

CHAPTER II

THEORITICAL REVIEW

A. The Definition of Writing

Writing is an act of communication. It is an act of making marks on certain surface in a form of graphic presentation, to make meaning. Writing is the fourth skill in English learning language. It is a process. Oshima and Hogue (1999: 2) state that writing takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a Process, not a “Product”. Writing is a progressive activity. It means that when learners for the first time write something down, learners have already been thinking about what they are going to say and how they are going to say it. Then after learners have finished writing, they read over what they have written and make changes and corrections. Therefore, writing is never a one-step action; as it is a process that has several steps. A lot of students said that writing is difficult skill. But it is actually easy and enjoyable activity if there is an appropriate method and interesting teaching technique.

Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a

physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as writing is a means of communication. However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome. The fact is that the students find it difficult to do so since they have limited ability and mastery of English.

Based on the theories above, writing is an act of putting letters, symbols, numbers, or words on paper or a computer screen which is used to express and explain ideas. Specifically, writing is the expression of language in the form of symbols, letters, or words. The primary function of writing is to communicate the writers' ideas to their readers.

Based on the theories of writing, it can be concluded that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. The indicator of the writing skill in this research is exploring the ideas and making them into good descriptive paragraph. The scoring is based on

indicators of writing competence, namely organization, content, grammar, punctuation, spelling, mechanics, style, and quality of expression.

1. The Purpose of Writing

The purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should think to motivate people to write.

a. To express ideas

A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

b. To provide information

It means to give information and explain it. This purpose is to focus on the materials being discussed.

c. To persuade readers

It means to convince readers about a matter of an opinion. This also focuses on the readers' point of view.

d. To create literary work

It means that a work which is based on one's point of view (opinion, attitude, and observation) of other matters occurring in one's environment.

When the receiver of the communication is not physically present, writing is used. Except professional people like writers, journalists, lawyers, teachers etc., others have very few occasions to resort to this mode of communication. Writing also fulfills a pedagogic purpose in second language teaching. It is used to fix the structures and vocabulary already learnt. Verghese (1990: 78) writes that the

student who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy, and of the appropriateness of the style of writing as demanded by the occasion or situation.

2. Components of Writing

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

a. Organization

It means that how the students organize their idea. Whether each paragraph is organize well or not. The organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic, sequence, and cohesive.

b. Content

The content refers to the topic and its explanation, discussion, valuation, and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem.

c. Vocabulary

Appropriate vocabulary should be mastered in order to make the writing process flows significantly.

d. Mechanics

Mechanics included such as spelling, punctuation, and capitalization.

e. Language

Fluency is the use of correct structure and appropriate vocabulary to make the composition easy to understand

3. Process of Writing

The process of writing is important in authentic assessment. The teacher not only focuses on the writing product but also the process. How the processes that are done by both teacher and students could produce good product of writing. There are four stages of the writing process itself, those are: planning (pre-writing), drafting (writing), revising (redrafting), and editing. And three other stages externally imposed on the students by the teachers, namely responding, evaluating and post-writing (Richards and Renandya, 2002:316). The planned learning experiences for the students while in the process of writing may be described as follows:

a. Planning (pre-writing)

Pre-writing is any activity in the classroom that encourages students to write (Richards and Renandya, 2002:316). It stimulates thoughts for getting started. In the prewriting step, you get ideas to write about. Taking notes is one way to gather ideas. Another way to get ideas is called free-writing. Here is how to do free-writing. Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally

across the paper as you do when you write a letter (Hogue, 2008: 28). In this study, the students try to order their ideas and arrange them according to their priorities. The students put the ideas into subsist based on the main idea and eliminate all the irrelevant ones.

b. Drafting (writing)

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richard and Renandya, 2002: 317). In this case, the students begin to write down their ideas based on composition the main ideas in pre-writing stage. Students can consult their ideas to the teachers and ask their help to arrange the sentence structures. Responding to students' writing by the teachers has a central role to play in the successful implementation of process writing. Response can be oral or in written, after the students have produced the first draft and just before they begin to revise (Richard and Renandya, 2002: 317). In this case, the researcher responses students' writing product using written and oral feedback. Yet, in this case the researcher only gives feedback on the final product not on the first draft.

