CHAPTER II

THEORETICAL REVIEW

A. **Writing**

1. **The Definition of Writing**

There are many theories about writing suggested by some experts. Ghaith (2002) stated that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete.

While, Dvorak (1995, p. 214) stated that " writing will be used as a generic term to refer to all the various activities that involves transferring mind through paper. Writing that focuses primarily on the conventions of language form, i.e. grammatical or lexical structures, will be termed transcription. The term composition will refers to the skills involved in effectively developing and communicating an idea or making a point.

Writing is transform thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary). Consequently we must learn about organizational skills in writing.

R.A Calvo (2010) stated that Writing involve several sub-skills. Some of these are related to accuracy, i.e.using the correct forms of language. Writing accurately involves spellingcorrectly, forming letters correctly, writing legibly, punctuating correctly, usingcorrect layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

However, writing is not just about accuracy. It is also about having a message and communicating it successfully to other people and need to have enough ideas, organize well and express in an appropriate style.

2. The Purpose of Writing

Writing is not just arranging some word into sentences. Writing has certain purposes based on the writer's desire. According to Charlie (2008: 111) the purposes of writing are as follows :

a. Giving information to the reader

Here, the writer wants to give information about something to the reader.

b. Enlightening people soul

Reading is human need, so the texts is reputed as an enlightening mind and soul.

c. Recording the history

By writing, the next generation will be able to know and learn about what happen in the past.

d. Expressing writers' him or herself.

By writing, someone are able to express themselves as an individual or a group.

e. Showing idealism

By writing, people can highlight an idealism about something, It is because text are able to spread fast.

f. Declaring opinion

Writing is used to declare the opinion or theory that is eternalized in the form of text.

g. Entertaining the reader

Generally the purpose of text is to entertain the reader, even the text did not contain of humor

3. The Advantage of Writing

Writing is important to develop students critical thinking. It stimulates them to think deeply about many aspects to build a good writing result. Harmer (2004: 31-33) stated that there are many advantages of learning writing as follows:

a. Writing is often not time bound in the way conversation is. It means that students have longer time to think than in speaking activities. They can consult the diction will be used to express their thought. They can check their grammar patterns.

b. Writing encourages students to focus on accurate language use and, because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.

c. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

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 as language practice, acting out, or speaking. For example, teacher asks students to write a short dialogue that they will then act out.

f. Writing is also used in questionnaire test. In some examination, students have to answer in the form of written.

g. Writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write.

From the description above, The conclusion is that writing skill is important to be learnt. Writing helps us in solving and improving other skills in learning language. As the students, writing is important to show our characteristic as educated people.

4. **The Stages of Writing**

Harmer, in his book entitled "How To Teach Writing" (2004: 4-6) said that writing has four steps as follows:

a. Planning

Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. When planning, writers have to think about three main issues. In the first place the have to consider the **purpose** of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

Secondly, experienced writers think of the **audience** they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), 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.

b. Drafting

The first version of a piece of writing is a draft. This first „go" at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general emaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

d. Final Version

Once writers have edited their draft, making the changes they consider to be 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 the editing process. But the writer is now ready to send the written   text to its intended audience.

The process of writing is not linear, it is tend to recursive. It means that writers plan, draft and edit but then often re-plan, re draft, and re-edit. Even when they get to

what they think is their final draft they may find themselves changing their mind and re-planning,drafting, or editing. These aspects of the writing process is represent to process wheel. Therefore the process wheel below clearly shows the many directions that writers can take.

Picture 2.1

B. **Paragraph writing**

a. **Components   of   paragraph**

Ariel Lantz **(**Writing Paragraphs and Précis : 2007 **)** stated about some component s of paragraph ; those are as follows :

1. Unity

   The entire paragraph should concern itself with a single focus. If it begins with a one focus or major point of discussion, the rest of that paragraph should expand on that focus and provide ideas as evidence to support your point of view.

