

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will present review of some literatures related to the research, such as: the concept of teaching, the concept of writing, the concept of teaching writing strategy, the concept of descriptive text, and previous study.

A. The Concept of Teaching

Teaching may be defined as showing or assisting someone in learning how to do something, offering directions, directing in the study of something, providing information, causing to know or comprehend something (Brown, 2007). Also, teaching involves instructing and supporting learning, and also enabling the learner to learn and providing the learning environment for students. Teachers must lead and promote students' learning. Teachers are also supposed to instruct and guide students through the learning process so that they may comprehend the material quickly. Furthermore, teachers must be able to establish a conducive learning environment for students. Additionally, teachers must create positive interactions with their students in order for the learning process to be receptive.

Leonard H. Chalrk in (Kusumawaty, 2017) said that teaching is a way to interact, similar to that between tennis players or dogs in a battle. The student does something to the teacher, and the teacher does something to the student in return. Students can learn as a consequence of these interactions. In the classroom, good interpersonal interactions imply that learning is taking place. It is assumed that if they are terrible, the learning will be unexpected. Or, if it does happen, it will happen less frequently and with less consistency.

Based on the statements above, teaching can be described as an activity or process that helps someone to acquire knowledge and learn to do something. And it includes transfer in science, skills, and attitudes. Transfer is the process of organizing conditions, assignment materials, and chances to support students in acquiring and building new knowledge by organizing and controlling their potential sources.

B. The Concept of Writing

This part discusses about some topics related to writing. They are the definition of writing, the component of writing, the process of writing, and teaching writing for junior high school.

1. The Definition of Writing

Writing is one of the English skills that students should master. This is because writing skill related to the overall language proficiency. Writing is a productive skill. In writing, the students share their ideas and thought into the written form. In writing involve thinking process as what the alteration of thoughts and ideas are set together in a piece of paper with good grammatical and paper organization. According to Nunan (2003) in (Kusumawaty, 2017), writing is the mental process of developing ideas, figuring how to express them, and putting them into sentences and paragraphs that understandable to a reader. The communication between writer and the reader it can be called as writing.

Writing is same as speaking but it is in the written form. It is about share the people's thought, opinion, and ides on the paper. In writing, there is not only share the ideas into the written form, but it also involves some process. Thinking

and arranging, rethinking and restructuring are all part of the writing process. The result of writing should be manageable so that the written text is coherent and understandable. In conclusion, writing is an activity in which the writer expresses their ideas in a written form.

2. The Component of Writing

In writing, there are five basic components of writing namely: content, organization, vocabulary, grammar, and mechanics.

a. Content

Content of writing should be clear to the readers, so that they can understand of it. The construction of the contents should be coherence, well unified, continue, and complete to achieve a good content in writing. It is known as unity and completeness.

b. Organization

In this component, the writer tends to focus in arranging and organizing the ideas chronologically. It also presents the ideas from the beginning to the end coherently. One of the ways to organize writing is for the writer to convey their ideas from general to specific or from specific to general.

c. Vocabulary

The writer will always select a good and appropriate word to organize a sentence and then put the sentence into a paragraph until they can make a good written text in the writing process. In writing, mastering words is important since

language is one of the components used to express ideas. It will help the writer to arrange a good writing because they knew a lot of word to express their ideas.

d. Grammar/Language Use

Grammar in writing involves about the use of rule in language correctly. It focuses on verb, nouns, agreement, etc. A proper grammar should be able to produce a grammar. Grammar can help writers to use a formal language.

e. Mechanic

In mechanic, there is some parts such as punctuation, capitalization, and spelling appropriately. This component is critical in ensuring that the reader understands what the writer is attempting to express clearly and quickly.

3. The Process of Writing

The process of writing is a stage that consists from the beginning until the finishing of writing. According to (Harmer, How Teach Writing, 2006), there are four stages in writing namely planning, drafting, editing, and final version.

First, there is planning. Planning is an important stage because in this stage the writer should plan their writing. The goal, the audience, and the structure of the writing are the three primary topics that the writer should think about and examine. The purpose of writing will determine what types of text, language features and information that will be provided. The audience will determine the form the writing such as the formal or non-formal language, the paragraph arrangement and the layout of the writing. The content of structure will determine

about the facts, ideas, argument that they have to decide to include. This stage also known as pre-writing.

Second, it is drafting. In drafting stage, the writer should discover and explore about their ideas. This stage is the first version of writing. It because, the writer starts to compose a draft based on the plan by write down their ideas until construct a text.

Third is editing. Editing is the process of modifying and improving a first draft. In editing, the writers check the text for grammatical, lexical, and mechanical errors before it turns to final version of writing. It because, there is almost impossible.

