CHAPTER II
THEORITICAL REVIEW

A. WRITING

1. Definition of Writing

Writing is a process of expressing ideas or thoughts in words in a piece of paper. Writing actually is transferring information, message or idea in grammatical sentences. The information, message or idea is necessary to be expressed in a text.

Heaton (1975: 127) states that writing is a task which involves the students in manipulating words in grammatical correct sentences, those sentences in form of writing which successfully communicates the writer’s thoughts and ideas on certain topic.

Nunan (2003: 88) believes that writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing is one of language skills, which is used to communicate indirectly. It means that in communicating a message, writers are usually distant in time and place from person with whom they wish to communicate (Lyons and Heasley, 1997: 2). Writing is a way of thinking and learning it gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to other.
Writing is personal and private cognitive activity in which original and individual thoughts and ideas are converted into original and individual work. In addition, such activity requires us to control certain variable at once. For instance, the students have to regulate accurate diction, spelling, grammar and content or our writing.

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.

2. The Procedure in Writing

Harmer (2004: 4-5) declares that process of writing has four main elements: Those are planning, drafting, editing and final versions.

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try to decide what is they are going to write. When planning, writers have to think about three main issues. First, the writers have to consider about:

a. The purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.

b. The audiences they are writing for, since this will influence not only the shape of writing (how it is laid out, how the paragraphs
are structured, etc. In addition the choice of language, for example it is formal or informal.

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

2. Drafting

We can refer to the first version of a piece of writing as a draft. In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last.

3. Editing

Once writers have produced a draft, and then they usually read what they have written to see where it works and do not, while other readers (or editor) who comment and make suggestions often helps reflecting and revising. Another reader’s reaction to a piece of writing will help the author to make appropriate revision.

4. Final Versions

Once writers have edited their draft, making the changes they consider necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in editing processes. However, the writer is now ready to send the written text to its intended audience.
3. The Problems in Writing

The writing ability means the ability to communicate ideas or thoughts using written symbols. As the written communication tool, it is hoped that other person understands what the writer intends to, so that there is an interaction between the writer and the reader.

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

a. Organizing Idea
b. Lack of Vocabulary
c. Grammar Accuracy

From the problem above, the writer concluded that the students can learn writing easier if they can organize their idea, mastery of vocabulary to produce unified paragraphs, and mastery of grammar. Most of students are not mastery vocabulary so that they often write sentences that are not communicative. They usually choose incorrect words when they write.

To solve the problems, the writer used REACT strategy to create their ideas in writing descriptive text. Indeed, Piaget’s (1896-1980) cited in Satriani, et al., (2012:15) points out that students construct knowledge for them by actively making sense of their environment. Therefore, REACT strategy can help students to solve the problem in writing.
4. Types of Text

Based on the curriculum of the second grade of junior high school in second semester, here types of text are thought at seventh grade of junior high school in SMPN 2 Maos.

1. Descriptive text

Descriptive text is text that contains of description a person, animal, place or object physically. The goal of this text is to provide an overview or description of something or someone. In the descriptive text, objects or people can be described physical description or nonphysical description (Purwanti, 2013:44).

2. Procedure text

Procedure is a piece of text that gives us instructions for doing something. The purpose of procedure text type is to explain how something can be done (Anderson, 1997:50).

B. Descriptive Text

1. Definition of Descriptive text

Descriptive text is kinds of text that aimed to give description about something living or non-living for the reader. In this text the writer share his or her sensual impression of a person, place or an object and described it clearly.

Meanwhile according to Purwanti (2013: 44-48) descriptive text is text that contains of description of a person, animal, place or object physically. The goal of this text is to provide an overview or description
of something or someone. In the descriptive text, objects or people can be described physically (physical description) or intangible (nonphysical description).

In short, descriptive text is text gives description about something living (person, animals, and plants) and non-living (things and place) that can be described physically (physical description) or intangible (nonphysical description).

2. Components of Descriptive Text

a. Generic Structure

Descriptive text consists of two main parts, namely the identification and description.

1) Identification : identify the phenomenon to be described. It is explained about the object that will be described.