c. Revising (re-drafting)

When the students revise, they review their draft on the basis of the feedback given in the responding stage. Students reexamine what was written to see how effectively they have communicated their meanings to the reader. In this stage, the students are rewriting their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that

students' intent is made clearer. In this stage the students improve their writing product based on the revision from the teacher.

d. Editing

Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to a reader (Richard and Renandya, 2002: 319). However, student not always expected to know where and how to correct every errors, but editing to the best of their ability should be done as a matter of course, prior to submitting their work for evaluation each time. At this last stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own for grammar, spelling, punctuation, diction, sentence structures and accuracy of supportive textual material such as quotations, examples, and the like. In this study, the students correct again their own writing after the teacher gives some critics for them (connection between sentences, grammar, diction, etc.) before it is given to the teacher for final evaluation.

In teaching writing, both teacher and students cannot merely concern on the product, but also the steps in processing writing. It can be said that the students must know and follow the steps in writing if they want to produce good writing product. In this research, the researcher provides students with shelf-assessment sheet containing the process of writing that should be checked by the students, so the students can realize and remember with the process of writing and

do that orderly. The students have to understand how to write properly based on the rules and steps in writing ability.

4. The Concept of Descriptive Text

Descriptive text is text which says what a person, a place or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. And this text has two generic structures (Wardiman, 2008:39):

- a. Identification : identifying phenomenon to be described
- b. Description : describing the phenomenon in parts, qualities and characteristics.

Then the language features of descriptive text, such as:

- a. Pronouns, e.g. it, your, you, she, he, etc.
- b. Nouns, e.g. food, stomach, skin, etc
- c. Specific participants, for examples: teacher, house, my cat and so on
- d. Detailed noun phrase, for examples: it is a large yard, a sweet young lady and so on
- e. Use simple present tense, e.g. the polar bear lives inside the Arctic Circle near the North pole.
- f. Any kinds of adjectives, which point out describing, numbering, classifying, for examples: two strong legs, sharp white fangs and so on.
- g. Relating verbs to give information about subject, for example: my Mom is really cool, she has very thick fur and so on.

- h. Thinking verbs or feeling verbs to express personal view of the writer, for instances: I think it is clever animal.
- i. Action verbs, for example: our new puppy bites our new shoes.
- j. Adverbials, to provide additional information, for examples: fast, at the tree house.
- k. Figurative language, like simile, metaphor, for example: john is white as chalk.
- l. Attributive has and have, e.g. polar bears have very wide feed.

5. The Students' Writing Ability in Descriptive Text

In a descriptive text, we have to make very clear the location of the objects being described.

a. Description of a place

A description of anything in writing should be clear. The following should be taken into consideration: 1) the location of the objects should be clear, 2) the details should be logically and systematically, so that it is easy to visualize the description in his mind, 3) most importantly is that there should be a controlling idea that gives the paragraph focus.

b. Description of a person

You can describe a person's appearance in many ways such as his/her clothes, manner of speaking, color and style of hair, facial appearance, body shape, and expression. When you are writing a text that is entirely descriptive, you use vivid language to make whatever you are describing come alive. Indeed,

readers typically visualize what they read, and so any manner in which you can help them along makes for a stronger paragraph.

To make your descriptive writing come alive, there are some manners provided, such as:

a. Vivid Language

Successful descriptive paragraph uses words that come alive. Words can create pictures and impressions that appeal not only to the mind but also to the five senses: sight, sound, smell, taste, and touch. Thus, your words should create visual, auditory, olfactory, gustatory, and tactile impressions. Not how paragraph below conveys a clear impression of what is taking place.

b. Precise Language

Use words and phrases that will turn the words on a flat page into a sensory experience for the reader. Bring out textures, colors, tastes, sights, sounds, and smells.

c. Imagery

Similes and metaphors make comparisons to enhance the reader's understanding of an experience or event. They create instant visual images in the reader's mind.

d. Show Doesn't Tell

In order to affect a permanent image on the part of the reader, your description must be specific to the situation at hand. You must draw readers into your world.

