

CHAPTER II

THEORETICAL REVIEW

A. Writing

1. The Definition of Writing

Writing is an act of human communication. It is the way to deliver the information or ideas to the others in the form of writing. According to Gaith (2002: 1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Besides, Nunan (2003:88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demanded to show the thoughts and organize them into a good composition. In addition, writing represents the writer's concept in understanding an issue which is shown to the public. It requires the integration of ideas systematically written.

From the definition above, it can be concluded that writing is a way to produce language that comes from our thought, ideas, feeling and experiences. It is written on a piece of paper or computer screen.

2. The Purposes of Writing

The purposes of writing have to do with goal or aims of writing. Thinking about purposes of writing, it means thinking to motivate people to write. There are so many students who never care of the purpose of writing. It is supposed that the students have already known the purposes of their writing, especially writing descriptive text that is to describe something. Therefore, they have to be aware of these purposes. In learning process, students often think the purpose of writing is to fulfill the assignment of class, but the concept of writing purpose means more. One of them is what the writing seeks to achieve. The purposes of writing are:

a. To express your ideas

It means that the writer is a subject. The writer expresses the feeling, expression, personality, like and dislike. The purpose of this is to help reader understand something about us (personality, expression, as writer and how our way to see something).

b. To provide information for your reader

It means to give information and explain it. This focuses on the material being discussed and this known also as expository because it expounds on ideas and fact. It includes observation report, ideas, fact, magazine, newspaper, business report, statistic and etc.

c. To persuade your reader

It means to convince the reader about a matter of opinion. This writing is something called argumentative because it argues a position. This focuses on the reader's point of view closer to the writer's. For

example: editorials, letter to editor, research proposal. To persuade the reader we must convince to support the point of view. The reason must be logical and clear if you want to well argumentation.

d. To create literacy work.

It means our writing ideas based on our view (opinion, attitude, observation) of some outside subjects. This means explanation because their goal is not share emotion but to provide readers with information that explains our point of view or position on the subject.

3. The Importance of Writing

Writing is clearly a complex process. It means that in writing students have to consider many things to build a good writing result. Harmer (2004: 31-33) states that there are many importance of learning writing, by writing students can:

a. Avoid the limitation of time.

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. Practice the use of language.

By practicing it completely, their ability in English can develop well.

- c. Summarize the materials that are explained by teacher.

They use writing skill to make a note about what they have learnt while learning process happens.

- d. Help in making a note as the preparation before the activity.
e. Write a dialogue in speaking activities.

From the explanation above the writer can conclude that writing skill is very important to be learnt. Writing helps us in solving and improving other skills in learning language.

4. The Aspects of Writing

There are some aspects in writing that have to be considered by the writers. These aspects also can be standard to reflect the quality of writing. Here are the aspects of writing:

- a. Organization

Organization related to the coherent arrangement of information. In the text, the composition of thought should be clearly ordered. Every paragraph also can be connected with the transition word in order to become the cohesive paragraph in a certain text.

- b. Content

Content is a vital thing to the writing. It refer to a set of information that supports specific topic talked about. At this point, the writers can develop the relevant and detail ideas to describe the main topic.

c. Language

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure. It can be a foundation to make writing more meaningful.

d. Vocabulary

Vocabulary is the collection of words owned by someone. It is an important thing to be used in interpreting what we think into a particular language. Furthermore, the suitable words can be used to explain the concept of writer.

e. Mechanic

Mechanic refers to the standard in using the right spelling, capitalization and punctuation. This thing should be understood by the writer. For example, we have to use the capital letter for the name of countries like Indonesia and Singapore.

Nurgiyantoro (2001:48) as cited in Kurniawan (2013: 12)

In summary, each aspect of writing has the different features. The students have to concern for those aspects in order to make a good writing. The aspects also become the criteria for the teacher to evaluate the writing of students.

5. The Process of Writing

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

a. Planning

In this first stage, writers plan what they are going to write on the paper. When planning, the writer has to think about three main issues.