Last, it is final version. After editing their draft, the writers produce a final version of their writing. Because so many things have changed during the editing process, it is possible if the original plan and the first draft are different. After finish in editing stages, the written text can send to the audience.

4. Teaching Writing in Junior High School

Teaching writing is an activity where the teacher asks the students to write sentences about the topic that given (Harmer, 2007). The purpose of teaching English in junior high school is for students be able to communicate appropriately and correctly both orally and written. One of the goals of teaching English for junior high school is the students capable of understanding and create a short functional text and a short essay in procedure, descriptive, narrative, and recount text.

According to Curriculum 2006, English should be developed in both spoken and written forms during the learning process. Also, one of the goals of English classes in junior high school is to develop the students' skills as follows:

- a. To acquire functional literacy, both writing and spoken communication skills must be developed.
- b. An understanding of the importance of English in enhancing a country's competitiveness in a global economy.
- c. Students' understanding of the language-cultural interaction will be enhanced.

Students of junior high school are required to write texts in their own words. Standard of Content stated that the time of learning English is four hours in a week for junior high school.

C. The Concept of Teaching Writing Strategy

In this chapter, the researcher will discuss about the definition of strategy, outlining strategy, and mind mapping strategy.

1. The Definition of Strategy

Strategy is a way to something. It can be a plan, tactic, program, steps, etc. Strategy may be defined as a series of processes in learning, thinking, teaching, and other activities. A strategy may be described as the development of a plan that includes a number of tasks in order to reach a certain objective. According to Richard (1992) stated in (Istiqomah, 2019) , strategies is someone way to reach their goals. In education fields, it can be concluded that strategy is a set of steps that used to achieve learning's goals.

2. Outlining Strategy

According to Oshima and Hogue in (Zakia, 2017), Outlining is like architect's plan. It has a meaning that, before the writer develop a paragraph, they must have a plan to guide in the process of writing. It aims to avoid the important things or ideas that related to the topic were left. Zemach and Rumisek (2003) stated that outline is a list of the information you will put in your essay. An outline starts with the thesis statement, shows the organization, tells what ideas that will discuss and shows which ideas will come first, second and so on, ends with the conclusion.

Outlining is an activity that very useful for students to prevent the writing process from getting stuck. An outline structure may force the writers to start to group their ideas and think about what should be the input as their arguments before drafting. Outlining makes the writers know how to develop their arguments physically. An outline helps the writers to arrange their ideas by using it. It will help the writer in exploring their ideas that related to the topic and help in organizing the paragraph become a good text. It relates with Langan (2009) statement in (Almunawaroh, 2020), that outline is a plan to help the writers achieve a unified, well-organized, and supported composition. Outlining could also ensure the success of an essay and make drafting easier.

According Oshima (1998) in (Zakia, 2017), states that there are three advantages of outline. First, it will help the writer in organizing their ideas. Second, it will help the writer to write quickly, preparing an outline is 75 percent of the work. Third, the grammar will be improved because the writer will be able

to concentrate on it. The structure of essay outline according to (Oshima & Hogue, 1998) are:

Table 2. 1 The Structure of Essay Outline

I.	Topic Sentences
II.	Supporting Sentences
	A. First Main Supporting Sentence
	1. Supporting Detail
	2. Supporting Detail
	B. Second Main Supporting Sentence
	1. Supporting Detail
	2. Supporting Detail
	C. Third Main Supporting Sentences
	1. Supporting Detail
	2. Supporting Detail
III.	Concluding Sentences

The topic sentence is usually the first or second sentences in a paragraph.

It introduces the idea. It introduces the subject and explains the writer's view on the subject. The term "controlling idea" refers to this. The controlling idea must bring a statement about the subject that the supporting sentences can develop, demonstrate, or support. Example: I have a best friend. She is very pretty and kind.

Supporting sentences provide details regarding the subject and main topic. Definitions, explanations, and examples can all be used as supporting sentences.

The reader is often reminded of the paragraph's topic and main concept in the concluding sentences. The main idea is restated in the concluding sentences.

The procedures of outlining strategies are:

- 1) The teacher explains about outlining strategy based on the sample text that has been given to the students.
- 2) Teacher motivates the students to create their own text.
- 3) Students is given a simple quiz to make an outline based on the topic choices.
- 4) The students with helping by the teacher try to find out some ideas that related to the topic and divide the ideas into sub lists.
- 5) The teacher helps the students to build an outline.
- 6) After the students understand about how to make an outline, they should make an outline based on the topic.
- 7) The teacher and the students discuss about their outline.
- 8) The students try to write a short descriptive text that consist of identification and description.

