CHAPTER II

THEORETICAL REVIEW

A. Writing

1. The Definition of Writing

There are some definitions about writing based on the some experts. According to Mayers (2005: 2) states that writing is a way to produce language which you do naturally when you speak. Writing is also an action of discovering and organizing ideas, putting them on paper and reshaping and revising those. Writing is considered as a process and or a result. Writing represents the activity which is performed by someone to produce an article. When people write, they do not only have to keep their purpose of writing, their mind, but they also have to think about the fact, opinion, ideas that are relevant to his or her purposes and think about how to organize them in the composition.

Nunan (2003: 88) writing is the mental work of inventing ideas, thinking about how to express them, the organizing them into statements, and paragraphs that will be clear to a reader taken from.

Tarigan (Djuanda, 2008: 108) states that writing is to put down the graphic symbol that represent a language one understand, so that other can read that graphic symbol if they can understand that language.

Writing is one of the four language skills besides listening, speaking, and reading in language teaching. Writing can be defined as some printed words that express people or writer’s idea. Writing is one of
languages skills that should be learned and mastered by students since writing is a productive skill that used to communicate besides speaking. As a productive skill, writing requires the students to be productive in producing words, phrases or sentence to create a composition or paragraph consisting messages or ideas.

Based on the explanation above it can be concluded that writing means of communication where the written form is used to express the writers’ purpose, feeling, and thought and we can see the important of writing. The existence of writing in modern society plays an important role.

2. The Importance of Writing

Writing is a complex process it means that in writing students have to consider many things to build a good writing result. Harmer (2004: 31-33) states that there are many advantages of learning writing. There are:

a. Writing is not often time-bound in the way conversation.

In writing activities, the students have more time to think than they do in speaking activities. They can express what they know in their mind, and even the students used dictionaries, grammar books, or other reference material to help them.

b. Writing encourages students to focus on accurate language use.

It is a good way for the students to develop their language when they write down what they think or express their ideas with the accurate language.
c. Writing is often used as a means of reinforcing language that has been thought.

In teaching writing, the teacher often asked the students to write sentence or paragraph using recently learnt grammar. The students should make a note about what they have learnt while learning process happens. It makes the students able to understand about the language that has been taught.

d. Writing is frequently useful as preparation for some other activity.

e. Writing can be used as an integral part of a larger activity where the focus is on something else such a language practice, acting out, or speaking.

When the students write a short dialogue, the students can also practice and act out their dialogue in oral activities.

f. Writing is also use in question and answers activities.

In teaching writing, the teachers often give questions to the students. For example about their knowledge or about the previous material. The students prepare first to find the answer and they also write down the answer then report the answer in front of the class. In the examination also the students are asked their answer in the form written.

From the explanation above the writer can conclude that writing skill is very important to be learned. Writing helps all to explore their ideas, feelings, and thoughts in a written form. Besides that writing helps us in solving and improving other skills in learning language.
3. The Component of Writing

The stock of vocabulary, grammar, and comprehend how to make a correct sentence must be considered to make a good writing. The student’s writing score will be evaluated by the scoring system. The aspect of scoring are organization, content, grammar, vocabulary, and mechanic (Nurgiyanto, 2001: 48). To make it clear, the writer will explain each aspect.

a. Organization

Whether the organization of the text is fluent in expressing reveal clearly ideas, good organization, logic sequence, and cohesive.

b. Content

Whether content of the text is full of information, substantive, and relevant with the problem.

c. Grammar

Whether the students used effective complex sentence construction and make only few fault in the using of grammar.

d. Vocabulary

Whether the students are expert in the using of vocabulary, choose the correct word as it’s as function, and master in forming word.

e. Mechanic

Whether the students master the role how to write and make only few faults in the spelling.
4. The Process of Writing

In writing there are some important things that we have to notice when the researcher will make writing. Harmer (2004: 4-5) declares that process of writing has four main elements. Those are:

a. Planning

The writer has to think about three main issues:

1) The purpose of writing. It is important to know the purpose of writing since it will influence many things related to a good writing result. By knowing the purpose, of course we can decide the most appropriate style of the language; therefore, the result will be affective to reach the purpose.

2) The audience here is the reader of our writing. They will influence our language style, diction, paragraph structure, etc.

3) The content structure of the writing that is, how best the sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

It is the first version of a piece of writing. In the writing process, drafting is necessary for helping the writer to write ideas and decided what should come first, second, third and so on, until the last.

c. Editing

It means that we read again what we have written as a draft. By doing this activity we can minimize the mistake and make our writing effective. In editing, we may change what we have to written when we
find something bad to make the writing better than before. This activity is also possible to be done by other people, for example as a commentator and advisor. It is better since they can be more objective to measure the writing than the writers himself.

d. Final revision

It is the last steps of all. After we finished doing all process before the writer have to make a final revision. It is possible that final revision has many different with plan and the draft because there are many changes in editing process. Any unimportant information stated in the draft can be related.

