

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This section presents the theories that are related to the study. This section is divided into five parts, which are some pertinent ideas, some previous related research findings, conceptual framework, action hypothesis, variable and operational definition.

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Writing

##### 2.1.1.1 Definition of Writing

As people who learn English as foreign language, they should be master all skill such as listening, speaking, reading, and writing. Because these skills can make them to be able to communicate both in spoken and written discourses. And in this part , the researcher wrote about the definition of writing. There are many opinions about definition of writing from language expert.

According to Oxford dictionary, write is marked letters numbers on a surface with a pen or pencil that produce an idea, opinion, and feeling in written form so that people can read, perform or use it.<sup>1</sup> Beside that, Caroline T. Linse books stated that writing is combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that polished and comprehensible to readers.<sup>2</sup>

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<sup>1</sup>Oxford University Press. *Oxford Learner's Pocket Dictionary Third Edition* (Printed in China, 2003), p. 56.

<sup>2</sup>Caroline T.Linse, *Practical English Language Teaching Young Learner* (NY: Mc Graw Hill, 2006), p. 98.

Writing is the letters or combination of letters which related to sounds we make when we speak, writing can be said to be the act of forming these symbols, the symbols have to be arranged, according to certain convention, to form words, and words have to be arranged to form sentences.<sup>3</sup>

Based on many opinions above, the researcher can conclude that writing is an activity or a way that can be used to communicate or share ideas, information, and opinions with other people through writing form.

#### 2.1.1.2 Process of Writing

According to Oshima and Hogue, Writing is not easy. It takes study and practice to develop this skill for both native speaker and new learners of English. It means that a piece of writing that you have written needs to review and revise again.<sup>4</sup>

Writing is progressive activity. It means you can see the progress of your writing skill on the sentences have you written down. It because you do some actions in writing activity. For example you have idea already before you write it and also you know how to write it. and you have already known the sentences you will write and how to write it. after it's done, you need to read it then make some correction on it. therefore, writing is never one step action. Its process divide into four stages. That opinion similar with Harmer.

According to Harmer writing process divide into four stages, they are planning, drafting, editing (Revision), and the last is final draft. It is explained below.<sup>5</sup>

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<sup>3</sup>Byrne Donny Byrne, *Teaching Writing Skills* (Hongkong: Longman Group Hongkong, 1988), p. 1.

<sup>4</sup>Alice Oshima and Ann Hogue, *Introduce to Academic Writing 2<sup>nd</sup> edition* (New York: Addison Wesley Longman Inc, 1997), p. 2.

<sup>5</sup>Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p. 4.

## 1. Planning

Planning or pre-writing is the stage which the students gather what will they write about. In this stage, the students will think and choose what the topic and theme they will write, and at the same time, the students have to remember the purpose of writing. Pre-writing is an activity to help the students to make ideas and motivate them to write. It can be said that Pre-writing will stimulate the students for getting started to write.<sup>6</sup>

## 2. Drafting

In this stage, the students will start to write down what they want to say in writing form without worrying about grammar, spelling, and punctuation. Drafting is stage which the students will construct their ideas and then organize their writing into paragraphs and each paragraph should include their topic sentence. The focus should be on logical connection between topic. The students should refer back to their pre-writing to keep him on track and ensure that the piece of writing maintains it's focus.

## 3. Editing (Revision)

Upon completion of a rough draft, editing is a process of writing which the students will check their writing errors then change or correction it. these are typically errors in spelling, grammar, punctuation, capitalization, and etc.

## 4. Publishing (Final version)

The last stage in writing process is publication. When publishing a work, the author will share their writer with others. This could mean small-scale, such as parents, peers, and teachers or large-scale such as within a book or magazine. The purpose of publishing is to share a work with others and to promote a sense a

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<sup>6</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002 ), p. 316.

satisfaction and accomplishment in the author when they see their work in final form.<sup>7</sup>

### 2.1.1.3 Component of Writing

In evaluating writing ability of students, we can use five component. They are content, organization, grammar, word choice, and the last is mechanic. Because to make a good writing, it should be consist of balance components. The all components are explained below:

#### 1. Content

Content is what the writer want to say in their writer or what the message want to they share with the reader. The content indicates what topics is selected and also the purpose of writing. It means the writer needs to be clearly expressed, focused and supported with sufficient detail

#### 2. Organization

Some parts that are involved in the process of organization material in writing in writing are coherence order of importance, general to specific, specific to general, chronological order and spatial order pattern.