First, writer has to consider about:

- 1) 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.
- 2) The audience they are writing for, since this will influence not only the shape of writing, but also the choice of language, for example it is formal or informal in tone.
- 3) The content structure of the writing that is, how best the sequence the facts, ideas, or arguments which they have decide to include.

b. Drafting

Writers can refer to the first version of pieces of writing as a draft. In this stage, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last. They organize the idea logically to make the content of writing on paper. The content consist of the information in detail to support the topic.

c. Editing (reflecting and revising)

After the writers have produced a draft, and then they usually read what they have written to see where it works and does not. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestions.

d. Final revision

This is the last stage of the process. It may look considerably different from both the original plan and the first draft, because there are many changes in editing process. However, the writer is now ready to send the written text to its intended audience.

In conclusion, writing process is a cycle which the students learn to produce their writing starting from the beginning until ends. Here, teacher can encourage the learners to follow the steps of writing in the class. Since every steps of this process is important for the students to learn how to write.

6. The Tasks of the Teacher in Writing

Learning process needs a guide in order to attain the goal. In education activity, the guide is the teacher. As a guide, every teacher is aim to improve students' learning. When guiding students to become better in writing, teacher has several tasks in teaching writing in the classroom. Harmer (2004: 41-42) in Dwijyanthi (2010: 17-18) says there are many teachers' tasks in writing process as follows:

a. Demonstrating

It refers to how a teacher draws the students to write a certain text. As we know that each text has different characteristics such as function, language feature, and generic structure. Keeping up with the situation, teacher has to be able make the students understand with the texts, so they can produce their own text. For example, she or he can model the way to create the identification paragraph in descriptive text.

b. Motivating and Provoking

Not only transferring knowledge for the students, the teachers also can motivate the students in the writing process. An interesting technique in teaching writing can create a good reaction from the learners. In other words, teacher helps them to be more spirited in writing.

c. Supporting

Students need a lot of help and comfortable feeling when they write; therefore, when the students are writing in class, teacher is needed to be extremely supportive, always available (except during exam writing of course), and be ready to help students to solve the problems and overcome the difficulties.

d. Responding

In writing process, the teachers also give feedback for the students' writing. The feedbacks are useful for the students to achieve the improvement in writing. When responding, there are suggestions for the students' writing and there is no grading of students' work.

e. Evaluating

Evaluation has the function to know how far students' understanding in the material. In this activity, teacher can get the mark of the student by giving them question related to the material which will be measured .

Finally, in writing process, teachers have an important role in guiding the student in order to master in writing skill. They have to apply those tasks in teaching writing.

7. The Students' Problems in Writing

There are some problems faced by the students when they learn writing. They are:

a. Organizing Idea

The problem usually faced by students in writing composition is about how to organize the idea into sentences. In writing composition, students will put their ideas and thoughts to be developed become a good written. It will be better if we start the writing process by choosing theme first before we write the composition. After that we can make an outline to help us in arranging the sentences or paragraphs.

b. Lack of Vocabulary

Vocabularies become complex problem especially in writing. lack of vocabulary makes students often write uncommunicative sentence. Besides that, they often choose incorrect words in their composition.

c. Grammar Accuracy

Grammar becomes very important aspect in writing. A draft will be said a good draft if grammar which is used is correct.

B. The Paragraph Writing

1. The Definition of Paragraph Writing

There are some definitions about paragraph writing based on the some experts. According to Tarigan (2008: 8) states that paragraph is a unit of language forms which is as the result of sentences merging. Darma and Kaka (2007: 205) defines that paragraph is a series of sentences which are connected each other as a unity and form. It also defined by (Syamsuri,

2009: 61), paragraph is a unity of mind, a unity which is more extensive than the sentences.

From the explanation above it can be concluded that paragraph is a written form which is contain several sentences.