Finally, the writer concludes that there are four elements in procedure writing, those are planning, drafting, editing, and final revision. After all process have finished, the result of our writing is ready to be publicized to the reader.

5. The Tasks of the Teacher in Writing

Success of writing for the students is not far away from the roles of the teachers in the classroom. The teacher has some tasks in writing class.

According to Harmer (2004: 41-42), there are some of teacher’s tasks; those are as follows:

a. Demonstrating

Teacher should make the students aware of writing conventions and genre in each type of writing and pay attention to features of writing.
b. Motivating and Provoking

Teacher has to help the students by motivating or provoking them in order to have ideas when the students are lost for words, especially in creative writing tasks.

c. Supporting

Students need a lot of help and comfortable feeling when they write; therefore, when the students are writing in class, teacher is needed to be extremely supportive, always available (except during exam writing of course), and be ready to help students to solve the problems and overcome the difficulties.

d. Responding

Reaction to students’ written work can be in form of responding. When responding, there are suggestions for its improvement, and there is no grading of students’ work.

e. Evaluating

The teacher can know the real condition of the students’ ability when she or he evaluates the students’ writing result. Evaluation can also use as consideration for teacher to create a better teaching and learning process.

Those are description about the teachers’ tasks in writing classroom activities. Hopefully by obeying the tasks, namely demonstrating, motivating and provoking, supporting, responding, and evaluating, it can make the students have more ability in writing.
6. The Problem of Writing

According to Nurgiantoro (2001: 298-299), there are some problems faced by students in learning writing. Those are as follows:

a. Organizing idea

The students usually face problem in writing process such as how to organize the idea into sentences. In writing composition, students will put their ideas and thoughts to be developed become a good written. It will be better if we start the writing process by choosing theme first before we write the composition. After that we can make an outline to help us in arranging the sentences or paragraphs.

b. Lack of Vocabulary

Vocabularies become complex problem especially in writing. Lack of vocabulary makes students often write uncommunicative sentence. Besides that, they often choose incorrect words in their composition.

c. Grammar Accuracy

Grammar becomes very important aspect in writing. A draft will be said a good draft if grammar which is used is correct.
B. The Paragraph Writing

1. The Definition of Paragraph Writing

There are some definitions about writing based on the some experts. According to Tarigan (2008: 4) states that paragraph is a unit of language forms which is as the result of sentences merging. Darmaand Kaka (2007: 205) defines that paragraph is a series of sentences which are connected each other as a unit and form. It also defined by (Syamsuri, 2009:61), paragraph is a unit of mind, a unit which is more extensive than the sentence.

From the explanation above it can be concluded that paragraph is a written form which is contain several sentences.

2. The types of paragraph writing

Paragraph writing is divided into three genres. The writing is supposed to have on its audience. They are exposition, argumentative, and descriptive divides writing into three genres based on the form namely:

a. Exposition

Exposition writing aims at informing and making the reader understand. It is often called informative writing, because it seeks to give information and to explain it if it is necessary. Information writing focused on the reader when the writer wants to influence. Exposition or informative writing includes reports of observation, ideas, scientific data, fact, and statistic. It can be found in text book encyclopedias, technical and business report book or nonfictions, newspaper and magazine.
b. Argumentation

Argumentation is often called persuasive writing, because it aims to persuading and convincing the reader of writers’ point of view on a particular issue. Therefore persuasive writing or argumentation is focused on the subject being discussed. Persuasive writing can be found in editorials, letter to editor, reviews, sermons, business or research proposal, opinion essay in magazine and books that argue a point of view.

c. Descriptive

In concentrates primarily on things (noun) such as a person, a place and object, rather than concerning itself with the action (verb) in which the things (noun) participate. Descriptive writing permits people to share their sensual impression of a person, a place or an object. It appeals to the readers since of sight, sound, smell, taste, and touch.

C. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text that describes the object (thing/place/people) in particular. The composition in their form should be written or described as really as possible to make the readers understand the thing described through reading our composition.
There are three major things that can be described (Houghton, 1984:446)

a. Describing thing

Like any text a descriptive text usually has a topic sentence, in which the writer introduces the things. Usually the topic sentence gives a general impression of the things.

b. Describing a place

Place is something though of only in terms of sight, it may also offer details of smell taste, sound and touch.

c. Describing people

When the writer wants to describe someone, his/her purpose is to convey to the reader the people’s individual qualities.

Descriptive text is a style of writing which can be useful for variety of purpose to engage a reader’s attention, to create characters, to set a mood or create an atmosphere.

From the explanation above, we can conclude that descriptive text is description about something. It can be thing, place, and people.