3. Mind Mapping Strategy

The mind mapping strategy is a way for taking notes on a subject before writing, which demonstrates the connections between concepts. According to Buzan (2003) in (Silalahi, 2016), mind mapping is a tool for creative thinking that reflects the way the brain naturally works. The brain can utilize all of the images and their associations in radial design due to Mind Mapp. A mind map is used to create, visualize, organize, and categorize thoughts as well as to help with problem-solving, information gathering, decision-making, and writing. No matter what other kind of information we are seeking to organize and categorize—facts, statistics, or ideas—mind maps enable us to do it effectively. Every part of life may improve from the use of the mind map, which can boost human performance through better learning and clearer thinking.

The mind map contains the following four crucial qualities:

- 1) A central image crystallizes the primarily focuses subject.
- 2) The subject's primary themes branch out from the main image.
- 3) Branches have an associated-line with a key picture or keyword. Less important subjects are also shown as branches connected to higher level branches.
- 4) A nodal structure's linked branches.

According to Buzan (2003) applying mind mapping is easy. The five easy steps:

- 1) Grab some colored pens and a blank sheet of unlined paper. Ensure that the paper is positioned sideways.
- 2) In the center of the page, draw a graphic that represents your main topic. The image shows your primary subject.
- 3) For each of your main ideas about your subject, draw a thick, curving, linked line away from the picture in the center of the page. Your main subtopic is represented by the center branches.
- 4) Give each of these concepts a name, and then, if you'd like, draw a quick illustration of it; this engages both sides of the brain. In a mind map, words are italicized throughout. This is because they are keywords, and emphasizing them, like in regular notes, emphasizes how important they are.
- 5) You may create further linked lines that stretch out like a tree's branches from each of these concepts, as well as your own opinions on each of these ideas. The details are represented by these extra branches.

D. Descriptive Text

This part discusses about some topics relevant to descriptive text, such as the definition, the generic structure, the language featured, and the example of descriptive text.

1. The Definition of Descriptive Text

There are so many types of texts in writing. One of them is descriptive text. Descriptive text is one of the texts which is taught in junior high school. Descriptive text is describing a particular person, place, or thing. It is about describing about specific people, places, or things. Descriptive text also describes more from the outside of subject, it can be the appearance, taste, smell, feeling, and sound of the subject.

2. The Generic Structure of Descriptive Text

According to Djuharie (2007) cited in (Wahyumi, 2019) descriptive text has a generic structure such as identification, and description. First, there is identification. This stage introduces the phenomenon as the introduction. In descriptive text, identification is generally identified as a main topic or a general statement. Usually it contains the phenomenon structure of description such as, what, who, when, and where. Second, there is description. In this stage, it is about the explanation of the general statement. It explains specifically about the phenomenon that will be described. In conclusion, there are two generic structure of descriptive text. They are identification, and description.

3. The Language Features of Descriptive Text

According to (Gerot & Wignell, 199), in descriptive text, there are four language features. They are; First, focus on specific participants. So, it should focus on describing one subject in order to help the readers to focus on it. Second, attributive and identifying processes are used. Third, epithets and classifiers are often used in nominal grouping. Last, using simple present tense.

4. The Example of Descriptive Text

Elephants

Elephant is an herbivore animal and eat all almost all of the vegetation and fruits. They have almost hairless skin, wide ears, four legs, and long trunk. Elephants are known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year

(<https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1>)

E. Previous Study

There is some previous study that related to this research, they are:

Firstly, Siti Fatimah Al Islamiah and Dina Merris Maya Sari (2021) conducted a research entitled “Using Outlining Strategy in Essay Writing for ELT Students”. The purpose of this research is to discuss outlining strategy that applied

in the ELT students' essay writing class in an English Education Program STKIP PGRI Sidoarjo. The participant is 10 students. The instrument were checklist observation and questionnaires. It used qualitative data for data technique. The research result showed that the applying outlining strategy of students were positive and good in learning writing.

Secondly, this research from Ismah Nurbaeti Almunawaroh (2020) entitled "The Effectiveness of Emphasizing Outlining Technique in Students' Pre-Writing Stage of Writing Descriptive Text". This research was conducted in SMP Perguruan Rakyat 1 Jakarta Academic Year 2019/2020. The research design is used quasi-experimental. The researcher used purposive sampling in choosing the sample. The sample consist of 50 students that divided into 2 group, experimental and control group. The data collection used test. The result of this research was showed that there was increasing score of the students' result after emphasizing the outlining techniques in learning process.

Thirdly, Hamida Zakia (2017), conducted a research "The Effect of Outlining Techniques to Students' Writing Ability in Recount Text at Senior High School 1 Gunung Talang". The sample was chosen through simple cluster sampling, consisted of 27 students in one class, XI IIS5 as an experimental class the data was collected by using writing test. The result showed that the mean score of post-tests (82) was higher than mean scores of pre-tests (46). It is evident that the pre-test and post-test showed a considerable difference.