

## **CHAPTER II**

### **THEORITICAL FOUNDATION**

#### **A. Writing**

##### **1. The Nature of Writing**

There are many differences meaning of writing. The following are some whose ideas on perception the writer believes to be representative to represent the idea of perception the writer. Writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school and university. Students will be able to express their ideas and feeling by English writing. Writing is activity string up word and sentence in such a manner to express and convey the information and idea written to reader so that comprehended.<sup>1</sup>

Writing is a someones' activities that express ideas, and feelings in a writing to be deliver to reader. Writing as a tie to our knowledge not runs whenever and we must practice our science for another people. Writing is a central to our personal experience and social identities and we are often evaluated by our control of it.<sup>2</sup> Writing is used as an aide-

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<sup>1</sup> Ilzamudin Ma'mur, *Mambangun Budaya Literasi; Merentas Komunikasi Global* (Jakarta: Diadit Media, 2010), 118.

<sup>2</sup> Ken Hyland, *Teaching and Reseraching Writing*, (Great Britain: Longman, 2009), 2.

memorie or practice tool to help students practice and work with language that have been studying. Writing is one of language abilities that as process to express idea, feeling and arguments in the form of words in sentence.

In writing the person needs inspiration, idea, information for its writing. we can get some sources, for example: source printed like book, magazine, newspaper, journal or reports and source unprinted like radio, television, public speaking, interview, and discussion.

Based on Caroline T. Linse stated that “writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.”<sup>3</sup>

Based on the definition above the writer concludes that writing is the process result of recording language in the form of conventionalized visible mark or graphic sign on a surface and writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school and university, can be taken a conclusion that writing is the hardest way of learning a living,

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<sup>3</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc Graw Hill, 2005), 98.

because writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.

In the writing we have to know and understand the types or variation of writing, because in writing not only one type of course we have to learn, but also many other types.

## **2. Types of Writing**

Learning English as a foreign language can be hard matter to some students. Sometimes, the teacher also find difficulties to deliver the material in the process of teaching and learning. There are many argumentations about types of writing.

According to George E. Wishon and Julia M. Burks, the types of writing are narration, description, exposition, argumentation and persuasive.<sup>4</sup>

### **a. Narration**

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. It can be conclude that narration is a kind of writing that tell us about story or something that happened.

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<sup>4</sup> George E. Wilshon and Julia M.Burks, *Let's Write English*, (New York: Litton Educational Publishing, Inc, 1980), 377.

b. Description

Description is used to create visual image of people, places, event of units of time days, times of day or seasons.<sup>5</sup> It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture.

c. Exposition

Exposition is used giving information, making explanations and interpreting meanings. It concludes editorials, essays, informative, and instructional material.<sup>6</sup> The researcher can conclude that the exposition is kind of writing that use in writing information like newspaper, magazine, article and journal.

d. Argumentation

Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or proposition.<sup>7</sup> The researcher concludes argumentation is the process forming a reason.

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<sup>5</sup> Wilshon and Julia M. Burks, *Let's Write English*, 379.

<sup>6</sup> Wilshon and Julia M. Burks, *Let's Write English*, 382.

<sup>7</sup> Wilshon and Julia M. Burks, *Let's Write English*, 383.

e. Persuasive

Persuasive writing the type of writing that is meant to convince the reader to think or act a certain way.<sup>8</sup> The researcher conclude that persuasive text is the writer invites the reader to be agree with something that the writer write and then the reader do the suggestion from the writer.

Based on the explanation above, the researcher conclude process of writing is not easy because writing is process not procedures. Its means that piece of writing is never complete or perfect. It's always possible to review and revise, to get a good piece writing. Therefore, in stages of writing need to give pay attention to make writing well. The writing well will be quite a good writing, if the writing done with the process of writing is good and right.

