

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. The Definition of Writing

Writing is a process of expressing ideas or thought in words on a piece of paper. Writing actually is transferring information, messages, or ideas in grammatically sentences. The information, messages, or ideas is necessary to be expressed in a text. Writing was used as tool communicating ideas that use written or printed symbol, as found in book, newspaper, magazine, and letter.

Writing is a process and what we write is often heavily influenced by constrains of genre, and then those elements have to be present in learning activities (Hammer, 2004: 86). Furthermore Nunan (2003: 88) stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to the reader.

From the explanation above it can be concluded that writing is a means of communication where written form is used to express the writer's purpose based on his or her experiments. A writer expresses his or her ideas, experiences, thought, and feelings through writing for a specific purpose.

2. The Importance of Writing

Writing is importance skill to develop student critical thinking. It stimulates them to think deeply about many aspects to make a good writing result. Hammer (2004: 31-33) stated that there are five advantages of learning writing, such as:

- a. Writing encourages students to focus on accurate language use and, because they think as their write, it may good trigger development as they resolve problems which writing puts in their mind.
- b. 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.
- c. Writing is frequently useful as preparation for some other activity.
- d. Writing can be used as an integral part of a larger activity where the focus is on something else such as acting out, language practice, or speaking.
- e. Writing is also used in questionnaire-type of activities. In some examination, students have to answer in the written form.

From the explanation above, it can be concluded that writing skill is important to be learnt by students, because it helps them in solving and improving other skills in learning language.

3. The Purpose of Writing

There is an argument about the purpose of writing. Hammer (2004: 39) states there are two purposes of writing that are generally taken to apply to students who are studying general English at schools and

institutes in their own country or as transitory visitors in a target language country.

a. Real Purpose

Real purpose writing tasks are precisely the one teacher can predict the students will probably need to perform at some stages. This means that in the real purpose of writing, students are taught to apply the practical English, for example, writing for such application letter that might be useful for the students' needs in the future.

b. Invented Purpose

Here, students are unlikely to be directly relevant to their future needs. A popular activity in many classrooms is to have students write letters or passages in media such as magazines, advertisements, or newspaper. The statement above means that this kind of writing activity seems not really directly useful for their real lives, but these activities can be used as the development of genre that they have learned at school. For example, when the students learn about a descriptive text, it is hoped that, someday, the students can describe what they see and send it to mass media such as magazines, newspaper and other written media.

4. Writing Competence

Laksmi (2006: 144) states writing does not merely mean applying grammatical rules; it is more about the students' learning to communicate their ideas in written forms. This means if the students are able to present their ideas into a written form well; their writing competence will

improve too. For the students, they may have some mistakes in writing because they are still learning basic grammar. However, the point in writing here is students attempt to construct ideas in mind into a proper writing arrangement.

Moreover, Krashen and Lee (2004: 10) mention writing can make people smarter. When people write something down on a page, they make a representation of their thoughts, of their “cognitive structures”. It can be concluded that writing shows students’ competence in mastering English skill. Here, students exploit their cognitive skills in representing thoughts in a written form.

5. Element of Writing

Students will have a good writing when they implement the elements of writing, when they are asked to write. According to Stephen Wilbers, there are five elements of writing, those elements are:

a. Central Idea

★ Central idea means the specific information that will be written in descriptive text.

b. Organization

Organization means how to compose writing by applying the correct coherence.