2. Topic Sentence

   State the paragraph"s main idea clearly in the first sentence. This is topic sentence. A Topic Sentence = a main topic + a specific opinion or idea about that topic

   Example: MAIN TOPIC: Gardening

   SAMPLE TOPIC SENTENCES: Gardening produces better organic food. Gardening is good exercise.

3. Supporting Sentences:

   These are the sentences that follow your topic sentence. They provide evidence and ideas that back up your main assertion in the topic sentence. Usually you can divide the supporting sentences into two categories:

   Main Points: ideas that support the assertion you made in your topicsentence

   Supporting Details: evidence that backs up or explains each main point

4. Conclusion

   The final sentence in your paragraph sums up the content of your paragraph. In essays, the conclusion sentence also provides a transition to the next paragraph.

b. **Evaluate writing**

Scoring system

The writer used the Burhan Nurgiantoro"s (2001) scoring system to measure student"s score; the scoring system was considering some writing components, such as content, organization, grammar, style, and mechanic.

The explanation of those components was as follows;

No	Aspect	Score	Criteria	Indicators
1	Content	4	Very Good	Complete information, Substantive, complete in developing writing, relevant with the problem.
		3	Good	Enough information, less substantive, not enough is not developing writing problem.
		2	Fair	Limited information, there is no substantive, not enough in developing writing problem
		1	Bad	There is no content and problem
2	Organization	4	Very good	Fluent in expressing, clear in expressing idea, complete, well organize, logic and cohesive
		3	Good	Less in fluently, disorganized but clear in the main idea, limited in supporting material, logic but incomplete.
		2	Fair	Not fluently, irrregular idea, illogical in developing idea.
		1	Bad	Not communicative, disorganized invaluable.
3	Vocabulary	4	Very good	Correct in word choice, mastery in word form
		3	Good	Sometimes incorrect in choosing the word but it does not disturb in meaning

		2	Fair	Limited in using the word, often make mistake in vocabulary, and it can make change the meaning
		1	Bad	Bad in choosing the word, less in vocabulary
4	Language	4	Very good	Effective in complex construction, only few in language mistake
		3	Good	Simple construction but effective, few mistake in complex construction, there is a mistake but it does not change the meaning
		2	Fair	Serious mistake in sentence construction, unclear meaning
		1	Bad	Incapable in syntactical construction, many mistakes not communicative, invaluable
5	Mechanic	4	Very good	Capable in writing rule, only some spelling error
		3	Good	Sometimes there is spelling error but it does not change the meaning
		2	Fair	Sometimes there is spelling error, uncertain meaning
		1	Bad	Incapable in writing, many spelling error, unreadable writing, invaluable

c. **Descriptive text (describing people / person)**

1. **The Definition**

According to Nichol (1978: 13), descriptive text is one of types of writing. The content of this text is describing things (noun) such as PERSON / PEOPLE, a place or an object. It does not discuss about the action (verb).

The writer of descriptive text tries to share his or her sensual impression of a PERSON / PEOPLE or an object and describe it as clear as possible.

Especially, this paper will discuss about describing people (part of human body)

2. **Generic structure**

Descriptive text has a generic structure like the other texts. The generic structure of descriptive text includes identification and description. The identification refers to identify the person, place, or thing to be described. The description refers to describe parts, qualities, and characteristic.

3. **Text example**

Britney Spears is a singer from United State. She is beautiful.

She has an oval face and short wavy blonde hair. Her eyes are blue. She has a pointed nose and thin lips. Her body is slim.

4. **Language Features of Descriptive Text**

The language feature of descriptive text, namely:

a. The focus on specific participants,

b. The use of attributive and identifying processes,

c. The use of simple present tense and adjective,

d. The use of possessive verb (has / have).

e. The use of noun phrase.

5. **Characteristic of Descriptive Text**

Wiranto (2003: 27) gives the characteristic of descriptive text; they are as follows:

1. Descriptive text is dominated by simple present tense. It is because the factual of descriptive text itself. As we know that descriptive text describes something in reality, so that people will see that situation in the some point of view.

2. Descriptive text uses more relational and material verb.

3. The most important thing of descriptive text is to describe something or someone, not someone who describes something.