### **3. Writing Process**

One perspective that gained prominence during the early days of the process movement was that the writing process consisted a series of sequenced, discreet stages sometimes called “planning, drafting, and

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<sup>8</sup> Garth Sundem, *Improving Students Writing Skills*, (New York: Shell Educational, 2007), 131.

revising, “ although today they are often referred to as “prewriting, writing, and rewriting.”<sup>9</sup>

According an article by Gordon Rohman, he says that:

There are three stage of the writing process are prewriting, writing and revising. Each stage following neatly upon the other; the “prewriting” phase preceding the “writing” phase, which then precedes the “revising” phase. Such as model was based on the idea that writing is a reflection of what already has been formulated in the mind of the writer and by implication, suggested that writing can occur only after the main ideas are in place. according to this model, discovery and creativity entered the process only terms of the writer’s decisions about how to say what has been discovered, not in discovering and selecting what to say.<sup>10</sup>

Its mean that, before writing a post, we should pay attention to three important stage in the writing process, are prewriting, writing and revising in order to make our writing be a good writing.

Accroding to Martin, there are four stages of the writing process are Thinking and Researching, Planning, Writing, and Revising.<sup>11</sup>

Based on the explanation above, the stages of the writing process there are four stages, such thinking and researching, planning, writing, and revising.

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<sup>9</sup> Irene L. Clark, *Concepts in Composition Theory And Practice in the Teaching of Writing*, (California State University, Northridge, 2003), 8.

<sup>10</sup> Clark, *Concepts in Composition Theory And Practice in the Teaching of Writing*, 8.

<sup>11</sup> Martin H. Manser, *The Fact On File Guide To Good Writing*, (New York: Fact on File, 2006), 4-5.

According to Thomas S. Kane, that:

Writing in its broad sense as distinct from simply putting words has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and choosing a subject, exploring ways of developing it, and devising strategies of organization and style. the second step, “doing”, is usually called “drafting”, and the third, “doing again”, is “revising”.<sup>12</sup>

Based on the explanation above, the researcher can conclude that stages or steps of writing process are Pre-writing, Drafting, Revising, Editing, and Publishing.

In the other hand, Alice Oshima and Ann Hogue argued that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.<sup>13</sup>

Thus, writing is one of language skills which need process to write effectively and it also a productive skill that can be used to

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<sup>12</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), 17.

<sup>13</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3<sup>rd</sup>*, (New York: Pearson Education, 2007), 15.

express thoughts, ideas, and everything in form written text. In the learning of writing there some types of text such descriptive text.

## **B. Descriptive Text**

### **1. Definition of Descriptive Text**

In teaching English, there are some of texts that should learn and understand by students in Junior High School. The text are descriptive text, narrative text, procedure text, recount text and report text. In this paper the writer focused to do the research in descriptive text.

Descriptive gives sense impression the feel, sound, taste, smell, and look of thing. Emotion may be described too-feelings such as happiness, fear, loneliness, gloom, and enjoy. Description helps the reader, though his/her imagination to visualize a scene or person, or to understand a sensation or an emotion.<sup>14</sup> It means, descriptive can help the reader to describe or visualize something such, person, animals, plants or other thing (sensation or emotion). And Thomas also stated that the definition of descriptive is about sensory experience how

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<sup>14</sup> George E. William and Julia M. Burks, *Let's Write English*, 128.



something like looks, sound, tastes. Mostly it is about visual experiences, but description also deals with other kinds of perception.<sup>15</sup>

According to Dorothy descriptive paragraph explain how someone or something looks or feel. A process paragraph explains how something is done.<sup>16</sup> It means that can be taken conclusion that descriptive or descriptions used to describe things look, smell, taste feel, or sound and also to describe about our feeling, physical object, place, people or event.

Descriptive text is a piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

According to Larson he says:

A descriptive text is “a text which says what a person or thing is like”. Its purpose is to describe and reveal a particular person, place, or thing. A descriptive text is usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.<sup>17</sup>

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<sup>15</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*, 351.

<sup>16</sup> Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay*, (Spain: Edelvives, 2005), 25.

<sup>17</sup> Cahyono B.Y, *Teaching English By Using Various Text Types*, (Malang: State University of Malang Press, 2011), 23-24.