6. Difficulties in Writing

Many teachers assume that their learners can already write in their own language or are in the process of learning to write. However, since the process is a long one, the teachers also assume that most of their learners will still be copying with the mechanics of writing as well as thinking about what to write (Scott and Ytreberg, 2010: 68). It means that not all of the learners can write easily, they have different ability to understand and mastering the materials. Every learner has different difficulties in writing, so the teacher has to find to solve and help their problem in writing. Especially for young learners in which English is as foreign language, the teachers must have to good ways or technique to teach English, for the first in writing. In writing, grammar, punctuation, diction, spelling, organization the ideas, etc. are very important, so the teachers need to teach writing calmly and interestingly ways in order that the learners can enjoy it.

Writing has certain characteristics which seem to make it difficult for students to get to grips with (Scott and Ytrberg, 2010: 69). Students in a recent ESL class especially, about the time when students write in English, many for them feel worried and not confidence (Richard and Renandya, 2002: 307). It can be seen that actually writing is not difficult but how to use the target language in writing becomes a problem for the users. When students write in their native language they feel comfortable, free, and self-assure. In teaching writing where its position as a foreign and second language, when the learners begin to write in English, they will face some problem to write, some of them are:

- a. In writing, they cannot make the same use of body language, intonation, tone, eye contact and all the other features which help them to convey meaning when they talk.
- b. Very little, of what they write is concerned with the here and now, which is where many young children exist for a lot of the time.
- c. Many children take a long time to master the skill of writing. They cannot concern in one idea or organizing their sentence structure, even their vocabulary is very limited, if the teachers can occasionally type out a students' work it really does help those who are struggling with the mechanics of writing.
- d. The last, the fact that writing in a foreign language is all too often associated with correcting errors. Handwriting, grammar, spelling and punctuation are often given priority over content. If the teachers try to make children's writing meaningful from the start, with the emphasis on content, then errors can be gently corrected and re-written in cooperation with the teachers (Scott and Ytreberg, 2010: 70).

It means that in writing, just not writing but it needs organization the ideas, linguistics, structure of sentences, etc. It is useful for the reader to easier understand what the writers' means, so in writing, teachers as a guide the students to teach them how to write correctly and take easy.

Writing activities help to consolidate learning in the other skill areas (Scott and Ytreberg, 2010: 69). Balanced activities train the language and help aid memory when they do writing activities. To practice in speaking freely helps

when doing free writing activities. Reading helps students to see the rules of writing, and help build up their language choices. So, it can be concluded that when learners do writing activities, the other skills like reading, speaking, and listening can influence their writing. It will influence their language choice, their ideas, language structures, etc.

B. Hypnoteaching

1. The Concept of Hipnoteaching

According to Erickson in Noer (2010: 17) explained that hypnosis is a method of communication, both of verbal and non-verbal, persuasive and suggestive to the client so that they became creative and react. That is, it is a strategy of hypnosis delivery process of thoughts, messages or feelings either by using a symbol that uses one or more words as a medium and without the use of words, such as only using the gesture, motion, body language, facial expressions and eye contact are called or invited, and stimulate thought or reflection, so that people who were hypnotized became creative and action.

Jaya (2010: 5) states that Hypnoteaching is a combination of teaching which involves the conscious and the subconscious mind. Influence and the role of conscious thought of ourselves as much as 15%, while the subconscious mind reaches 85%. This fact suggests that the subconscious mind is more dominant and very large influence on the formation of character, the way we think and act. Conscious and unconscious mind affect each other and work together. In the subconscious mind there are some very important elements that shed memory,

good or bad habits, the values, belief system, creativity etc. But this does not mean that our conscious mind has no role at all. The conscious mind functioning filter or filter of incoming information and determine whether the need is stored in the subconscious mind or not. So the conscious mind to protect our subconscious mind.

Hypnoteaching literally derived from the word hypnosis and teaching. From here, then Hajar defined hypnoteaching as art communicates by way of suggestion in order that students become more intelligent. With the suggestions that given, students are expected to be aware that they actually have tremendous potential that has not been optimized in their learning.

Hypnoteaching is a learning process with the science of hypnosis is more focused on providing positive suggestions from teacher to student and student to themselves. This positive suggestion will be encouraged or ordered the subconscious mind in order to optimize the ability of the students had at the time in the classroom. Hypnoteaching is a way to condition the students at the beginning of learning so that the students are ready and motivated to learn.

