

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the literature. It discusses writing, descriptive text, cubing technique, and free-writing.

A. Writing

1. Definition of Writing

Writing plays an important role in learning English. Writing is a way to pour out whatever is in someone's mind such as ideas, feelings, and opinions. Someone tries to convey ideas into English in writing by following the ability of coherence and reasonable accuracy. When the writing process takes place, students can express feelings, ideas, opinions, or experiences that will be developed again in writing. Not only the process of expressing what is happening, but also the compilation of ideas into words, phrases, clauses, or sentences to be developed into whole paragraphs so that the final writing will be read and understood by the readers (Sari, 2014). Besides, writing is defined as a process of finding ways in which to induce results from activities of thinking, uniting ideas, and expressing them (Ismail, 2011).

Writing is a communication activity, sharing information, a way of sharing observation, ideas with ourselves or with others. Everyone has a specific purpose in writing. For students, writing can be defined as a way to express themselves and additionally to apply their English. In writing, the writer ought to make simple writing to create the reader will easily understand the content (Ariningsih, 2010).

Writing is a combination of process and product of discovering ideas, putting them on paper, and working with them till they are given in a manner that is polished and understandable to the reader from some definition before, writing is a system of human communication which represents a symbol (Linse, 2005). From the definition above, it can be concluded that writing is one of the most necessary skills to be owned and mastered by students. Writing is communication activities for the writer and the reader, and a way of sharing information.

2. The Purposes of Writing

Siregar (2016) states that writing focuses on many objectives. The first is to inform. The purpose of writing is to provide various information to the reader. This writing is employed to reveal evidence and facts about the event. These writers can try to inform accurately and impartially on one side. Writing for information purposes can be in the form of a report. The second is to entertain. The purpose of writing is to entertain which will be combined with many different purposes similar to explain or give information with a funny delivery. The main purpose of this writing is to entertain given within the form of short humorous stories, jokes, newspapers, television scripts, and others. The third is to illustrate. The arrangement of writing aimed at describing is termed descriptive purpose. The things described in the form of places, objects, people, moments, experiences, and theories well to assist the reader describes a story about what is being written by the writer. By using the five human senses, without the writer telling him what he wrote, the reader can feel the contained in the writing. It is as if the reader is included in the story. The last is to persuade. This purpose is employed to influence the reader to participate

in what is expected by the writer. The writer hopes the reader does something that is conveyed.

3. The Process of Writing

Writing skill is one of the English language skills which is taught to junior high school students in English lesson. Besides, writing is a complex activity involving several stages of composition task completion. The process of writing begins from the simple things, then they will develop into more complicated levels in which structure elements and vocabularies are included. The process is the stages which the writer goes through to produce and deliver something in the final written form. Clark (2007) states there are several important components in the writing process. The process of writing as follows:

The first is planning (pre-writing). Prewriting is any activity in the study hall that urges students to compose. It refreshes thought from beginning. In the pre-writing step, the students must generate ideas and collect data on what topics he/she will bring. It is time to start writing an outline and taking notes. Another approach to get ideas is called free-writing. At that point compose whatever sentences come into your brain about the topic. Write horizontally across the paper as the students do when the students write a letter. Here, the students try to order their ideas and arrange them according to their priorities. The students put the ideas into subsist based on the main idea and eliminated all the irrelevant ones.

The second is drafting. After obtaining ideas, students begin to convey their ideas in written form on paper. It is the stage for interpreting their ideas and information into sentence and paragraph forms. The students can consult their ideas

to the teachers and ask their help to arrange the sentence structures. The teacher's response to student writing plays an important role in the successful implementation of the writing process.

The third step is revising. This stage aims to re-arrange, adjust to the subject, and refine ideas. When the students revise, the students review their draft based on the feedback given in the responding stage. Students reexamine what is written to see how effectively. The students have communicated their meanings to the reader. In this stage, the students are rewriting their draft after getting feedback from the teachers. Revising is not only checking for language errors in the students' writing, but it is done to improve global content and the organization of ideas so that the students' aim is made clearer. It can improve the ability of students. The students will pay more attention to writing such as the structure of the text, spelling, punctuation, language use, mechanic, suitability of topic sentences, and supporting details.

The fourth is publishing. This publishing phase allows the student to celebrate their hard work in writing. The student can copy this final by hand or typed. The student has gotten the results from what he has written. Publishing can be done with class activities, presentations, web sites, and notice boards. The last is reflecting, this stage of reflection is expected to encourage the student to reflect on themselves by thinking about the final of their writing. The student can share with the listener and get the new information. It helps the student to see that writing can work or cannot work by sharing with the reader. Then, the listener will give feedback such as suggestions or comments for making the next writing.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text that describes a specific person, place, thing, or any subject. There are some categories in writing descriptive text: (1) place, and position such as direction; (2) measurement such as weight, size or volume, distance; (3) shapes and patterns; (4) colors and textures; (5) material and substantial; (6) technical vocabulary such as faces, bodies, clothes, character, weather, building, and so on. In other word, descriptive text is a kind of writing that describes an object or any subject with detail like colors, size, shapes, textures, materials, subject, or technical vocabularies (Jolly, 1994).

