CHAPTER II

REVIEW OF LITERATURE

In conducting this research, theories are needed to explain some concepts or terms, to avoid some misunderstandings and to make the same perception between the researcher and teacher, the terms need to be clarified. The terms function is to give limited concept, which specially meant in particular context. Theoritical framework of this research is presented and discussed as the following:

A. The nature of Writing

a. Definition of Writing

Victoria Fromkin and Robert Rodman stated that writing is one of the basic tools of civilization. Without it, the world as we know it could not exist.[4] It means that the development of writing was one of the great human writing. It is difficult for many people to imagine language without spoken word seems intricately tied to the written word. Children speak before they learn to write and millions of people in the world speak languages with no written form. Among these people oral literature abounds, and crucial knowledge is memorized and passed between generations. But human memory is short-lived, and the brain's storage capacity is finite. Writing overcame such problems and allowed communication across the miles and through the years and centuries.

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[4] Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (NY:CBS College Publishing, 1983), p.160

Writing permits a society to permanently record its poetry, its history and technology.

Writing is one of the ways to express things in our mind, feeling, ideas or thought. Marianne Celce and Murcia stated that writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.[5]

Writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material and more recently, on a computer screen.[6] John Harris adds that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft.[7]

From some definition, writing is a system of human communication which represents a symbol. By writing we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar, Therefore, students who want to be able to write a good writing, they must learn to write regularly.

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[5] Marianne Celce and Murcia Elite Olshtain, *discourse and context in language teaching*,(USA: Cambridge University Press, 2000), p. 142

[6] John M. Swales and Cristine B. feak, *Academic Writing graduate students*, USA: The University of Michigan, 1994, p.34

[7] John harris, Op. Cit, p.10

b. Writing Process

Perhaps we can personally appreciate what it means to be asked to write something-say, a letter to an editor, an article for a newsletter, a paper for a course you are taking-and to allow the very process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization. Peter Elbow (1973: 14-16) expressed this concept as follow:[8]

> The common sense, conventional understanding of writing is as follows. Writing is a two-step process. First you figure out your meaning, then you put it into language: figure out what you want to say; don't start writing till you do; make a plan; use an outline;begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Don't let things wanderinto a mess.

The writer assumes that before writing the writer must figure the meaning into language and the written in keeping control. Writing is a process and that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. The Anthony Seow stated that writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing.[9]

1) Planning (Pre-Writing)

Pre-Writing is any activity in the classroom that encourages students to write. It moves students away from having to face a blank page

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[8] H. Douglas Brown, *teaching by Principle,* Op. Cit, p.336
[9] Jack C. Richards, *Methodology in Language Teaching*, (USA: Cambridge University Press), p. 315-318

toward generating tentative ideas and gathering information for writing. When planning, writers have to think about three main issues. First, they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writer think of the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language. Thirdly, writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This first 'go' at a text is often done on the assumption that it will be amended later.

3) Revising

Students reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

To ensure that rewriting does not mean recopying. Students should collect and keep the draft and rewrite. Another activity for revising, students work in pairs to read aloud each other's drafts before they revise.

4) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stage.

Process writing as a classroom activity incorporates the four basic writing stages - planning, drafting (writing), revising (redrafting) and editing - and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teacher often plan appropriate classroom activities that support the learning of specific writing skills at every stage. And to encourage process writing, teachers can model the selection of topics or the writing process itself.

c. Writing purposes

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty to say orally, it

means that a writer is not able to know the responds of his reader directly. According to O'malley and Pierce, There are three purposes of writing that describe the kinds of students writing.[10] They are:

1) Informative Writing

   Informative writing helps writers integrate new ideas and examine existing knowledge. So, the writer can share knowledge and give information, directions or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effects, and developing new ideas or relationship.

2) Expressive or Narrative Writing

   Expressive or narrative writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

3) Persuasive Writing

   In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or Controversial issues.

   Writing is one way of communication, if we look for a new job employers, public officials or even member of the family to protest unfair treatment or to say "thanks" for help. By improving the writing skill, the purpose of communication in written will be easier.

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[10] J. Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners,* (Great Britain: Longman, 1996), p. 137-138

B. Text – Type (Genre)

Genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose.[11] It means each genre of text, such as Bible translation, novels, reading primers, textbooks and newspaper, has served social and cultural functions. The authority of textbooks is related to the view that the meaning is in the text. Michael Stubbs stated that Text-type or genres are events which define the culture. They are conventional ways of expressing meaning: purposeful, goal directed language activities; socially recognized text-type, which forms patterns of meaning in the social world. According to Gerrot and Wignell, there are many kinds of genres (text type).Those are:[12]

1. Spoof

Retell an event with a humorous twist. It has:

   a. Generic structure:

      1) Orientation: sets the scene.

