

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Writing

1. Definition of Writing

Writing is one of English skills besides listening, reading, and speaking. Writing belongs to productive type. Writing is representation or symbol of language (Ramelan 1994:14). To write means to produce something in written form. Meyers (2005:2) states that writing is a way to produce language which you do naturally when you speak. According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. It is the way of producing language and expressing ideas, feelings, and opinions in the form of letters, symbols or words.

★ From the descriptions above, it can be concluded that writing is an activity of expressing ideas, making marks on a certain surface in a form of letters, symbol or words through written text.

2. Importance of Writing

Nunan (2003:88) stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into sentences and paragraphs that will be clear to reader. It makes writing has some the importance and some the advantages which has influence in teaching learning process. According to Halliday in Nunan (1991:34)

Writing plays many roles in everyday life including primarily action like public signs, social contact; for information like newspaper, magazines, etc; for entertainment like comic strips, fiction book, etc.

Writing is useful for students to explore their ideas and develops students' ability to describe, narrate and give information to other people. Students are forced to use various words, expressions, phrases and grammatical structures. Writing is also a means of communication which is need to be developing to improve students' language mastery.

3. Process of Writing

To produce a good writing requires some processes or steps. According to Harmer (2004: 4), the process of writing has four main elements:

a. Planning

Writers plan what they are going to write. Writers generate topic and decide what they are going to say. Some writer may making notes, write down some important word or not making notes at all because they have already planned in their heads. Writers have to consider the purpose of their writing, the audience they are writing for and the content structure of the piece. These three main issues are influence the type of text that they produce, the choice of language that they use, and the information they choose to include.

b. Drafting

Draft is the first version of writing. After thinking about the topic, writers make a list of words, phrases, sentences or even question. In this stage focuses on fluency of writing and not concerned with grammatical accuracy, because the draft will be edited later.

c. Editing

It is imposible to make perfect paragraph on the first time. After completing the draft, writers review their works. The purpose of this is for checking if there is some mistakes in using grammar, vocabulary or the order of information and paragraph. This step can be done by other readers who comment and make suggestion. It will help writer to make appropriate revisions.

d. Final Version

After editing their writing, they produce final version. It may be different from the draft, because that have been changed in the editing process.

4. Criteria of Good Writing

Paragraph is a group of closely related sentences that develop a central idea (Amperawaty, 2015: 10). To develop the main idea clearly, the paragraph should be long enough. We should concern to the unity and the coherence in writing a good paragraph. Unity means that in each paragraph express one main idea. Coherence means each sentence should

link and relate to the next one. The writer concludes some criteria of good writing, they are:

- a. A good writing should have clear main idea or topic sentence in each paragraph, using well sentences structure, language and example. It is to make the reader easy to understand the meaning.
- b. Organization is the key of good writing (Blanchard, 2003:1). Therefore, a good writing should be well structured.
- c. A good writing includes precise and accurate word choices. Good grammar and punctuation are very important.

5. Types of Writing Forms

According to Wilshon and Burks, there are four types of writing form, they are:

- a. Expository is used to give information, make explanations, and interpret meaning.
- b. Persuasive is used to persuade and influence in order to make a case or to prove or disprove a statement or opinion.
- c. Descriptive is the form of writing which is used to describe and create visual imagination of particular place, person, etc.
- d. Narrative is the form of writing that contains the story of acts or events and tells what happened based on natural time sequences

6. Assesing Writing

There are two types for scoring students' writing, those are:

a. Holistic Scoring System

In holistic scoring session, each script is read quickly and then judges use a rating scale or scoring rubric that the scoring critearia had been outlined.

b. Analytic Scoring System

In analytic scoring session, scripts are rated on several aspect of writing or criteria rather than given a single score. Nurgiantoro (2001: 307) there are some aspect of scoring:

1) Content

It refers to the topic of writing. Explanation, discussion, evaluation, conclusion. It should bee clear, specific and relevant. The good content had to fulfill the criteria such as information and relevant.

2) Organization

It means how the students fluent expressing, reveal clearly ideas, good organization, logic sequence and cohesive.

