacher is required to be more creative and have various kinds of technique to enhance students' writing achievement.

In addition, there are more principles in teaching writing that every teacher should consider (Nunan, 2003), as follow:

1. Understand your Students' Reasons for Writing

Understanding the students' reasons for writing is the important thing that teacher need to know. To realize the students' reason teacher can ask the students directly about that. It was done to find out how much students are interested in writing. The biggest dissatisfaction with writing instructions arises when the teacher's objectives are not in agreement with students, or when the teacher's objectives do not match with the school or institution where the student works. So, understanding the students' reasons for writing is important before the teacher starting the course in order to convey the objectives to students in ways that make sense to them.

2. Provide Many Opportunities for Students to Write

A teacher can provide an opportunity to mean that students can practice writing without being attached by the teacher's value. By writing practice, the students can improve their ability in writing skill. The teacher must evaluate the lesson plan that not every written must be corrected or assessed.

3. Make Feedback Helpful and Meaningful

Feedback does not need to always be written in margins. Teacher can deliver feedback in various forms: individual conferences, recorded responses, summary responses typed, and so on.

4. Clarify for Yourself, and for Your Student, How Their Writing Will be Evaluated

A way to answer students' expectations about their writing results that are considered subjective is to develop a list of their writing skills including:

- a. On a scale of 1-10, how important is creativity, or originality of ideas?
- b. On a scale of 1-10, how important is following a particular written format (such as a research report, book report, letter, etc.)?
- c. On a scale of 1-10, how important is grammatical accuracy?
- d. On a scale of 1-10, how important is it that the assignment includes recently taught material?
- e. On a scale of 1-10, how important is accuracy in spelling and punctuation?

From that, there is a necessity for a rubric to help a teacher in scoring the elements of writing that must be evaluated. This rubric must outline the weight of

grammar and mechanics in relation to content and ideas. There are three types of general rubrics that can be developed:

- a. Non-weighted rubric is a type of rubric there is a description of writing quality by level across other writing criteria. In this rubric, the teacher assess the students with give the circle in each of the three categories, and then it also present some written comments on the bottom of the page, or on the student's assignment.
- b. Weighted rubric is similar to the unweight one, but it breaks the writing skills into categories and sub-categories.
- c. Holistic rubric describes in general term the qualities of excellent, good, fair and unsatisfactory assignment. So, in this rubric the teacher choose the description that available in the rubric depend on students' assignment.

C. Descriptive Text

There are some genres of English text that should be studied by the senior high school students one of them is descriptive text.

1. Definition of Descriptive Text

Descriptive text is a text that defines and draws about something clearly and its social function is to describe a particular person, place or thing (Anderson & Kathy, 1998). According to (Ratnaningsih & Azizah, 2019), they explain that descriptive text is kind of English text that contains a description about the thing in detail. Descriptive text also the author's point of view in describes about something which provides the readers a picture of the thing in words. After

reading the descriptive text the readers feel like they read the description just like see the pictures directly.

Descriptive text is the text that says what kind of person or thing is being described. Descriptive text is a text that is not only built with a few rigid rules in sentence form but also arranged by considering the purpose and meaning of each structured (Noprianto, 2017)

2. Generic Structure of Descriptive Text

Generic structure is the sequence of the text that used to distinguish one text with another. There are two parts of generic structure in descriptive text, they are identification and description.

a. Identification

Identification is the first part of descriptive text which contain about the introduction of something that want to describe to the readers. In this part it can be include the detail about who, when, where or what of the subject. On the other words this part is stating classification of general aspect of the thing that needs to describe.

b. Description

Description is the next part of descriptive text after the identification. Description part consists of several paragraphs that introduce the description about the subject. Usually in this part, in every paragraph start with the topic sentence of something that wants to be discuss and it should describe one feature of the subject. All the paragraph of description builds the detail build the

description about the subject which may contain about the physical appearance, general personalities or idea and the characteristic.

In addition, there is a concluding part or paragraph in the end of description part, but it is not a must. The concluding part is optional to do, it means that it can be included or not. The concluding paragraph contains the conclusion of the topic.

3. The Purpose of Descriptive Text

Descriptive text is a text that describes about the object it can be person, place or thing with the purpose to describe or draw the thing about the characteristic, appearance or particular thing the way it is. According to (White, 1986), he explains that there are several purposes of the descriptive text.