      2) Event(s): tell what happened.

      3) Twist: provides the punch line.

   b. Significant lexicogrammatical features:

      1) Focus on individual participants.

      2) Use of material process.

      3) Circumstances of time and place.

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[11] Rudi hartono*, Genres of Texts,*(Semarang: Unnes, 2005), p. 4
[12] Linda gerot, Op. cit, p. 192-222

4) Use of past tense.

2. Recount

Retell events for the purpose of informing or entertaining. It has:

a. Generic structure:

1) Orientation: provides the setting and introduces participants.

2) Events: tell what happened, in what sequence.

3) Re-orientation: optional-closure of events.

b. Significant lexicogrammatical features:

1) Focus on specific participants.

2) Use of material process.

3) Circumstances of time and place.

4) Use of past tense.

5) Focus on temporal sequence.

3. Report

Describe the way things are, such as with reference to a range of natural, man made and social phenomena in our environment. It has:

a. Generic structure:

1) General classification: tells what the phenomenon under discussion is.

2) Description: tells what the phenomenon under discussion is like in term of Parts (and their functions), Qualities and Habits or behaviors, if living: use, if non-natural).

  b. Significant lexicogrammatical features:

   1) Focus on general participants.

   2) Use of relational processes to state what is and that which it is.

   3) Use of simple present tense.

   4) No temporal sequence.

4. Analytical exposition

 To persuade the reader or listener that something is the case based on fact or observation. It is emphasizing the result. It has:

  a. Generic structure:

   1) Thesis: position (introduces topic and indicates writer's position), preview (outlines the main arguments to be presented).

   2) Arguments: point (restates main argument outline in preview), elaboration (develops and supports each point/argument).

   3) Reiteration (restates writer's position).

  b. Significant lexicogrammatical features:

   1) Focus on generic human and non-human participants.

   2) Use of simple present tense.

   3) Use of relational processes.

   4) Use of internal conjunction to stage argument.

   5) Reasoning through causal conjunction or nominalization.

5. News Item

 To inform the readers, listener, or viewer about events of the day which are considered newsworthy or important. It has:

a. Generic structure:

   1) Newsworthy event(s): recounts the event in summary form.

   2) Background events: elaborate what happened, to whom; in what circumstances.

   3) Sources: comments by participants in, witnesses to and authorities' expert on the event.

b. Significant lexicogrammatical features:

   1) Short; telegraphic information about story captured in headline.

   2) Use of material processes to retell the event.

   3) Use of projecting verbal processes in sources stage.

   4) Focus on circumstances.

6. Anecdote

   To share with others an account of an unusual or amusing incident. It has:

   a. generic structure:

      1) Abstract: signals the retelling of an unusual incident.

      2) Orientation: sets of the scene.

      3) Crisis: provides details of the unusual incident.

      4) Reaction: reaction to crisis.

      5) Coda: optional-reflection on or evaluation of the incident.

   b. Significant lexicogrammatical features:

      1) Use of exclamations, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events.

      2) Use of material processes to tell what happened.

3) Use of temporal conjunctions.

7. Narrative

To amuse, entertain and deal with actual or vicarious experience in different ways.

   a. Generic structure:

      1) Orientation: sets the scene and introduces the participants.

      2) Evaluation: a stepping back to evaluate the plight.

      3) Complication: a crisis arises

      4) Resolution: the crisis is resolved, for better or for worse.

      5) Re-Orientation: Optional.

   b. Significant lexicogrammatical features:

      1) Focus on specific and usually individualized participants.

      2) Use of material processes.

      3) Use of relational processes and mental processes.

      4) Use of temporal conjunctions and temporal circumstances.

      5) Use of past tense.

8. Procedure

To describe how something is accomplished through a sequence of acts or steps. It has:

   a. Generic structure:

      1) Goal.

      2) Materials (not required for all procedural texts).

3) Steps 1-n (i.e. goal followed by a series of steps oriented to achieving the goal)

b. Significant lexicogrammatical features:

1) Focus on generalized human agents.

2) Use of simple present tense, often imperative.

3) Use mainly of temporal conjunction (or numbering to indicate sequence).

4) Use mainly of material processes.

9. Descriptive

Describe a particular person, place, or thing. It has:

a. Generic structure:

1) Identification: identifies phenomenon to be described.