#### 3. Vocabulary

In order to convey through a feeling is possible, we do several things, we arrange our ideas in sentence, we construct whole essay, story ,etc. we use special works, phrase, sentence and paragraph actually relate to each other. The result is a stretch of language that we have composed of writing.

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<sup>7</sup>Hade, Ali,2009, *Daily Writing Tips: The Writing Process. Education article*, (Online), Vol.5, no, 2, (<http://www.dailywritingtips.com/the-writing-proess/>.retrieved 19 february 2014). Unpublished. p. 2.

#### 4. Grammar

As a matter of fact, writing using strict, standard grammar encourages one to become careful, disciplined, and responsible writers. Essentially everything that is based on a rule is included here ; question transformations, negation, tenses, and sentence combining. These three qualities will lead one to make further progress in grammar. Grammar controls what one writes. It judges whether one follows or breaks the language rules. Consequently, writers who keep on breaking the basic grammar, one must first understand the basic components of the sentence.

A correctly constructed sentence consists of a subject and predicate ( some sentences also include a phrase or phrases ). In structural description, the grammar of the language is described in terms of systematic structures that carry the fundamental prepositions ( statement, interrogative, negative, imperative ) and notions ( time, number, gender ,etc ), by varying the words within these structural frameworks sentences with different meanings can be generated.

#### 5. Mechanics

In writing, mechanics including spelling and punctuation have an important role. This section assesses the value of these features as a part of the resources and their relative importance in writing programs. In mechanics, the more accurate the spelling or punctuation is, the better. If all the aspects of writing are obeyed by the writer, it can be stated that they are good in writing skill.

##### 2.1.1.4 The Forms of Writing

The forms of writing are divided into five divisions namely narrative, descriptive, recount, expository and argumentative.

### 1. Narrative

Narrative is the form of writing used to relate the story of acts or events. It place occurrences in time and tells what happened according to natural time sequences.

### 2. Descriptive

Descriptive reproduces the way things look, smell, taste, feel, or sound. It also evoke moods, such as happiness, loneliness, or fear. It used to create a visual image of people, place, even of units of time- day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.<sup>8</sup>

### 3. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation- events- re-orientation.

### 4. Expository

Expository is used in giving information, making explanations, and interpreting meanings. It includes editorials; essay, and informative and instructional material.

### 5. Argumentative

Argumentative is used in persuading and convincing. Its closely related to exposition and it is often found combined with it. The aim is to make a case or to prove or disprove a statement or proposition.

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<sup>8</sup>George Wishon and Burks, *Let's Write English* (New York: Litton Educational Publishing, 1980), p. 128-129.

In this research, the researcher focused in descriptive text as the material to enhancing the students' writing skill.

## 2.1.2 The Concept of Descriptive Text

### 2.1.2.1 Definition of Descriptive Text

Descriptive text is a part of factual genres. As Andersons stated that a factual description describes a particular person, place or things. A description text generally describes a specific subject; it differs from an information report which describes a general group. Examples of factual descriptive text include description of particular building, a specific animal, a particular place, and a specific person. Descriptive text also be called as factual genre of text which contain of description of specific subject, it usually tells about characteristic of Subject.

### 2.1.2.2 Kinds of Descriptive Text

According to George and Julia, there are three kind of Descriptive text. They are:

#### 1. Describing People

People are different, and writing of description people is different. In direct description, the writer tells how the person looks like. While indirect description, the character is revealed through what he or she does, thinks, or says in certain situations.

#### 2. Describing Place and Scenes

In describing place, it would be better for the writer to describe a place that he or she enjoy. In descriptions, the writer chooses words that will create vivid mental picture for the reader, and some other aspects such as using proper noun, effective verb, and including action people.

### 3. Describing Text or Object

When the writer describes a thing or object, they must have good imagination about a thing or an object that will be described. Besides that, picture also have the important roles in describing a thing or object. Meanwhile, to make a thing or an object as interesting and as vivid to the readers as it is to writer, the writer should use proper nouns and effective verb.

#### 2.1.3 Guided Question

##### 2.1.3.1 Definition of Guided Question

Guided question is a technique where the teacher give the students some questions to applied a topic in teaching. Cooper and Axelrod said that asking questions about problem or topic is a way to learn about it and decide what to do or say.<sup>9</sup> This approach is useful and systematic to explore a topic.