2. The Types of Paragraph Writing

Paragraph writing is divided into three genres. They are exposition, argumentative, and descriptive. Then, divides writing into three genres based on the form namely:

a. Exposition

Exposition writing aims at informing and making the reader understand. It is often called informative writing, because it seeks to give information and to explain it if it is necessary. Information writing focused on the reader when the writer wants to influence. Exposition or informative writing includes reports of observation, ideas, scientific data, fact, and statistic. It can be found in text book encyclopedias, technical and business report book or nonfictions, newspaper and magazine.

b. Argumentation

Argumentation is often called persuasive writing, because it aims at persuading and convincing the reader of writers' point of view a particular issue. Therefore persuasive writing or argumentation is focus in editorials, letter to editor, reviews, sermons, business or research proposal, opinion essay in magazine and books that argue a point of view.

c. Descriptive

In concentrates primary on things (noun) such as a person, a place and object, rather than concerning itself with the action (verb) in which the things (noun) participate descriptive writing permits people to share their sensual impression of a person, a place or an object. It appeals to the readers since of sight, sound, smell, taste, and touch.

C. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a type of text in English containing the explanation about a spesific subject. Priyana et al. (2008: 88) states that descriptive text is a text describing about the characteristics of a particular thing like animal, person, and thing. It usually describes the feature of certain character factually. This text presents the information composed in detail.

From the explanation above, the researcher can conclude that descriptive text is description about something. It can be thing, people and place.

2. Generic Structure

Descriptive text consist of two main parts, namely the identification and description. According to Irigiliati et al. (2009: 65), the generic structure of descriptive is as follows:

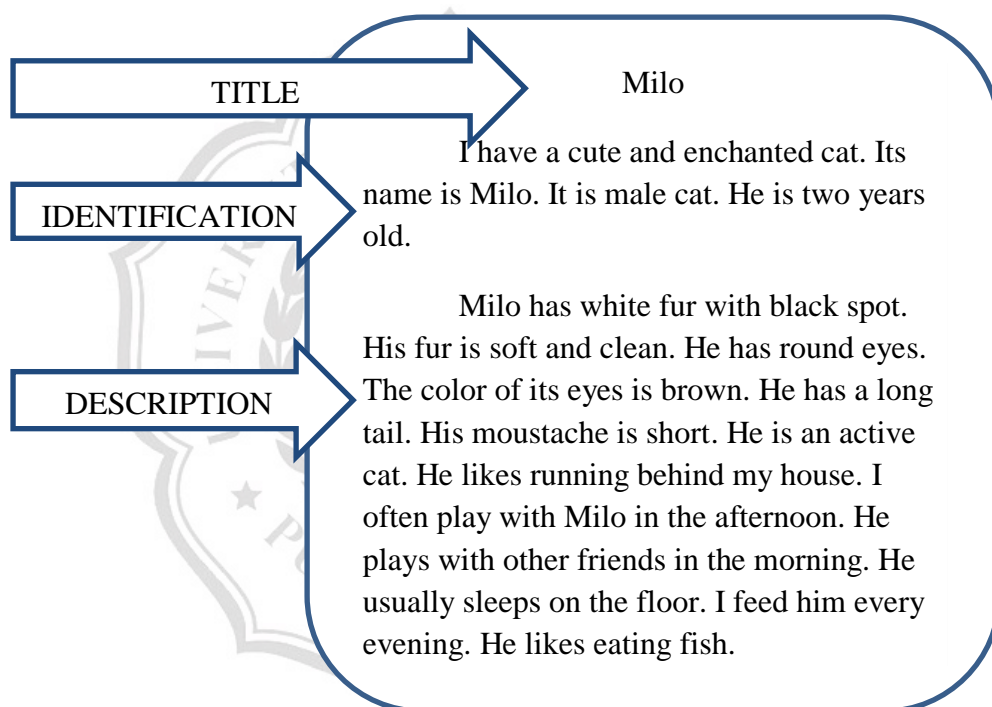
a. Identification

It is the first part of the text that introduces the character (Wardiman, 2008: 115). It becomes a main point to be explained. The

form of this part can be the definition or classification or something that will be talked about.

b. Description

It is the second part of the text which describes parts, qualities, and characteristics of the person or something explained in detail (Angelista, 2014: 17).



