

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the description of the concept of this study associated with the writing descriptive paragraph as well as the result of the related previous study.

#### **A. Writing**

Writing is one of the important skills in learning English which focuses on productive skills. Writing can be planned, developing ideas that are in mind and most importantly going through many revisions in the process of writing before the work is ready to submitted. Besides, writing skill is important to learn in English education, especially for students because their writing can be a tool to express ideas and messages to readers for certain purposes. In addition, through writing, they can explain and describe something that they want to convey to someone who is far from them (Duin, 1986).

According to (Harmer, 2004), said that writing is a process of generating language and expressing ideas, feelings, and opinions. Furthermore, he said that writing is a process in which something written is often heavily influenced by genre constraints, and then these elements must be present in learning activities. It means that students must be able to write and developing their ideas or topics into sentences, paying attention to grammar, punctuation, also spelling in their writing. Writing is an activity in arranging words, phrases and sentences (Nunan, 2003). Writing is one ways of expressing ideas in order to communicate with others people. In writing, a writer can express his thoughts or ideas into written sentences that can be read by someone. So, it can be conclude that writing is one of English language skills that focus on productive skill.

#### **B. The Element of Writing**

According to Djiwadono as citted in (Mufidah, 2010), explained that there are several elements that must be taught in learning writing skill. The

first is content. Content is the most important part of what will be written. To describe the content that is in accordance with the topic, students identify, formulate the main idea and also the supporting ideas. Therefore, students must be able to write down the contents of the writing by formulating the main ideas and supporting ideas to become a text.

Second is organization. In learning writing the students arrange the main ideas and supporting main ideas well. Furthermore, the ideas are arranged logically so that the results can be understood by the reader.

Third is vocabulary. Vocabulary is the choice of words taken in writing. Therefore, the vocabulary used must pay attention to the content so that it can match the meaning of the sentence to be expressed.

Fourth is grammar. Sentences that are built and words that are arranged in paragraph writing must be understandable and unambiguous. In addition, it must meet grammatical requirements. Therefore, it is included in the term grammar.

And the last is spelling and punctuation. In writing, students must be able to pay attention to aspects of word spelling and the use of punctuation in their writing. A good writing is writing that can be read and understood by the reader. Therefore, spelling and punctuation in writing are an important part of writing text to understand intonation and also the meaning of writing.

### **C. Writing Process**

The writing process is the steps or ways of writing. Seeing what elements are involved in the writing process and writing strategy, the writer needs to know both. The writing process cannot be done just once, but must go through several stages, starting from pre-writing, editing, revision, editing, and finally publishing, (Brow H. D., 2001). In relation to the writing process, students are provided with a series of planned learning experiences to help them achieve their writing goals. According to Brown (2001), writing has three stages involved in the writing process, namely the prewriting, editing and revising stages. In addition, Chien (2012) reflects that there are three main processes when writing, planning, writing and revising. The writing process requires students to participate in remembering stored information,

generating ideas, setting goals, organizing ideas and topics, mapping, evaluating, and revising. Moreover, Brown (2001) explains that writing process involves complex abilities where the written product is the result of thinking, drafting and revising procedures that require special and complex skills.

Based on Brown (2001), he said that, In the writing process there are several stages carried out as a writing process, namely pre-writing, drafting, revising, and editing.

a. Pre Writing

Pre-writing is the first step that students must take before writing. Pre-writing is the first activity which, in this activity can motivate students to write, Richards and Renandya (2002: 326). This section is the original plan that they wrote. Langan (2005:23) mentions that in pre-writing activities, there are several strategies and techniques that students can use to generate ideas, namely, brainstorming, free writing, asking questions, making lists and grouping.

b. Drafting

The second step in the writing process is editing. In this second stage, the writer concentrates on practicing his writing skills by writing the ideas that are in his mind without paying attention to grammatical accuracy or the correctness of concepts (Richards and Renandya, 2002). The writer begin to write down ideas in their heads based on the arrangement of the main ideas or discussion topics from pre-writing activities. They are try to generate ideas that will become the content of their writing. This makes it easier to move on to the next step.

c. Revising

The third step in the writing process is revision. Proofreading is a difficult stage of writing for students. At this stage, the writer revise their draft of writing. They rewrite the draft after getting feedback from the teacher on their writing. In addition, revisions can also be made with several drafts with partners in the class writing group, then rearranging

the draft based on peer feedback. by providing feedback on their writing, students can re-correct their writing unnecessary parts

d. Editing

And the last step of the writing process is editing. In this process, writers have to correct their writing errors, they make edits to their writing, especially if there are grammatical errors. At this stage, spelling and punctuation rules are checked before finally showing their writing to others. After that, students re-examined the concept of writing, then corrected the mistakes they found.