There are several steps in using questions, They are:

1. Think about your subject (“Subject” means any event, person, problem, project, idea, or issue). In other words, anything you might write about.
2. Start with the first question, and move right through the list. Try to answer each question at least briefly with a word or phrase.
3. Write your responses quickly, without much planning.

Moreover, Robinson called this technique by guided writing or controlled writing. He said that guide or controlled writing is writing in which one cannot make a serious error so long as he follows directions.<sup>10</sup> This technique also is used by

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<sup>9</sup>Rise B. Axelrod and Charles R. Cooper, *The ST. Martin’s Guide to Writing* (New York: ST. Martin Press, 1985), p. 475.

<sup>10</sup>Lois Robinson, *Guided Writing and Free Writing* (New York: Harper and Row Publisher. 1967), p. 2.



giving some question about a topic. They are called question paragraph, then turning the question into a paragraph of affirmative statements.

In learning writing skill, guided question can help the students to explore their ideas, as Raymond said that questions can be a way to help exploring topic in writing skill. Asking question can be a way of playing with material before deciding what you want to make of its shape. To asking question we can also cause ideas and such question include 5W+ 1H by asking question about your subject.<sup>11</sup>

Based on the explanation above, we can concluded that guided question is a technique of writing to guide the students to express their ideas into written form by giving some questions related to the topic. Through this way the students will minimize their mistake and can help them to organize their ideas clearly as long as they follow the questions.

#### 2.1.3.2 Using Guided Question in Writing

In teaching writing through guided questions, the teacher will use following procedures;

##### 1. Pre-Writing Activity

- a. The teacher will explain the material and the students must to write.
- b. The teacher decide what topic will they give for the students.
- c. The teacher gives some questions for the students related to the topic.
- d. The teacher gives the students an example paragraph based on the question assistance and guidance as required.

##### 2. Writing Activity

- a. The teacher asks the students to write their paragraph.

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<sup>11</sup>James C Raymond, *Writing is Unnatural Act* (New York: Harper & Row Publisher, 1967), p. 16.

- b. The students begin to write a paragraph by answering the questions given by the teacher.
- c. While the students are writing, the teacher give the students assistance and guidance

### 3. Re-Writing Activity

- a. The student's work is collected then monitoring and giving mark their work one by one well. After that, we put comment and suggestion on it.
- b. The students are asked by the teacher to do their final revision and ask them to submit their works.

#### 2.1.3.3 Advantages of Using Guided Question

There are some advantages of guided questions:

1. It can facilitate the teaching of writing to the students.
2. it can minimize student's mistake when they write.
3. The students will not be confuse what they want to write, because they are guided to by answering the questions related the topic.
4. Their writing will more coherent because they write by following the questions.
5. It makes the students very easy to write what they want or explore what they want write.

From that statement, the students will get many benefits through guided questions. They can be easier to write paragraph well.

## 2.2 Previous Related Research Finding

Many researchers have conducted research about enhancement writing skill, some previous researches which are relevant to this research as follows;

Firstly, Nawawi in his research entitled "Improving Student's Writing Skill of Descriptive text by using Guided Questions". This research used Classroom Action

Research (CAR) design and it attempted to improve student's achievement in writing descriptive text by using guided questions. The subject of this research was SMP PGRI 1 Ciputat Tangerang Selatan. The result of this research showed that the students achievement score in writing descriptive text improved in every test. In other world, the application of guided question in learning writing descriptive has improved in the end of third cycle.<sup>12</sup>

Secondly, Kurniawan in his research entitled "Using Pictures and Guided Questions in Teaching Descriptive Writing". The aim of his study is to know student's improvement in learning descriptive by using pictures and guided questions. Based on the research findings that the implementation of using picture and guided questions in teaching writing descriptive can improve student's writing skill in descriptive text.<sup>13</sup>

Thirdly, Iwan in his research entitled "Developing the Students' Ability in Writing Recount Text Through Guiding Questions". And based on the research showed that the use of guided questions can improve students' writing ability in writing skill.<sup>14</sup>

Based on the previous research finding above, the researcher is motivated to used guided question to enhance students writing skill. The different from previous research finding explained above, in this research focused on used pre-experimental. It is different from the previous research finding which they were using class action

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<sup>12</sup>Muhammad Bagus Nawawi, "Improving Students' Writing Skill Of Descriptive Text Through Guided Questions" (Unpublished skripsi of Syarif Hidayatullah Jakarta, 2011).