2) Description : giving detailed information about physical appearances of the object.

b. Language Features

1) Focus on one specific object

2) Using action verb : sleeps, eating, playing,

3) Using adjective : thick, long, funny, love

4) Using Simple Present
C. REACT strategy

1. Definition

REACT is an easily remembered acronym (relating, experiencing, applying, cooperating and transferring) that represents methods used by the best teachers and methods supported by research on how people learn best (Crawford, 2001: 3). Then, REACT strategy can help the students in their learning cited in Satriani, et al., (2012:12).

There are the REACT strategy proposed by Crawford (2001) cited in Satriani, et al., (2012:12) as follows:

a. Relating

Teacher links a new concept to something completely unknown to students. This reaction is called “felt meaning”. It indicates that relating connects new information to life experiences or prior knowledge that students bring to the classroom.

b. Experiencing

In experiencing strategy, students are learning by doing through exploration, discovery, and invention.

c. Applying

Applying strategy can be defined as learning by putting the concepts to use. Clearly, students implement the concepts when they are engaged in hands on problem solving activities. Teacher can motivate students for understanding the concepts by assigning realistic and relevant exercises.
d. Cooperating

Students working in small groups in the context of sharing, responding, and communicating with other learners.

e. Transferring

Transferring is a teaching strategy that we define as using knowledge in a new context or novel situation – one that has not been covered in class. It suggests that students who learn with understanding can also learn to transfer knowledge.

In short, the application of REACT strategy is important for students in order that the students can enjoy in teaching learning English and the students will be active in teaching and learning process since it the information in the text with the prior knowledge. After that, the students can relate what they have learnt with their real life.

So clear, that the use of REACT strategy creates a classroom in which students will become active participant’s. The application will help teachers to link the subject matter with real-world situations and motivates students to establish the relationship between knowledge and its application to their lives as family members and citizens. Therefore, that students begin by learning the knowledge, experience and context of their daily activities associated with the concept of the subjects studied in class, and then it is possible to implement them in daily life unfortunately.
2. Procedure of Teaching Descriptive Writing using REACT strategy

In teaching writing competence, the application of REACT strategy should be considered to the main point of the REACT. The topic of writing materials used in writing class should be closely relate to the students’ real life in order to make them interest for compose the sentence in writing. Besides, it will be easier for them to attach the idea of the topic in writing process with their prior knowledge. In result, they can produce their text accurately and solve their problem in writing.

The REACT strategy that applied in this research is based on Crawford’s procedures as stated in Satriani, et al., (2001:11) such as relating, experiencing, applying, cooperating, and transferring (REACT).

Those are some instructions for teaching writing text using REACT strategy:

1. Relating, teacher links a new concept to something completely unknown to students and the students learning in the context of one’s life experiences or preexisting knowledge. In this case, the students have to link their new knowledge and understand easily what they should do in the lesson.

2. Experiencing, students learn by doing through exploration, discovery, and invention. The students have to create diagram
events independently and organize the drafting of the descriptive text from their diagram events.

3. Applying, teacher gives exercise to the students. The exercises have to realistic and authentic so it can motivate students to learn academic concept in a deeper level of understanding. In applying, the tasks are designed to be interesting, different, and varied. The aim is to provide students with a wide variety of tasks and ensure that the tasks have some engaging, interesting, or surprising.

4. Cooperating, it is believed that cooperative learning make students easy to learn writing because they could discuss the mistakes with their friends’ in-group. It appears that students learn in the context of sharing, responding, and communicating with other learners in a writing process. The students will interact while completing assignments learn to use interpersonal and small group skills, structure positive interdependence within students learning groups, and ensure that learning groups discuss how well the group functions.

5. Transferring, the students used their knowledge in a new context. It has purpose that students can relate what they have learnt with their real life.
D. Basic Assumption

Related to the statement above, the writer assumed that REACT strategy is suitable for teaching writing descriptive text. By using REACT strategy, the students will get more capabilities to write, it is known that REACT strategy makes study come alive because it motivates the learners to take charge of their own learning, to relate between knowledge and its application to the various context of their lives. Next, the students can attach meaning on the subject that they are studying. As a result, It is believed that the students’ in experimental group that will be taught using REACT strategy is more active because it will engage students in independent action, which is designed to connect academic knowledge with the context of students’ daily lives so they can achieve a meaningful purpose and relate the lesson with their real life situation.

E. Hypothesis

Based on the assumption above, the writer has hypothesis that there is positive effect of using REACT strategy to teach writing skill at the seventh grade students of Junior High School.