3) Vocabulary

The writer should use appropriate vocabulary to express what they want to write. The diction will determine the level of students' vocabulary mastery.

4) Grammar

Grammar affects the meaning of sentences which have to be paid attention to the students. Tenses and structure mastery are really necessary to construct paragraph.

5) Writing Mechanic

It means how the students write. The teacher has to make sure that the students write with a correct punctuation and the words are spelled correctly.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. Based on Gerot and Wignell, descriptive is a kind of text which is aimed to describe particular person, place or thing.

2. Function of Descriptive Text

The function of descriptive text is to describe particular things, such as people, place, even unit of days, times of day, or season (Ni'mah, 2012: 17). According to Anderson and Anderson the purpose of description is to tell about the subject by describing its features without including personal opinion.

3. Generic Structure

a. Identification

Identification contains statement that introduces the subject that will be described.

b. Description

Description contains the explanation about the subject in detail.

4. Language Features

The language features used in descriptive text are:

a. Focus on specific participants

e.g. my english teacher, Andini's cat, my favourite place.

b. Use simple present tense

e.g. I live in a simple house: the house is very beautiful:it has a wonderful park.

c. Use descriptive adjectives

★ e.g. two strong legs

d. Use of detailed noun phrase to give information about the subject

e.g. a very beautiful scenery, a sweet young lady, very thick fur

e. Use of action verbs

e.g. my cat eats mouse

f. Use of adverbials to give additional information about behaviour

e.g. fast, at the tree house

g. Use of figurative language

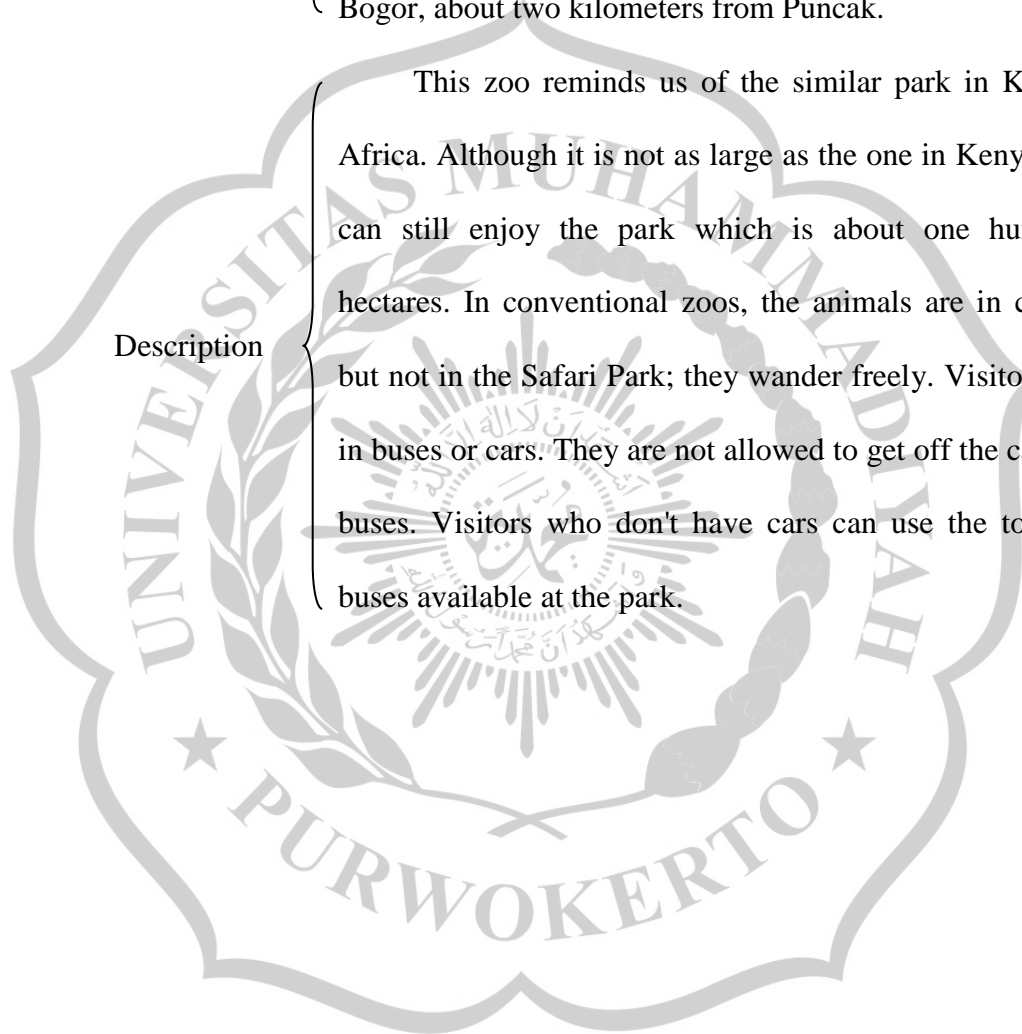
e.g. John is white as a chalk, her hair is black as ebony.