2. Components of Descriptive Text

The components provided in a descriptive text are as follows:

a. Generic structures

Descriptive text consist of two main parts, namely the identification and description (Wardiman, 2010:10).
1. Identification is the part which identified the things or phenomenon to be described and explains about it.

2. Description is the part of this text giving the detailed information about the object described particularly.

b. Language Features

1. Focus on one specific object

2. Use of adjective

3. Use of simple present tense.

D. Experiential Learning Strategy (ELS)

1. The Definition of (ELS)

Kalb (1984: 41). States that experiential learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience”. Experiential learning is the process of learning through experience, and is more specifically defined as “learning through reflection on doing” (Kalb 1984).

According to Aristoles once said, “for the things we have to learn before we can do them, we learn by doing them”. Experiential learning is the process of making meaning from direct experience. Simply put, experiential learning is learning from experience. The experience can be stages or left open.
Based on the description above, Experiential Learning Strategy (ELS) can be concluded as a model of teaching uses experience to stimulate the students thinking.

2. The advantages of Experiential Learning Strategy (ELS)

Kolb (1984: 41) states that there are some advantages of (ELS);

Those advantages are as follow:
1. the learner must be able to reflect on the experience;
2. the learner must possess and use analytical skills to conceptualize the experience; and
3. the learner must possess decision making and problem solving skills in order to use the view ideas gained from the experience.

3. The Procedure of using ELS

Kolb (1984: 41) states that there are some steps of using (ELS).

There are as follow:
1) Select a topics
2) Ask students to identify event sequence from the experiential and write the words identified in the word.
3) Create the title and label the thing parts identified. (Write a word from the identified object or area, say the word; ask students to spell the word aloud and then to pronounce it
4) Generate words in experiential into paragraph
   Ask students to generate a sentence, or a paragraph about the experiential learning;
5) Read and review paragraphs
4. Implementation of teaching writing using experiential learning strategy

There are some steps teaching writing by using ELS. These following steps have already modified from Kalb (1984: 41). These are as follows:

a. Select topics

Before teacher teaches writing descriptive text to the students, teacher decides what kind of topics that the teacher wants to distribute to the students. Teacher selects the topics that are related to students’ knowledge or interest.

b. Identify event sequence from the experiential and write the words identified in the word.

Teacher asks students to identify things based on what they see in the around class or other place. Teacher ask student to identify event sequence from the experiential around. The students could develop their idea in identifying the experiential around. Next, the teacher guide students to write the words based on the experiential that they see.

c. Create the title label the thing parts identified

Mark the topic past identified. After identifying the activities or thing what they see in the around, the students identified object or area, then say the word, write the word, after that teacher asks students to spell the word aloud and then to pronounce it. Next, leads students into create the appropriate title by observing the information in the experiential.
d. Generate words in experiential into paragraph

Ask students to generate all the words that available in the note book into paragraph.

e. Review Paragraph

After teacher asks students to generate a sentence about the experiential around. In this case each students have to make some sentences based on the experiential around and next we read. After students make a sentence, then the teacher asks the students to make a paragraph based on the sentence. Finally, check and review the paragraphs.

E. The Previous Study

There are some previous studies explained that Experiential Learning Strategy (ELS) technique is appropriate technique for teaching writing. The previous study was conducted by Robert W. Clark (2010), with the title “The Potential of Experiential Learning Models and Practices In Career and Technical Education & Career and Technical”. The result of the research was that the application of (ELS) technique could improve student’s ability in writing descriptive text. Another research was done by Healey, M. & Jenkins, A. (2000), with the title “Learning cycles and learning styles: Kolb's experiential learning theory and its application in geography in higher education”. He found that ELS has a significant effect for students’ ability in writing. It showed that the ELS was significantly effective for teaching writing descriptive text. Based on previous research, ELS gave much positive impact for the students. ELS can help the students to write a descriptive text.
F. Basic Assumption

Writing is complex skill because the learners need a good content, organization, vocabulary, grammar, and mechanic when they are writing. Many students have no interest in writing because they are lack on vocabulary, so they are difficult to share their ideas in written form. Therefore, it is better for the teacher to make the learners have good ability in writing.

Moreover, there are techniques that help the students in writing and developed their vocabulary. Experiential learning theory defines learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kalb 1984: 41). Experiential Learning Strategy ELS is used to make students interested in following teaching-learning process, guide the students to develop their imagination and idea to make paragraph. There is one basic material in Experiential Learning Strategy (ELS). The using of experiential is very useful to attract and stimulate students’ thinking in learning process. By applying Experiential Learning Strategy (ELS) in writing descriptive, students will get the great and interested experience in following the learning process.

From the explanation above, it is assumed that Experiential Learning Strategy (ELS) is an effective to teach writing descriptive text.

G. Hypothesis

Based on the assumption above, the hypothesis of this research is formulated as follow: “Learning Experiential Strategy is effective to teach writing descriptive text”.