Novian (2010: 4) Hypnoteaching is a blend of teaching that involves the conscious mind and subconscious mind. Hypnoteaching is a blend of two words "hypnosis" which shall mean suggesting and "teaching" which shall mean teaching. Hypnoteaching can reduce anxiety, stress and other psychological problems. In its development until now, hypnosis is very support in developing the performance of self and the learning process. With Hypnoteaching, this is made easier so that information can more easily enter the brain. In this

Hypnoteaching learning is more emphasis on the ability of the subconscious brain. Under this scheme the role of the conscious brain and the subconscious mind in determining success and failure of a person in his life sail.

Based on the description above, it can be concluded that hypnoteaching is a kind of teaching method by using suggestion to make the students get better result in learning.

2. The Elements of Hypnoteaching

Noer (2010: 137) explain that the elements of hypnoteaching are teachers' appearance, empathetic attitude, commiseration, the use of language, props for the kinesthetic, motivating students with stories, and mastering the students' hearts. The explanation of those elements are below.

a. Teachers' appearance.

The first step that must be done by the teacher in the success hypnoteaching strategy is to consider the performance or appearance. The teachers should be dressed neatly and good performance. Good looks will give a high confidence and has a strong influence for the students. By looking at the performance of teachers and students will be convinced to trust teachers.

b. Empathetic attitude.

As an educator, not just a teacher, a teacher must have a sense of empathy and sympathy to the students. The teachers who have sympathy for the students, will undoubtedly seek with the power to assist the students in need. He also had a strong faith to advance their students.

c. Commiseration.

When the teachers have a sense of sympathy for the students, the students will undoubtedly sympathize with them. When the teachers treat the students well, even though the student is very mischievous, students will undoubtedly shy and respectful to the teachers and also respected. Students will strive to understand and obey what the teachers said, because the teachers also understand them.

d. The use of language.

Good teachers should have the vocabulary and the language well and good to hear in the ear, could restrain emotions, not easily provoked anger, like to appreciate the work, the potential, and the ability of students, not like condescending, insulting, mocking, or marginalizing students with various expressions words that are not supposed to get out of their tongue.

e. Props for the kinesthetic.

One element in the process of learning hypnosis is self-expression or remove the props. The entire limb is moved if necessary. Hands, feet, expression, and explored to the maximum sound and optimal. When the teachers explain cultivated using body language style that conveys what is more impressive.

f. Motivating students with stories.

Motivating students with stories of successful people. One factor is the use of techniques hypnoteaching success stories. Story is a study of imagination. Thus, it would be nice if a teacher is also often provide a story or a third person traveling in accordance with the theme of the class.

- g. Mastering the students' hearts.

The teachers should be able to rule over the hearts of students, after which it can control their mind. And, here also the teacher of the phenomenon can guess why most students who have problems in school often lied to their teacher, including teachers, guidance counseling.

3. The Principles in Implementation of Hypnoteaching

The process of learning to use hypnosis is different than the process of learning in general, so there are some things that should be distinguished in its implementation. Hajar (2012: 113) mentioned six steps that need to be done by the teacher so that learning objectives can be achieved by either, the steps are as follows:

- a. Identify the needs of students. Identifying the needs of students is an early stage before learning process is implicated. Identifying needs of the students to determine what forms of learning exciting for the students, so that students are motivated to learn; Plan learning by linking hypnotic media, such as sound, images, text, motion, and symbols;
- b. Start teaching according to the lesson plans that have been made;
- c. Doing affirmations or stating something positive about themselves as a material to raise the idea of students. For example, the teacher proudly told to the students that: I was personally and my curiosity for knowledge is kept private and will continue to learn with anyone, anytime, and anywhere with motivation;

- d. Perform visualization as a means for students to create ideas related to the topic of learning;
- e. To evaluate, the evaluations are performed to evaluate how teachers are motivated, active, creative students during the learning process. In addition, teachers also evaluate students' understanding of the provided material;
- f. To reflect on what happened to the students before the lesson ended. Reflection of the impression made by asking students during the learning process.