Example of Descriptive text:

SAFARI PARK

Identification { Safari Park or Taman Safari is a quite unique zoo. It lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor, about two kilometers from Puncak.

Description { This zoo reminds us of the similar park in Kenya, Africa. Although it is not as large as the one in Kenya, we can still enjoy the park which is about one hundred hectares. In conventional zoos, the animals are in cages, but not in the Safari Park; they wander freely. Visitors are in buses or cars. They are not allowed to get off the cars or buses. Visitors who don't have cars can use the touring buses available at the park.



C. Basic Questioning

1. Definition of Basic Questioning

According to Kathleen Cotton, question is any sentence which has an interrogative form or function. In classroom, teacher questions are defined as instructional cues or stimuli that expose students to the content to be learned (Azerefegen, 2008). Basic question is a simple structured question to obtain the basic information which relates to a topic. The questions are brief, precise and simply to avoid confusion. Basic question that is used by teacher must be clear and focus on specific subject or topic. The question also should be able to direct the students' thinking in organizing and stimulating their ideas in writing.

Questioning is a key of the teaching and learning process. Questioning is the way to engage students, encourage students' participation and also allow teachers to assess students' understanding. By asking question about the topic, the students can generate ideas and details such question include, what, when, where, who, and how.

Basic questioning is a technique that guides the students to explore their ideas in writing process by giving some questions related to the topic. Basic questioning helps the students organize their ideas coherently through question such as what, when, where, who and how that given by the teacher.

2. Types of Question

Categorization about the types of questions is presented by Wajnryb (1992, as cited in Setyaningrum, 2014: 8) as follows:

a. Yes/No Question

It is a question which can be answered only by “yes” or “no”

For example:

“Do you understand?”

“Can you describe your pet?”

“Have you gone there?”

b. Short answer or retrieval-style question

It is a question which require short response of the person being asked.

For example:

“What did she say about the movie?”

c. Open-ended question

It is a question which will elicit more language.

For example:

“What kind of sports do you like?”

“How do you feel now?”

d. Display Question

It is a question which request information.

For example:

“What color is this pen?”

e. Referential Question

It is a question which request for new information.

For example:

“What did you study at university?”

3. The Use of Basic Questioning

The teacher can use basic questioning to stimulate the students in order to involve them during the lesson. Basic questioning is a technique used to guide the students to write something by giving some questions. Basic questions is an effective technique for helping students to explore a topic or information they need to write a text. By asking question also improving the students' communication skills and stimulating the imagination to creative thinking. The teacher should give the students list of questions which the answer can lead them to construct descriptive text, such as asking about the physical appearance or personality traits of the subject being described. After that, the students answer some questions given related with something or someone that will be describe.

D. Picture

1. Definition

Picture is representation of anything (as a person, landscape, a building) upon canvas, paper or other surface, produced by means of pointing, drawing, engraving or photography (Amperawati, 2016: 21). Pictures is one of the teaching media which is used to support learning

process. Furthermore, Heaton said that picture is an excellent device for providing both a purpose and content for writing.