#### **D. Writing Strategy**

Writing strategy is any approach or method that writer used to achieve a better version of the text that meets the writer's expectations. The method comes to the minds of writers before they start writing. Usually, they will think of the best strategy on how to write in order to produce quality writing. Many attempts have been made to produce a short list of final writing strategies. Writing strategy is the sequence of activities carried out while writing in which a writer in the writing process is involved in planning, composing, revising, and other writing related activities (Torrance, Thomas, & Robinson, 2000). To produce a good writing, a writer must pay attention to the several steps in starting writing, such as planning, compiling, revising, and editing their writing. As we know, each writer is different in writing and there is not necessarily a right way. However, trying to develop ideas using strategies when writing can help to find out if changing habits can improve the writing and creative process of the writer. In choosing what writing strategy to use, the writer is fully aware of whether or not to use a certain strategy.

In addition, this writing strategy has the aim of solving writing problems faced by students. This claim is supported by (Mu and Carrington, 2007, p. 2) He said that writing strategy is defined as a writer's conscious decision to solve the problems he faces in the writing process. Meanwhile (Ibrahimi, 2016) explains that writing strategies are tools or activities that students develop to achieve their writing goals. Therefore, it can be concluded

that effective writing strategies are used to help students write, achieve better results, and help them achieve their writing goals, namely awareness of the importance of writing and improvement of writing habits. Petric and Czarl (2003) classify writing strategies into three main types of writing strategies. These three types are before writing, while writing and after writing strategy. Each of these three categories is divided into more specific activities.

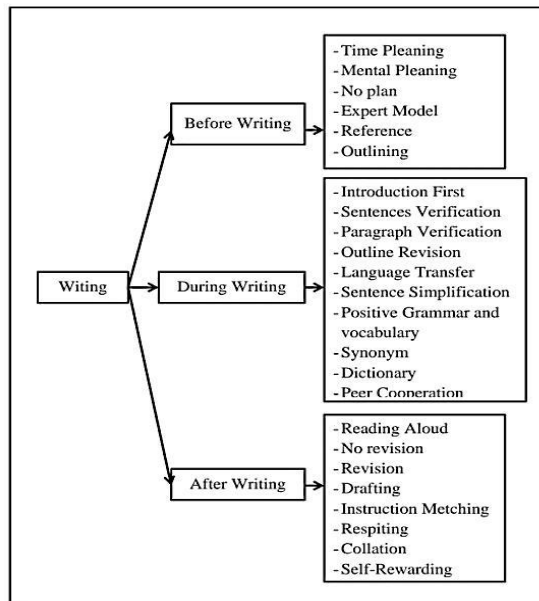


Table 2.1 Petric and Czarl's witing strategy taxonomy (2003)

### 1. Brainstorming Strategy

Brainstorming is use of the brain to the active problem solving and aims to develop creative solutions to problems. Good writing involves a process that begins with prewriting and ends with proofreading. Base on McDowell (1999), he said brainstorming is the act of defining a problem or idea and producing something related to the topic as a step to generate ideas. In this situation, students first write down any ideas that come to their mind as quickly as possible based on the topic given by the teacher. The more ideas that come up, the better the quality of the writing will be.

Meanwhile Boardman (2008) said that brainstorming strategy is writing all kinds of good or bad ideas based on a given topic in a certain time and then doing some organizing. Here, students are asked to write down their ideas that seem related to the topic whether they are valid or

usable. When students can't find anything to add to the list, read through it and determine what's important to include and what to remove.

Furthermore, Fitzpatrick (2005) also said that brainstorming can help students to collect ideas and find important topics needed, he divided several techniques into pre-writing called brainstorming, namely clustering, listing, and free writing. It is clear that brainstorming is one technique that helps to find as many ideas as possible without requiring any special skills before starting to write, it also has an important role in creative thinking and finding focus before starting the first draft of writing.

## 2. Free Writing

Free writing is one of the simple techniques in writing. Writers use the technique as a prewriting technique in any type of writing. It is about the consciousness stream. Writers just need to write down all ideas and thought that come to their head without thinking about grammar, sentence structure, vocabulary, punctuation, or spelling. Free writing is used as a core pedagogy for writing a retreat that helps academic staff to develop as researchers in the challenging context of university life (Castle, 2017).

Referred to Gorin (2019) stated that there are some benefits of the free writing technique. The points are as following: a. Increase creativities and inspirations. b. Reduces expectation of perfection. c. Changes perspective on a challenging situation. (Gorin,2019) (Campbell) contented that free writing is important and can be helpful and advantageous to all writers, but it is targeted especially non-linear writers. It stimulates the mind to express ideas that would not normally surface within the conventional linear framework of writing.

## 3. Mind Mapping Strategy

Mind maps were popularized by Tony Buzan in 1993. Buzan (2003:88) stated that mind mapping was a graphic representation of ideas (usually generated via brainstorming session) which showed generated ideas around a central theme and how they are interlinked. He used a two

dimensional structure instead of the list format conventionally used to take notes. On the mind mapping website, which was written by Mapman (2008:1), it was mentioned that mind mapping was a creative and logical means of note taking and note-making that literally “maps out” ideas. The mind map was the external mirror of somebody’s own radiant or natural thinking facilitated by a powerful graphic process, which provided the universal key to unlock the dynamic potential of the brain. Some writers were diligent about creating outlines as they prepared to write something. Accordingly, Oshima and Hogue (2006:72) added that an outline not only organizes your thoughts, but it also kept you on track once you began to write. However, making an outline did not always work for everyone though it did help to have some kind of organizational plan before you started writing (Mapman, 2008:25). Harmer (2007:89) proposed a spidergram or mind map as a visual way of making preparation notes as one of effective ways to contribute in generating ideas. In this idea generating model students started with a topic at the centre and then gene

Buzan (2007:103) states that “Mind Mapping is a creative thinking instrument which reflects natural work brain. Mind map enables the brain to use all pictures and its association in radial design.” Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Mind mapping (or concept mapping) involves creating a central idea and search new and related ideas which radiate out from the centre. From the central idea that is made, and then finding connections between ideas, you are mapping knowledge in a manner that helped you understand and remember new information.