c. Supporting material

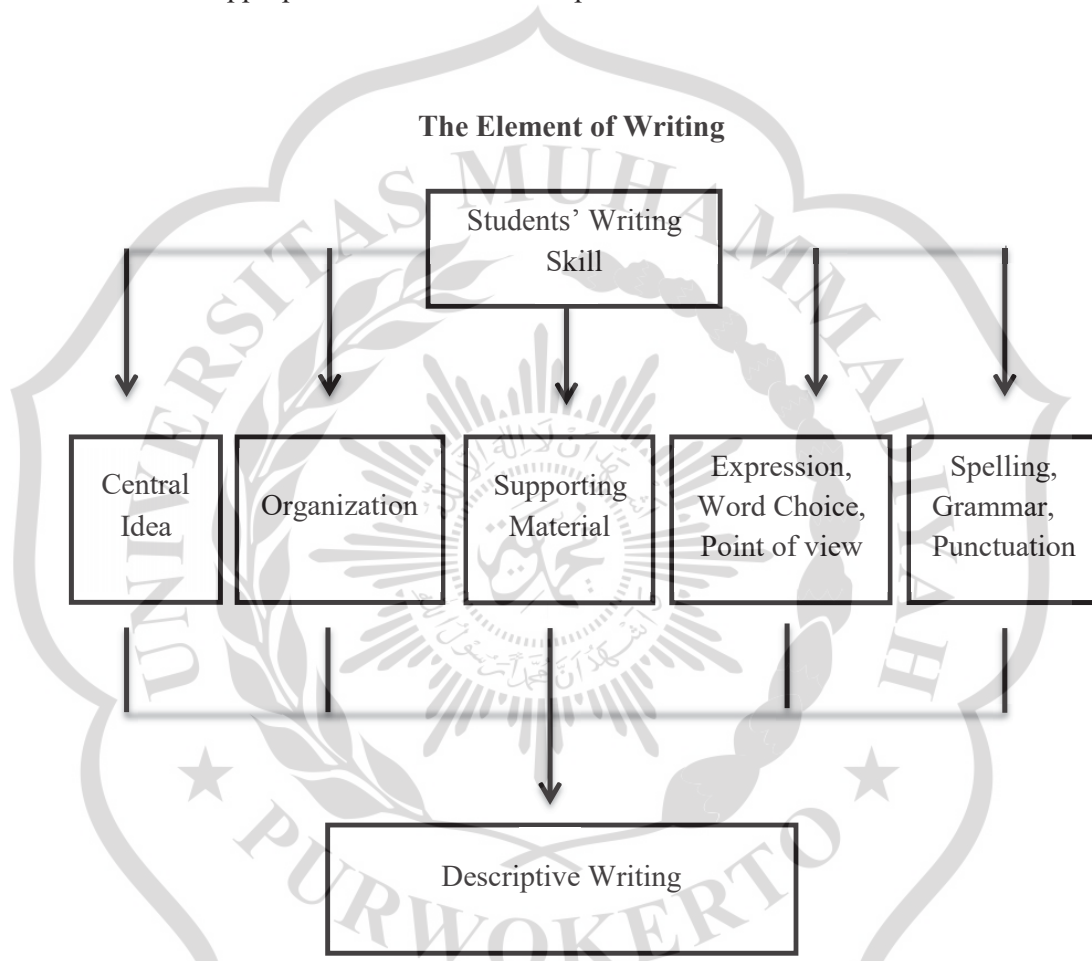
Supporting material means the fact of information. The students write the information based on the real conditions.

d. Expression, Word choice, Point of view

This point explains that student's opinion and diction are fits to the context, so the students can bring the real situation to the writing text.

e. Spelling, Grammar, and Punctuation

This point explains how to use of spelling and punctuation are appropriate with the sentence pattern.



B. Descriptive Text

1. The Nature of Descriptive Text

Descriptive text is one of the text-genres which should be taught in secondary school, they are junior and senior high school. Based on the syllabus and the semester program on junior high school at the seventh

grade, descriptive text is one of the text types which are taught in the beginning of the semester. Descriptive text is one of the easier text types since it is usually used in daily activities.

DEPDIKNAS (2003:49) defined descriptive text as a text which is used to describe a particular person, place or things. Descriptive text is different from report text because it describes a specific subject rather than a general class. A descriptive text is a text that describes the features of someone, something, or certain place (Wardiman, 2008: 46). Further, description is about sensory experience how something looks sounds tastes. Mostly is about visual experience, but description also deals with other kind of perception (Kane, 2000: 352)

2. Generic Structures of Descriptive Text

Descriptive is a text containing two component, identification and description by which a writer describes a person, an animal, or things.

a. Identification

Identification introduces and identifies anything or phenomenon which described. It has function to bring reader to introduce what will be discussed. Like orientation of other genres, identification is usually put in first paragraph. It is as introduction to reader to read next paragraph. Identification usually answers the questions; what is the topic of the text, and what is the text above.

b. Description

Description is part of generic structure that consists of particular phenomenon or thing. It is main of issue that has a characteristic which

distinguish with other genres. The description has function to describe parts, qualities, and characteristic of the parts of the object. It is put after identification or next paragraph of identification until final paragraph. In example, if you describe the classroom, you will mention characteristic of the classroom as big (size), green (color), or clean (quality).