<sup>13</sup>Irwan Kurniawan, "Using Picture And Guided Question In Teaching Descriptive Writing" (Unpublished Thesis of UIN Syarif Hidayatullah Jakarta", 2009).

<sup>14</sup>Iwan, "Developing The Students Ability In Writing Recount Text Through Guiding Questions" (Unpublished Thesis of Lampung University, 2012).

research design in conducting their research. The writer hoped by using guided questions students easier to write.

### 2.3 Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:

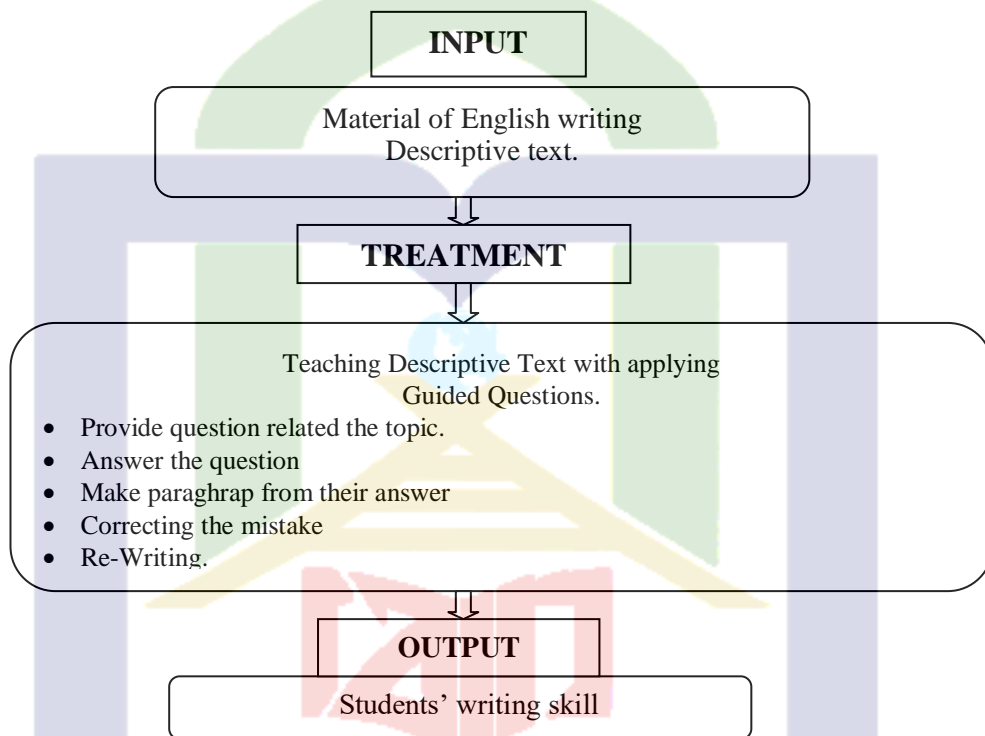


Figure 2.3 the Conceptual Framework of the Research

The conceptual framework in this research would be systematically explained below:

#### 1. Input

It refers to writing material that the researcher used in the classroom.

#### 2. Process

In this research the researcher would give treatment and teach them with applied Guided Questions technique.

### 3. Output

The students' achievement in writing skill was encouraging after giving treatment by applying Guided Questions technique.

### 2.4 Hypothesis

The researcher formulated the hypothesis as follows:

- 1)  $H_0$  (Null hypothesis) : There is no significant effect of guided question to enhance student's writing skill.
- 2)  $H_1$  (Alternative hypothesis) : There is significant effect of guided question to enhance student's writing skill.

### 2.5 Variable and Operational Definition of Research

#### 2.5.1 Variable

There are two variables involved in this researcher namely dependent and independent variable. Dependent variable is student's writing skill and independent variable is guided question.

#### 2.5.2 Operational Definition of the Variables

1. Guided question can be used to guide student to start write. This technique where the teacher gives the students some questions to applied a topic in teaching.
2. Writing Skill is a productive skill which used to communicate with others in written form. In this case, the researcher will focus on descriptive text about describing people.