Furthermore, the descriptive text content is to describe what we see. Besides, descriptive is a kind of written text which has the particular characteristic to explain an item (human or nonhuman). The descriptive text is to explain a specific person, place, and thing (Syahputri, 2018).

From the definition above, it can be concluded that descriptive text is a text to describe a specific person, place, thing, or any subject. Descriptive text gives much information clearly and in detail.

2. Types of Descriptive Text

According Pardiyono (2007), descriptive text has three types. First is describing people. In describing people, the description of the physical appearance, such as (height, weight, and age), characteristics such as (hair color, eyes, and skin), and a sign that can be identified, such as (scar, sign born), is required to make a clear view of the people who are described. Second is describing a place. In describe

place, description must be set so the reader can clearly imagine scene described. Also, additional information about the feeling or attitude owned, a person is very important to make a description clearer. Third is describing an object. To describe a thing the authors must have a good imagination about that thing that will be described. It is needed to help the reader get a clear picture as author mean in the description.

The material in seventh grade is descriptive text exactly describing about person, animal, or object based on the *Permendikbud* Number 37 of 2018. The framework follows below:

Table 2.1
Framework

Main Competencies	Basic Competencies
3. Understanding knowledge (factual, conceptual, and procedural) based on curiosity related to the visible phenomena and events. 4. Trying, processing, and presenting in the realm of concrete (using, unraveling, arranging, modifying, and making) and the realm of the abstract (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources in the same perspective or theory.	3.7 Comparing social functions, text structure, and language features of several oral and written descriptive texts by giving and asking for information related to descriptions of person, animal, and object, very short and simple, in accordance with the context of use. 4.7 Descriptive text. 4.7.1 Capturing contextual meanings related to social functions, text structures, and language features of oral and written descriptive text, very shorts and simple, related to people, animals, and objects. 4.7.2 Arranging oral and written descriptive text, very short and simple, related to person, animal, and object, by paying attention to social function, text structure, and language features, correctly and in context.

Pardiyono (2010) states that the descriptive text follows some particular stages. First is identification. It is a statement or a short paragraph that identifies the

object that is going to be described. It is usually interesting and able to provoke the reader to be eager to read the text. Second is description. Description may consist of one of several paragraphs. This part is used to give a sufficient description of the object mentioned in the identification part. The description of the object can be done according to different angles, such as size, length, strength, color, height, condition, location, weather, shapes, and so on.

The language features of descriptive text are: (1) focusing on the specific participant such as my English teacher, Jimin's cat, my favorite place; (2) using simple present tense such as I have a toy, I call it Teddy; (3) using adjectives such as strong legs and white fangs; (4) using detailed noun phrases to give information about the subject such very beautiful scenery, a sweet young lady, and very thick fur; (5) using action verb such as eat, runs, sleep, walk, climb and (6) using adverbial such as fast, and at tree houses (Masrifah, 2018).

C. Cubing Technique

1. Definition of Cubing Technique

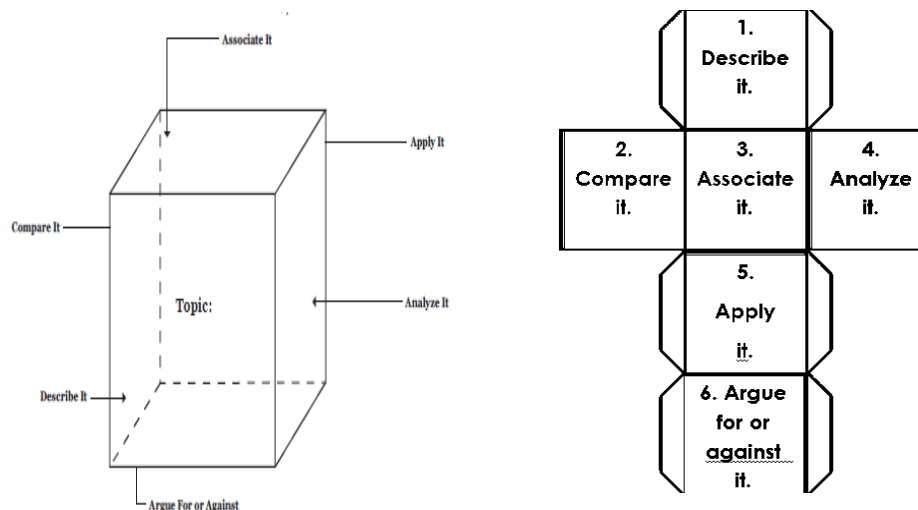
Cubing is a technique used to assist students in reading and writing viewed from various perspectives (Cowan & Cowan, 1980). Cubing is a prewriting technique in writing as a technique designed to help the students learn to look at a subject from a variety of perspectives. During this prewriting, students quickly shift perspectives on a topic, usually a thing, by describing it; associating it with some experience, person, or event; applying it in some way; analyzing it by breaking it into parts; comparing it to or contrasting it with something; and finally arguing for