The generic structures of descriptive text are identification and description. The identification of a descriptive text identifies phenomenon which will be described. While, the description describes parts, qualities and characteristics (Wardiman, 2008: 46)

3. The Language Features of Descriptive Text

There are some main language features of descriptive text:

a. Specific Participant

Descriptive text describes about specific object, not in general, and unique.

b. The Use of Adjectives to Clarify Noun

When people want to describe a thing, they may use certain adjectives to clarify the appearance of the thing. They may add the look, perceptions, smell, colors, etc. to make the things described clearer.

Examples: **beautiful** beach, **handsome** man, **famous** place, etc.

c. The Use of Simple Present Tense

Descriptive text is the text that uses simple present tense as language feature. To make descriptive text, students should use simple present tense. Why should it be like that? Because descriptive text is the text that describes something in general, in the real situation and condition.

The important things are real fact and condition of something described. For example in describing people, the students will find adjective and relating verb on the people what they describe. That's why descriptive text use simple present tense.

Pattern:

Subject + Verb 1 + For subject: They/We I/You	Subject + Verb s/es + For subject: She/he It
--	---

d. The Possession of Certain Functions

- 1) To talk about things in general.

Examples:

Students **bring** books to study at school.

People **take a bath** twice a day.

- 2) To say something happens all the time or repeatedly.

Examples:

I usually **go** to school by bicycle.

Mother **goes** to market every morning.

- 3) To explain general truth.

Examples:

The moon **goes** around the earth.

Sun **rises** in the east and **sets** in the west.

e. The Use of Common Adverbs

- 1) Every morning/day/week/month/year

2) Once, twice, three times, four times, etc.

3) Always, usually, sometimes, often, never, seldom

Murphy (1994: 4)

f. The Use of Action Verbs

Action verbs are verbs which show the performance of an action, the activity can be seen.

Examples: run, sleep, cut, walk, etc.

g. The Use of Determiners

There are determiners which are usually used: articles (**the, a, an**), demonstratives (**this, that**), numerals (**two, three**, etc.), possessives (**my, their, her**, etc.), qualifiers (**some, many**, etc.)

4. Evaluating Descriptive Text Writing

The type of test to evaluate descriptive text writing is essay test. Form the question given; students make descriptive text by using its generic structure; identification and description. They also use the language feature of descriptive text such as simple present tense, action verbs, noun phrase, and adverbial phrase.

There are some aspects of writing that can be evaluated. According to Nurgiyantoro (2001: 307), the aspects that can be evaluated in writing are:

a. Content (The agreement with the Title Chosen)

This means that a good writing is when the title represents the content of it. The content of text should be relevant or equivalent and describe the title in complete. Brown (2004: 73) states the writing

Mechanics (Spelling and Punctuation) section measures the ability to write English, including the ability to generate, organize, and develop ideas, to support those ideas with examples or evidence, and to compose and respond to one assigned topic in standard written English. So, it can be concluded that the more students can develop their ideas which also loads some good supporting ideas to be good content, the better their writing will be.

b. Organization (Paragraph Unity, Coherence, and Cohesion)

The way students organize their paragraph is important if a teacher wants to evaluate their writing. However, a good text consists of paragraphs which are arranged well with some connecting words which can make the paragraphs coherent.

c. Vocabulary (The Precision of Using Vocabulary)

Vocabulary is the most important thing that forms a phrase, sentence, and further paragraph. Nunan (1992: 11) writes that vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write. The diction chosen will determine the level of students' vocabulary mastery.

d. Grammar (Tenses and Structure)

However, tenses and structure mastery is really necessary to have paragraphs constructed. It is difficult for students to arrange a good paragraph if they lack of tenses and structure mastery.

Paragraph is combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraphs will be unreadable.

In this research, the writers evaluate the students' writing on their content, organization, language, vocabulary and mechanics. The flow of students' thoughts is important since it is basic thing that the students must have in writing any kinds of text especially descriptive text.