2) Description: describes part, qualities, and characteristics.

b. Significant lexicogrammatical features:

1) Focus on specific participants.

2) Use of attributive and identifying processes.

3) Frequent use of Epithets and Classifier in nominal groups.

4) Use of simple present tense.

10. Hortatory Exposition

To persuade the reader or listener that something should or should not be the case. It has:

a. Generic structure:

1) Thesis: announcement of issue of concern.

2) Arguments: reasons of concern, leading to recommendation.

3) Recommendation: statement of what ought or ought not to happen.

b. Significant lexicogrammatical features:

1) Focus on generic human and non-human participant, except for speaker or writer referring to self.

2) Use of mental processes (to state what writer thinks or feels about issue e.g. realize, feel, appreciate), material processes (to state what happens e.g. is polluting, drive, travel, spend, should be treated) and relational processes (to state what is or should be e.g. does not seem to have been, is).

3) Use of simple present tense.

11. Explanation

To describe the process involved I the formation or working of natural or socio cultural phenomena. It has:

a. Generic structure:

1) A general statement to position the reader.

2) A sequenced explanation of why or how something occurs.

b. Significant lexicogrammatical features:

1) Focus on generic, non-human participants.

2) Use mainly of material and relational processes.

3) Use of mainly of temporal and causal circumstances and conjunctions.

4) Use of simple present tense.

5) Some use of passive voice to get theme right.

12. Discussion

To present (at least) two points of view about an issue. It has:

a. Generic structure:

1) Issue: statement and preview.

2) Arguments for and against or statements of differing points of view: point and elaboration.

3) Conclusion or recommendations.

b. Significant lexicogrammatical features:

1) Focuson generic human and generic non-human participants

2) Use of :

a. Material processes e.g. has produced, have developed, to feed

b. Relational process e.g. is, could have, cause, are.

c. Mental processes e.g. feel

3) Use of comparative: contrastive and consequential conjunctions.

4) Reasoning expressed as verbs and nouns (abstraction).

13. Reviews

It is critique of art or event for a public audience. It has:

a. Generic structure:

1) Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event.

2) Interpretative recount: summarises the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.

3) Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive.

4) Evaluative summation: provides a kind of punchline which sumps up the reviewer's opinion of the art event as a whole; is optional.

b. Significant lexicogrammatical features:

1) Focus on particular participants.

2) Direct expression of opinions through use of attitudinal lexis (value-laden vocabulary) including: attitudinal epithets in nominal groups; qualitative attributes and affective mental processes.

3) Use of elaborating and extending clause and group complexes to package the information.

4) Use of metaphorical language.

14. Commentary

To explain the process involved the information (evaluation) of a socio cultural phenomenon, as though a natural phenomenon. The text conveys the field of natural science, using the explanation to do. So, it has significant lexicogrammatical features:

a. Generic, non-human participants.

b. Material and relational processes (mostly relational in this text).

c. Temporal and causal circumstances and conjunctions.

d. Past tense is used to trace the evolution of soft toys, which pre- dated modern Teddy. To find the common characteristics, we first compare text-type in terms of social purpose, and the structure and language features which achieve that purpose. Sets of text-type which have similar purposes, and therefore use similar structures and language feature, can be categorized into families. As students progress through the levels, the social purposes students are expected to achieve within each family become more complex and demanding and so the text-type become more demanding in terms of structure and language features.

C. Descriptive Text

a. Definition of Descriptive Text

A descriptive text is a text which lists the characteristics of something.[13] Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In description, a writer uses words to paint a picture of something-a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the "thing" he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are

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[13] Http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text/Monday, Retrieved on april 11, 2014

more imaginative. In general, descriptions do not occur alone: They blend with definitions and explanations.[14]

From those, it can be said that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b. Social Function

Descriptive text aims to describe a particular person, place or thing.[15] It means that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

c. Generic Structure of Descriptive Text

One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements namely identification and description.[16]

1. Identification / a general opening statement in the first paragraph: Identifies phenomenon to be described.

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[14] Dorothy Grant Hennings, *Reading with Meaning* (Strategies for College Reading), (USA:Prentice-Hall, 1999), p. 2
[15] Rudi Hartono, Op. cit, p.6
[16] Mark Anderson, *Text-Types in English*, (Australia: Macmillan Education Australia PTY LTD, 1997), p.103

    a. This statement tells the audience what the text is going to be about.

    b. This includes a short description of the subject.

    c. This can include a definition of subject.