or against it takes a stand (Carrol, 1993). Baroudy (2008) explains that cubing technique is a technique quickly consider a subject from six points of view, such as describing, comparing, associating, analyzing, applying, and argue.

It can be concluded that cubing technique is a writing technique to explore topics or themes from six sides. Cubing can help students who only focus on certain thoughts. It can make the student able to write.

2. The Form of Cubing Technique

According to Forget (2004), there are six sides of the cube which consists of many activities such as describing, comparing, associating, analyzing, applying, and arguing. There are six perspectives on the Cubing Technique (Nazario, 2013) described below:



The first side is describing. Describing does not care about the mechanics of writing, but only focuses on how ideas continue to emerge. In this perspective,

the teacher asks the students to describe the topic, qualities, and characteristics clearly. The questions as follows: What is it? How do you describe it?

The second side of the cubing is to compare. This is intended to find out the similarities and differences of the subject or theme. The questions as follows: What is it similar or different from? What is the topic similar to?

The third is associating. The students must connect the topic with the other object that reminds them about the topic. The questions as follows: What does the topic remind you of? What different ideas, events, or problems can that associate with the topic? What does it makes think of?

Next is analyzing. The method used is to separate the important things into several sections to further tell how parts can help to compile the story. This part can be characteristics, settings, tones, and so on. The questions as follows: What does the topic consist of? What are its parts? How does it work?

The fifth side of the cubing technique is applying. The activity carried out is to tell how the subject or topic can be used or applied. The questions as follows: How is it useful? How is it meaningful? How do you use..?

The last side is arguing. The writer has to make an argument about the topic both pro and contra and explain the strengths or weaknesses of the topic. The writer must be able to take the position to further make a list of various reasons to support the theme. The questions as follows: What is your opinion? What strengths or weaknesses does it have? What is the reason?

3. The Benefits of Cubing Technique

Many students have difficulty in writing English. Although many of them can write, they have not been able to develop their ideas. Cubing can be designed to help students look at a topic from a different perspective. This technique can help the students to analyze the topic in depth. There are several benefits of cubing technique, such as: the students can explore multiple dimensions of a topic deeper, understand, and review the information covered by students, and making a structured outline for a writing assignment by students (Axelrod, 2008).

D. Free-writing Technique

A writing exercise in which a person writes quickly and continuously, with a free association of ideas, especially as a means of initiating a more focused composition. Elbow (1998) states that this free-writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or write words. Free-writing is a writing technique that makes students write whatever comes into their head without stopping, worrying about grammar, spelling, organization or even making basic sense.

Free-writing technique means you write whatever comes to your mind and your feelings. Free-writing is a prewriting technique in which a person writes continuously for a set period of time without referring to spelling, grammar, or topic. This statement does not mean the students will not care of the elements of writing, such as better organization, spelling, grammar, and vocabulary. The

students must pay attention to the elements because those are the most important things to understand making a good writing. (Oshima, 1999).

E. Previous Studies

Many previous studies are relevant to this research. The first previous study was conducted by Masitowarni (2013). It used qualitative research. The result showed that the mean of the students' score in cycle II was 80 which higher than the mean of students' score in cycle I was 73.85. The conclusion was that teaching by using cubing technique can improve students' writing narrative text. The next research was conducted by Resi (2018). The aim to know the significant effect of cubing technique to teach writing recount text to the eighth-grade students of SMPN 8 Pontianak. This research was using a pre-experimental study. The researcher took the pre-test and post-test. The result showed that the students' mean score of pre-test was 38.02 and the students' mean score of post-test was 66.1. It meant the score after giving the treatment was higher than before giving the treatment. So, cubing technique is effective to teach writing recount text. The last research was conducted by Cholidah (2019). The result showed that the cubing strategy got a positive response from students. In addition, the result of the interview showed that students were more active and interested in learning to write recount text by using cubing strategy.

In this case, this research conducts to know the effectiveness of using the cubing technique. The difference between previous studies and this research is in the genre of text. The teaching of writing here uses descriptive text. This research

focuses on teaching writing and cubing technique. The researcher conducts it to seventh-grade students of MTs PSM Sugihwaras in the academic year of 2020/2021.