2. Types

a. Flashcards

Flashcard is a small cards which we can hold up for our students to see. It is particularly useful for drilling grammar items, for cueing different sentences, or practising vocabulary (Harmer, 2007:134).

b. Large wall pictures

It is a big enough pictures for everyone to see details. Sometimes teachers use it, where pointing to a detail of a picture will elicit the students' responses (Harmer, 2007:134).

c. Cue cards

Cue card is a small cards which students use in pair or groupwork (Harmer, 2007:134). The teachers will give them some cue cards so that when a student pick up one of cue cards, the student has to say a sentence that the card suggests.

d. Photographs or illustrations

It is typically in a textbook (Harmer, 2007:134).

e. Projected computer images

The teacher also uses multimedia to teach. Sometimes the teacher uses it to show images or pictures in big form.

3. Picture as Teaching Media

Media are kinds of substances that are used by teacher during teaching and learning process to support the presentation of the lesson (Amperawaty, 2015: 24). The use of media should be matched with the curriculum and the material. Media which is used should be easy to understand by the students. Picture is one of teaching media that can make students interesting during the lesson.

E. Teaching Descriptive Writing by Using Basic Questioning with Picture

1. Pre-writing Activity

The writer should choose the topic, generates the ideas and organized the ideas (Hayati, 2018: 12). Here, the topic is about “My Friend”. The teacher shows a picture and gives students some questions related to the picture in order to stimulate students.

a. Identification:

It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description. Identification gives brief detail about the when, where, who or what of the subject described. This step is presented by making the following questions:

- Who is the person you want to describe?
- What is her/his name?
- How old is she/he?

- Where does she/he live?

b. Description:

It is the explanation about a physical appearance of the subject or the special aspects that the subject has. This step is presented by making the following questions:

- How does she/he look like?
- What does she/he like to do?
- What is her/his hobby?

2. Writing Activity

The writer sets on a paper their ideas into words, sentences, paragraph and so on to create a writing effectively (Hayati, 2018:12). In writing activity, the teacher asks the students to make a descriptive text based on the topic and the question given. The teacher moves among the students, gives assistance and guidance while the students are writing.

3. Re-writing Activity

The teacher identifies some mistakes and gives more explanation about the mistakes that the students make while writing their text. After that, the teacher asks the students to do revision and collect their work.

F. Previous Study

This study is similar to these previous research. The researches which are relevant to this research are as follows:

1. Anis Amperawaty in her thesis entitled “The Effectiveness of Using Basic Questioning with an Object to Improve Students’ Descriptive Writing Skill (An Experimental Study at the Seventh Grade Students of SMPN 3 Kalibagor in the Academic Year of 2014/2015). This thesis discusses the effectiveness of using basic questioning with an object to improve students’ writing skill. The writer uses simple random sampling technique. The result shows that there is significant difference in writing skill improvement between the students who are taught writing descriptive text by using basic questioning with an object and those who are taught without basic questioning with an object.
2. Sofiana Zahara in her thesis entitled “The Effectiveness of Teaching Descriptive Text using Picture Media on Students Ability (An Experimental Study in the Tenth Grade of SMK Tunas Grafika Informatika Jakarta). This thesis discusses the use of picture media in teaching descriptive text. The purpose of this study is to know the empirical evidence about the effect of using picture on students’ writing ability in descriptive text. The writer uses quantitative method and formula to analyze the effect. The result of this study shows that the learning writing descriptive using pictures is successfull in improving students’ ability.

The research above used experimental research. The result of previous research shows that there is an improvement in students' writing. Thus, the writer will use the same technique that is basic questioning and also use picture as a media for teaching descriptive text to the eight grade students of SMP Muhammadiyah Purwareja Klampok.

G. Basic Assumption

One of the technique that can be used to teach writing is Basic questioning with Picture. Through basic question, the students are given guidance in the form of list of questions in writing descriptive text to help them expressing their ideas. The students will have something to write and their writing will be well organized. The researcher assumes that basic questioning with picture can make the students produce a good descriptive text as long as they answer the question well and follow the direction given.

H. Hypotesis

The hypotesis of this study is that there is a significant difference between the students taught by using basic questioning with picture and those are not using basic questioning with picture. The effectiveness of using basic questioning with picture to teach descriptive text is good.