3. Language Features

Irigiliati et al. (2009: 65) states the language features of descriptive text, as follows:

a. Focusing on specific participants

The main character described is not general, but it is more specific, such as Elma's cat, Pangandaran Beach, and My Favorite Singer.

b. Using Simple Present Tense

The formula of simple present tense is bellow:

Positive (+)	Nominal : S + to be (is, am, are) Verbal : S + V1 (es/s/ies)
Negative (-)	Nominal : S + to be (am/is/are) + not Verbal : S + auxiliary (do/does) + not + V1

c. Using Adjectives and Adverbs

Adjective is a word to explain a noun or pronoun like clean, white, and pure. Besides, adverb is a word to describe a verb, adjective, or phrase, such as quickly and extremely.

4. Social Function

The social function of descriptive text is to explain a specific something like thing, place and animal in detail.

D. Crossword Puzzle

1. The Definition of Crossword Puzzle

Crossword puzzle is one example of media that can be applied by the teacher in teaching descriptive text. Webster (2004: 5) stated that crossword puzzle is an arrangement of numbered squares to be filled in with words, a letter to each square, so that a letter appearing in a word placed horizontally is usually also part of word placed vertically: the clues can be definition.

2. The Advantages of crossword puzzle

Crossword puzzle can be an alternative solution for teaching writing. There are some advantages of crossword puzzle. Firstly,

crossword puzzle is regarded flexible to be applied in teaching any levels of English language competence. Crossword puzzle can be given to a great range of students, young and adult, with different levels of language mastery: from beginner to intermediate and advanced language learner. Secondly, crossword puzzle is adaptable. It can be adjust to any teaching topics, such as: jobs, animals, things and etc. Thirdly, it can be given at any point of time during a lesson. Additionally, teacher can also conducted an activity using crossword puzzle to assess student's performance. According to Wahyuningsih (2009: 47), crossword puzzle has an important role, those are as follows:

- a. Helping students gain interest and reduce boredom in learning.
- b. Making the students active and enthusiastic during the lesson.
- c. Giving an alternative of varying teaching media.
- d. It is a learnable instead of difficult subject.
- e. Facilitating the students to be eager to practice English as a foreign language.

Thus, crossword puzzle is an appropriate media that can be used to teach writing descriptive text. Crossword puzzle can be given for any different level of students, and can be adjusted to any teaching topics. Furthermore, teacher can make learners to be more enthuse in studying through this kind of activity.

3. The Procedures of Crossword Puzzle

Every teacher needs a safety net, a strategy or activity. There are some steps in conducting crossword puzzle strategy in the classroom, especially in teaching and learning writing. The steps are:

- 1) Teacher chooses the material that will be learned for the day.
- 2) The teacher shows a picture about the object.
- 3) The students try to find out the characteristics of the object.
- 4) Teacher gives crossword puzzle dealing with the context.
- 5) Teacher explains the procedure of filling the crossword puzzle.
- 6) Teacher asks the students to fill the blank grid of crossword puzzle in discussion activity.
- 7) Teacher gives reward for 10 students who answer the crossword puzzle in front of the class.
- 8) Students write a single or more sentences from the crossword puzzle.
- 9) Turn those sentences into a good paragraph.
- 10) Teacher encourages the students to review the material that had been learned.

4. The Implementation of Teaching Writing by Using Crossword Puzzle

There are some steps teaching writing by using crossword puzzle.

These are as follows:

- a. Teacher chooses the material that will be learned

The first thing that has to be done by the teacher is to organize the suitable materials based on the syllabus and a familiar topic that is interesting for students.

- b. The teacher shows a picture about the object
The media that teacher need is a picture of object. The function of the picture is to explore students' knowledge about descriptive text.
- c. The students try to find out the characteristics of the object
After showing the picture, the students are asked to describe the characteristics of the object.
- d. Teacher gives crossword puzzle dealing with the context.
Beside pictures of the object, the teacher needs a crossword puzzle that has a spesific content. It means that the content in this crossword puzzle has to be related with descriptive text that will be written by the students. The crossword puzzle's content is about the characteristics or condition of things that will be described.
- e. Teacher explains the procedure of filling the crossword puzzle
The next activity is that the teacher shows the big size of crossword puzzle about person in front of the class. The size of this big crossword puzzle is about 100 x 150 cm. The teacher shows the big size of crossword puzzle in order all the students can look at it clearly in the discussion activity. The teacher explain about the crossword puzzle and what students have to do.
- f. Teacher asks the students to fill the blank grid of crossword puzzle in discussion activity
After explaining about the crossword puzzle, teacher distributes the copies of crossword puzzle that will be filled by the students. The students then fill in the blank grid of crossword puzzle. The

crossword puzzle has contents about thing that will be described by the students. The students have to fill the blank box by read the clues. From the clues that are shown, the students try to find the answers.