4. In descriptive text, there are conjunctions such as firstly, secondly, etc. only to arrange idea, not to show an order.

5. Descriptive text usually reflects the relations between parts and whole. For example: when describe about trees, we will find the relation between part of the tree and the whole likes root, trunk, branches and leaves.

6. **Spider Web**

a. **The Definition of Spider Web**

(Novak JD : 1984) states that Spider Web is tool for organizing and representing knowledge that include pictures, usually enclosed in circles or boxes of some type, and relationships between concepts or propositions, indicated by a connecting line between two concepts.

Bromley, K.D. (1996) also stated that Spider Web like diagrams that used to organize information about a concept ortopic in an hierarchical manner. The concept or topic is written in the center or top of themap and

related words or phrases are written on rays extending from the topic. Concept maps also go by the name of clusters and webs.

It means that Spider Web is media to organise and connecting the topic of main idea with related part from extending topic it self.

b. The Advantages of Spider Web

According to Chris (2005 : 5) Below are the advantages of Spider Web for students :

1. For students

   a. Engages students in talking, thinking and wrtiting

   b. Helps students grow intellectually

   c. Enables students to address their world with imagination, creativity and purpose

   d. Ensures that students are active, not passive learners

   e. Involves students in the learning process

   f. Improves students" critical thinking and creativity

   g. Makes students easy to develop their mind

c. Spider Web forms

According to Bromley, K.D. (1996) Forms of Spider Web are as follows :

1. Focus
Identify the main concept of topic or question.

2. Select

Select the key ideas that you discovered

3. Categorize and Cluster

Categorize the key ideas and group the categories that are related into larger

ideas, or clusters.

4. Organize by Pattern / Draw Conclusions

Look for patterns that will show the relationships between your clusters of

ideas and write down the conclusion

d. Teaching writing with Spider Web

1. Write the name of the topic or picture in the center or top

circle/box on a sheet of paper.This is called the center circle/box

whether it is placed in the center of the map or at the top.

2. Students brainstorm as many words and phrases as they can that

relate to the picture.

3. Students select the words and phrases from their list that connect

to the picture or other words that were listed in part of picture.

4. The selected words are written and begin to construct paragraph

with the words and phrases in each part of picture.

7. **The previous study**

There are many previous study about Spider Web. Some of them are : Kilic.M

(2013) in the title " Spider Web as a tool for Meaningful Learning and Teaching in

Chemistry Education " stated that Spider web is one of the most important teaching

and learning tool that promote meaningful learning. This study was designed as the

study of the compilation. The purpose of the study is to introduce spider web as a

tool for meaningful learning, student centered, active, new learning and teaching

strategy in chemistry education. The students are looking for more active and interactive teaching techniques. At this point, Spider web will work better in the field of education and will take another step forward to instructional technique. The important thing is our contribution for the usage of effective teaching technique. With each passing day, the effective use and the effective implementation of spider web will be explored and it will make learning easier for learners.

While Chiou C.C (2008) with the title " The Effect of Spider Web on Students" Learning Achievement and Interest " (*Innovations in Education and Teaching International* November 2008, 375–387) stated that the study described in this paper has examined whether Spider web can be used to help students to improve their learning achievement and interests. They indicated that Spider web can help them to understand, integrate and clarify accounting concepts and also enhance their interests in learning accounting. They also thought that Spider web could be usefully used in other curriculum areas. The main objective of this study was to investigate whether the meta-learning strategy of Spider web could be used to help students in the School of Management improve their learning achievement in an advanced accounting course. The results showed that students in the spider web class improved in their learning achievement more than did students in the traditional expository teaching class.

8. Basic assumption

Spider web engages students in talking, thinking and wrtiting.Spider web can be useful tool in the classroom because it make the material will be interesting for students to learn writing descriptive.

The assumption is using Spider web is effective to teach writing descriptive.The students will get more capabilities and easier to write down their ideas with Spider Web.

9. **Hypothesis**

Based on the assumption above, it has hypothesis that teaching writing describing people by using spider web at the first grade students of SMP N 1 RAWALO is effective.