C. Teaching Descriptive Text Using Hypnoteaching

There are some basic steps that must be undertaken by the teachers in implementing hypnoteaching strategy that proposed by Hajar (2012: 100).

1. Setting Goal, Intention and Motivation

One's success depends on one's intention to make every effort and hard work to achieve success. Great intentions will emerge high motivation and commitment that they elaborated. Intention and motivation of the teachers should be passed on to students. Concrete example of the intention and motivation of the teachers can be seen from the good appearance of the teacher, and a friendly smile when entered in the classroom, a little exaggerated eyeball. Intention of raising eyeballs will affect intonation given by the educators. By raising the eyeball, intonation out of the mouth can be heard more passion. Jaya (2010) states that humans have a "mirror neurons" in the brain cells. These cells mimic what is seen

on duty. If the teachers enter in the classroom with enthusiasm, the students will automatically come in the mind and emotions are fun.

2. Pacing

There are two kinds of pacing, namely non verbal agreement and verbal agreement. In non verbal agreement, we can do matching and mirroring. It's a kind of activity to match our posture and gesture to our student. For example, the teacher asks to the students, "have you already eaten?" (She puts her hand up) and the students who have eaten will put their hand up. The teacher can also do pacing by verbal agreement like yelling. In pacing, we should use students' language and connect the material with the recent news or theme to make them enjoy with us. We also have to update information and knowledge about their language, theme and even gossip. In this case, the goal of pacing is to make their brain wave as same as us so that both teachers and students will enjoy teaching and learning process and what teachers say will come to their mind. So, we need pacing to change students' perception.

3. Leading

This is the step of transferring knowledge. Every word that teacher says will come to students' mind and they will do it without pressure. How hard the material is, their subconscious mind will catch the material easily. Moreover, the memory that they get that day, will be in their long-term memory.

4. Using positive words

We have to know that every word that we say will come to their mind so we must be very careful about it. If we want to say something that students may not to do, we must change the statement from negative to positive. For example: Don't make noise! => Keep silent please!

5. Giving compliment

We have to realize that everyone loves compliment, so do they. Students need compliment. The compliment will encourage them to do more and better. For example, after asking them to come forward to do task, we can say “thank you, you're great!” or “very good, thank you”. They will feel more appreciated. Be careful to our compliment! We should give it appropriately not too much and we also have to avoid word “but”. If we use “but”, it means we do compliment and critic at the same time. It will ruin our compliment and it will be useless. We must change the statement if we want to critic them.

6. Modeling

Modeling is a process of giving example through utterance and act. Teacher must behave. What teacher says must be consistent with what the teacher does.

D. Previous Study

Previous study means some studies that have been done which focuses on teaching writing descriptive text. Below are some studies which concern about teaching writing descriptive text using various techniques.

1. Yogi Setiati. 2015. "The effectiveness of Wholesome listing game to teach writing descriptive text." This is an experimental research at the eighth grade students of SMP Muhammadiyah 3 Purwokerto in academic year 2014/2015.

This research is aim to investigate the effectiveness of Wholesome Listing Game for teaching writing descriptive text at the eighth grade students of SMP Muhammadiyah 3 Purwokerto in academic year 2014/ 2015. This research uses quasi experimental research. The participants of this research are the eight grade students in SMP Muhammadiyah 3 Purwokerto. The result is Wholesome Listing Game gave positive effect for teaching writing descriptive text.

2. Andri Setiawan. 2015. "The effectiveness of media "Spider Web" to teach writing describing people (part of human body) in the first grade of SMP Negeri 1 Rawalo."

The aim of this research is to find out the effectiveness of media "Spider Web "to teach writing describing people (part of human body) in junior high school especially at first grade students of SMP Negeri 1 Rawalo in academic year 2014/2015. This research use quasi experimental research. The research result shows that the Spider web media is effective for teaching writing describing people (part of human body).

E. Basic Assumption

From the explanation illustrated previously, the writer thought that use of Hypnoteaching could give positive effect in teaching writing descriptive text. Students would get the idea in writing easily. Students also could organize their ideas easily. Besides that, the use of Hypnoteaching could attract the students to get involve in teaching and learning process actively. And then, they would get more motivation to learn.

F. Hypothesis

The writer assumes that Hypnoteaching is effective to teach writing descriptive text.