- g. Teacher gives reward for 10 students who answer the crossword puzzle in front of the class

After the students write the answer, then the teacher and the students will discuss about the answer together.

- h. Students write a single or more sentences from the crossword puzzle
The teacher and the students discuss about the characteristic thing that will be described. The teacher guides the students to mention characteristics of things one by one in the white board.

- i. Turn those sentences into a good paragraph
The teacher asks students to write descriptive paragraph based on person's characteristics in the crossword puzzle. For the identification part, the students create paragraph by their own creativities. They can decide the name of person they describe and use the characteristics from the crossword puzzle.

- j. Teacher encourages the students to review the material that had been learned

After the students finish their descriptive text, the teacher asks the difficulties which may be faced by the students. By asking their difficulties, the teacher will know about the students' problems in writing and the teacher can solve it for the next teaching learning

activity. The last, the teacher guides the students to conclude the definition of descriptive text, social function, language feature and generic structure.

E. The Previous Relevant Study

In order to ensure the advantages of learning English by using crossword puzzle, researcher has found some relevant researches. There are three relevant previous studies dealing with this research. These studies used as the references and comparison between the relevant previous studies and the present study conducted by the writer. The first study comes from Wahyuningsih (2011) entitled “A study on the Role of Crossword Puzzle in Developing Speaking Proficiency” reported that using crossword puzzle for English speaking proficiency was effective. The study reported that crossword puzzle had advantages in developing students’ proficiency. The students were more confident and enthusiastic to speak. The students had better performance in their spoken English.

The second study comes from Rahajeng (2010) entitled “Teaching English to Elementary school Students by Using Crossword Puzzle” the study reported that teaching English by using crossword puzzle for elementary school students was effective. The students were more concern to learn English vocabulary through filling the crossword puzzle.

Third, Meutiah Annisa (2013) conducted a research entitled “Teaching Writing Descriptive Text by Using Crossword Puzzle for Second Grade of Junior High School Students”. From the research, she found that crossword puzzle could improve students’ writing ability in writing descriptive text.

The similarity between Meutiah research and this research is both of the researches use Crossword Puzzle and Descriptive Text.

Additionally, the title of this present study done by the writer is The Effectiveness of Crossword Puzzle for Teaching Writing Descriptive Text (An Experimental Research at the Seventh Grade Students of SMP Negeri 3 Banyumas in Academic Year of 2017/2018). There are similarities of previous studies and present study. First, the previous studies and present study used a crossword puzzle , but the procedures was different. Second, the previous and present study focused on writing descriptive text.

Meanwhile, the differences of this study and the previous studies can be seen from the method, the objectives, the instrument, and the sample. The method of this research was experimental research and the aim of this study was to find out the effectiveness of crossword puzzle in teaching writing descriptive text. The sample of this study was the students of class VII H and VII I in SMP Negeri 3 Banyumas. The instrument used in this research was written test.

F. Basic Assumption

Writing is a complex skill because the learners need a good content, organization, vocabulary, grammar, and mechanic when they are writing. Many students have no interest in writing because they are lack on vocabulary, so they are difficult to share their ideas in written form. Therefore, it is better for the teacher to make the learners have good ability in writing.

To make students interested and more enthusiastic in learning writing descriptive text, the teacher can use Crossword Puzzle that can encourage and motivate the students to write and also they will get meaningful interpretation easily. By using Crossword Puzzle in writing descriptive, students will get the great and interested experience in following the learning process.

From the explanation above, it is assumed that Crossword Puzzle is an effective medium to teach writing descriptive text.

G. Hypothesis

Based on the basic assumption mentioned previously, the hypothesis is that teaching writing descriptive text using crossword puzzle at the seventh grade of SMP Negeri 3 Banyumas is effective.