#### 4. Outlining Strategy

Outlining is a tool used in the writing process to help organize ideas, visualize the structure of writing, as well as to refine and develop points to be written next. This allows the writer to understand how he or she will relate the information to support the statements in the paper.

Outlining give writers the space to easily consider ideas without needing to write full paragraphs or sentences.

Outlining is a pre-writing strategy activity in which ideas that arise during the brainstorming process are collected or organized. This serves to make writing easier. Writers who are used to making outlines before writing find effective and clear ways to organize their ideas (Goose, 2001; Crème & Lea, 2003; Davis, 2004; Donahue, 2007). It can also help writers finish writing quickly and improve their grammar. Writing an outline is presumed to have written seventy-five percent of the writing and with it writing will be very smooth (Crème and Lea, 2003). In addition to the usefulness of outlining as mentioned above, another main reason to make an outline for writing is due to the limit capability of working memory. In order to understand environment or to have perception on something, people use senses. However, not all things perceived via the senses can stay longer in the memory. Therefore, it is through formal outline can a writer express things perceived logically and systematically.

#### **E. Descriptive Text**

Descriptive text is a type of text that has a purpose to describe something such as a person, animal, or certain object in more detail. In addition, descriptive text is a written work that aims to convey meaning related to what is conveyed to the reader with sensory details and giving a clear description of something, (Siregar & Dongoran, 2020). In descriptive text, there are several elements contained in the text, including social functions, generic structures, and future language.

Generally, descriptive text uses the simple present tense. Besides, its main function is to describe an object in detail. Then, there are two main part of t generic structure in descriptive text, the first is an identification or general statement and the second is a description. In the identification section discusses identifying phenomena, while in the description section describes the characteristics, properties and others. And the language features consisting of grammatical aspects of the use of the simple present tense, using



adjectives, focusing on specifics participants, use of attributive and also identifying processes. Descriptive text is a text that describes something, so the more detailed what is described, the more clearly the reader can imagine what the writer is describing.

#### **F. Previous Study**

In this research, there are several previous study that the researcher took in this research. The first is a research conduct by (Aluemalai & Maniam, 2020) . The tittle of this research is about “Writing Strategies Utilized by Successful and Unsuccessful ESL Undergraduate Students in Writing Classroom”. The results of this study indicate that students use different strategies in the writing process. ESL students prefer strategy planning over the process of writing strategies and reviewing strategies. At the same time, the results of this study have important implications for ESL writing. This study also discusses the contributions, limitations, and implications of the students' writing process.

The second is a research conduct by (Maolida & Mustika, 2018). The title of this research is about “Students’ Writing Process for Project Ibunka: A Case Study of EFL Writers”. The results of this study indicate that most students go through the writing process which includes prewriting, editing, revising, editing, and publishing. However, each student is different in the stages and strategies used. In the pre-writing phase it was found that, students had several strategies, namely, different discussions, silent thinking, reading several sources, grouping and sketching. When writing the first draft, most students try to capture and write down all the ideas they have. During editing and proofreading, most students seek feedback from peers and program coordinators, as well as using technologies such as spell checkers and online dictionaries. Regarding publishing, the students publish their final essay in the Ibuka project.

The third is a research conduct by (Awan, Anwar, & Zaki, 2021). The tittle of this research is about "Impact of Writing Strategy Instruction on the Writing Performance of Undegraduate EAP Learners in Pakistan". This research focus on the development of the writing performance of the learners.

Based on the results of the study, it is found that the writing strategies used by the participants are cognitive, metacognitive and social in the writing process (pre-writing, editing and revising). This study uses a writing ability test to measure the ability before and after writing to collect information about the effect of writing on writing. The results showed that explicit instruction was useful in teaching students writing techniques to improve their writing performance in terms of structure, relevance, brevity, and grammatical patterns.

The four is a research conduct by (Syahrani & Madya, 2019). The title of this research is about “Study of writing strategies used by English major students”. The results of this study indicate that first, the use of writing strategies used by the participants dropped to the average level, which means that sometimes students use strategies in writing activities. This is consistent with the importance of this stage of the writing process, which involves editing and revision activities, as it requires time and patience, as well as skilled guidance. Second, all writing strategies were used by all participants, but some of them used different writing strategies. The difference is found in the strategies used in each stage of writing. Despite the lack of writing strategies in both the pre-writing and revision stages, participants felt that writing strategies were useful in their writing activities.