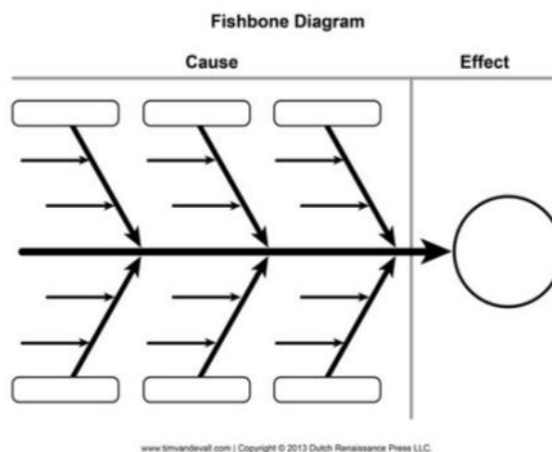
- a. To see, it means by reading a descriptive text it will help the reader to imagine the object or it will give the reader immediate description in written form as the writer describe.
- b. To explain, it will give the explanation to the reader about the thing that describe.
- c. To persuade, it means by describing about something the writer want to make the reader more interest about the thing.

D. Fishbone Diagram

1. Definition of Fishbone Diagram

Fishbone diagram or cause and effect also called as Ishikawa diagram (Ishikawa, 1986), because this diagram creates by Kaoru Ishikawa. This diagram has the shape like the fish skeleton or bone, so it called fishbone diagram. The

use of this diagram is to analyze the relation between cause and effect or the problem.



Fishbone diagram can be used in education aspect (Utari, 2018). It can be one of technique that can apply in teaching writing. This technique will help the students easier to determine the cause and effect of the problem with put the effect of the head of the fish and some cause in the branch. This technique will make the students more interest and enjoyable in learning writing.

2. Writing Descriptive Text Using Fishbone Diagram

Fishbone diagram can use in teaching writing descriptive text. This technique is use in pre-writing process. This diagram will help the students in creatively writing descriptive text because it can make the students more focus on the main idea that they want to discuss. We can use this diagram in teaching writing descriptive text with fill the head of the fish with the main topic that want to discuss, in the box we can fill it with the main idea of each paragraph. And every branch has several more branches that we can fill the supporting idea of each paragraph.

There are four phases in applying fishbone diagram in teaching writing (Garvey, 2008), as followed:

1. Identify the main thing that will become the main topic of descriptive text.
2. Identify the main idea about that thing.
3. List the sub idea in each main idea.
4. Analyze the diagram and write the text based on the diagram.

The first step is identifying the things or the topic that want to be described. This topic will be written in the head of the fishbone. The second step is identifying the main idea about that thing, it will be written in the box of each branch of fishbone diagram. The next step is list sub idea of main idea below each main idea.

There are several advantages of using fishbone diagram, such as:

1. Fishbone diagram will help the students easy to create a text by understanding and knowing the main idea and the supporting idea first.
2. Fishbone diagram make the students more focus in the subject which will be described.
3. Fishbone diagram also make the student easy to explore the topic to be write.

E. Outlining

Outline is one of some techniques in teaching writing that usually used by the teacher as a technique in teaching process, especially in writing. Outline is a plane before writing a paper, text, essay or a plan to think and organize some ideas which will be arranged into a good writing. By using outline, the students could recognize further about the subject that they will be discussed.

Furthermore, the format of outline consists of subject and detail information about the subject that will be discussed (Tazky, 2018).

Oshima and Hogue (1998) state, that an outline is a formal plan for a paragraph. It is written down the main points in order to plan what it will be written. An outline also giving and showing a short general description of paragraphs. Then, Brown (Brown, 2004) mention that outline includes in responsive writing of the writing assessment as a guide of assessment tasks that require ti perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of paragraph.

F. Previous Study

There are some previous studies of using fishbone diagram as a technique in teaching writing skill. First, the research was conducted by Setiawan (2014) explores to improve students' ability in writing hortatory exposition text using fishbone method. This research have the objective is to know how fishbone diagram can increase the students ability in writing hortatory exposition text. In his research, the researcher use Classroom Action Research (CAR) as the research design with two cycles, he found that using fishbone diagram can improve the students achievement in writing hortatory exposition text. And it can present the significant development.

The second previous study is the research that was conducted by Sidabutar (2016) explores the effect of fishbone diagram on student's achievement in writing analytical exposition text. The objective of the research is to know the effect of fishbone diagram on the student's attainment in writing an

analytical exposition text. The researcher use a quasi-experimental design and found that the Fishbone method effect in teaching analytical exposition text it can be seen in the student's achievement in post-test was higher in the pre-test.