2. Description / A series of paragraphs about the subject: Describes parts, qualities, characteristics.

    a. Each paragraph usually begins with a topic sentence.

    b. The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.

    c. The sentences after the preview give more details.

    d. Each paragraph should give information about one feature of the subject.

    e. These paragraphs build a description of the subject of thereport.

    f. They may include technical language that is related to the subject.

By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.

d. Significant lexicogrammatical features of descriptive text

Descriptive text has significant lexicogrammatical features that support the form of a descriptive text the followings are significant lexicogrammatical features of descriptive text are focus on specific participants, use of attributive and identifying processes, frequent use of

epithets and classifiers in nominal groups, and use of simple present tense.[17]

1. Focus on specific participants

As stated before, the descriptive text purpose to describe particular person, thing or place. The subject who is described is not general, but more specific. Those, we cannot describe people in general. But, we can describe particular person. For example: my idol, my mother, my cat, Mr. Leo, etc.

2. Use of attributive and identifying processes.

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living horn player) or to assign a quality to something (Barry Tuckwell is a fine horn player).

Processes which establish as identify are called identifying processes and processes which assign a quality are called attributive processes. Each has its own characteristic participant roles.

3. Frequent use of epithets and classifies in nominal groups.

A nominal group is a group of words which has a noun (words which names a person, place or thing) as its head word and includes all additional information related to the noun. As a means of representing experience, the nominal group has a number of functional components.

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[17] Linda gerot, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p.208

Some of the components which frequently used in writing descriptive text are epithet and classifier.

4. Use of simple present.

The tense that used in descriptive text is simple present tense. The lexico-grammar of descriptive text is dominated with simple present tense. This is due to the factual nature of a descriptive text.

When we speak or write we always do so in particular social situations. This means that language we use is fashioned by those situations, not only in what we say, but also in how we say things.

D. Make a Match

1. Definition of Make a match technique

Make a match technique is developed by Lorna Curran in 1994. The superiority of this technique is the students find their partner while learn about a concept or a topic in a happy situation. One of the profits of this technique is the students look for their partner while learning a topic in interesting situation.

Make a match technique is one of alternative technique that can be applied to the students. This is one of the cooperative learning techniques that can be applied in the classroom. This technique is started from the technique when the students asked to find their card partner. They have to find the partner before the time limit, students who can find the partner will get point.

By using cooperative learning especially Make a Match technique, teacher has effort to motivate the student's interest in English especially in speaking. Besides, make sure students enjoy with the lesson and they are able to be active in the classroom activity.

In the application of Make a Match technique, obtained some findings that make a match technique can foster cooperation in answering students' questions by matching the existing cards in their hand, the learning process more interesting and most students seemed more enthusiastic about taking the learning process, and students very enthusiast when the student looks at all the cards for each pair. This is a characteristic of cooperative learning as it is raised by Lie (2002:30) that, "Cooperative learning is learning that focuses on mutual cooperation and teamwork."

2. The Procedures of Make a Match Technique

   a. The teacher prepares some cards that contain some concepts or a suitable topic for review session, a part is contains questions and the other is the answer.

   b. Every student get a question or an answer card.

   c. Every student thinks the answer or the question from the card that they hold.

   d. Every student finds their partner that suitable with their card.

   e. Every student who finds their suitable card before the time up is given a point.

f. The student who can not find the partner before the time up is given a punishment which is agreed together.

g. After a session, the cards mixed again so that the students get different card.

h. The students also able to gather with 2 or 3 students who hold suitable cards.

i. Teacher and students make the conclusion together.

3. The strengths and the weakness of Make a match technique

   a) The strengths of this technique are:

   a. The happy situation will grow during the learning process (let them move).

   b. The corporation each students will happen dynamically.

   c. The dynamical of students' corporation happen in all of the students.

   d. It can be increase student's learning activity for their cognitive and physic.

   e. it can create a joyful learning because it is like a game

   f. it can increase student's comprehension about the material,

   g. it can increase student's motivation in learning.

   h. Students are directly involved in answering questions submitted to him through the card.

   i. Avoid saturation of the students in the following teaching and learning activities.

j. Learning more fun because it involves learning media created by the teacher.

b) The weaknesses of this technique are:

a. When the class is big class (more than 30 students) must be careful. Because when the teacher is not wise enough, noisy situation will happen. This condition will disturb the other class of course. This condition can be anticipated by making some commitments with the students so that they do not make some noises. Basically the class depends on how the teacher motivating the students in the first step. The other weakness of this method is the teacher has to prepare the cards that will be used in the class before the lesson.

b. Difficult for teachers to prepare the cards well and good in accordance with the material.

c. Difficult to set the rhythm or the course of the learning process

d. Difficult to make students concentrate.