It means that, descriptive text can be used to create and develop the characteristics of a person and can create a vivid picture of the character.

Descriptive writing refers to the senses, it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.<sup>18</sup> Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination.

It can be concluded that descriptive writing provides an illustration of people, places, events, situations, thoughts, and feelings.

## **2. Generic Structure of Descriptive Text**

When writing descriptive text, there are several sets of common / generic structure (actually not mandatory) that our writing is considered correct. The order are:<sup>19</sup>

1. Identification: contains the identification of matter / a will be described.

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<sup>18</sup> Oshima & Ann Hogue, *Introduction to Academic Writing 3<sup>rd</sup>*, 61.

<sup>19</sup> Ainun Rahamaniar Karim, "Definition, Structure, and Language Features Descriptive Text, Narrative, Procedure, Report, and Recount," <https://rugayamanan.wordpress.com/2012/12/08/definicion-structure-and-language-features-descriptive-narrative-procedure-report-and-recount/>.

2. Description: contains the explanation / description of the thing / person to mention a few properties.

Based on explanation above, that there are two part in descriptive text that are identification and description. Second part must there in descriptive text because two part generic structure of descriptive text.

### **3. The Language Feature**

The significant features of a descriptive text are:<sup>20</sup>

- a. The use of present tense

The present tense is predominantly use for example: has, eats, sings, etc.

- b. The use of past tense

That tend to dominate, for example: had, was, etc.

- c. Adjective

Adjective are use to add extra information to mound and may be technical, everyday or literary.

- d. Adverb

Adverbs are use to add extra information to verbs to provide.

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<sup>20</sup> Petter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: University of Now South Wales, 2005), 98-99.

e. Adverbial phrases.

Adverbial phrases is a group of two or more words operating adverbially, meaning that their syntactic function is to modify a verb, an adjective or an adverb.

Based on explanation above, the researcher concludes that there are some components that have to attention in making descriptive text. Descriptive text is also usually used to develop an aspect of someone's writing, for example, to create or to describe a thing. With those component the students can make descriptive text well. The teacher have to give clear explanation in teaching descriptive text, and before doing the task, the teacher give opportunities to the students to asking about the material, and can as possible, all students can understand the material. The students can more understand about the material in the classroom, if the teacher use some technique or method who can the students learn more easy and interactive such the write pair square technique.

## C. Write Pair and Square (WPS)

### 1. Defitinion of Write-Pair-Square

According to M. Jacobs that :

Write pair square is the cooperative learning technique, which works as follows. The students first work alone to write their ideas on a task/problem. Next, the students pair with a groups mate and discuss what which wrote, finally the students form a square, that is each students takes a turn to discuss with the other twosome about the dialog they had with their original partner. The foursome then further discusses.<sup>21</sup>

Write pair and square is cooperative learning that can make the students more effective than non-cooperative alternatives for developing understanding, role-taking, compassion, and empathy.

George stated that, planning could be added to this activity by using the cooperative learning technique write-pair-square. In this technique groups of four form two pairs. Each person first writes individually, in this case the story of their memorable event. Then, they tell the story to their partner, who listens and takes notes. After each person has told their story to their partner, the two pairs come together, and each person tells their partner's story to the other pair.<sup>22</sup>

Based on the explanation above, the writer can conclude that the technique of write pair and square not only the students devided into several groups, but also the first one is the students write individually,

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<sup>21</sup> George M. Jacobs, Willy A. Renandya, and Michael Power, *Simple, Powerful strategies for Student Centered Learning*, (Switzerland: Springer Nature, 2016), 13.

<sup>22</sup> George M. Jacobs, *Adapting Group Activities to Encourage Cooperation*, (Sydney: SEAMOE Regional Language Center, 1995), 7.

then they tell the material to their partner, after each person has told their story to their partner, the two pairs come together, and each person tells their partner's story to the other pair.

According to Goerge M. Jacobs and Steven G. McCafferty that, in write pair and square , each students first writes alone, then compares what he or she has written with a partner before sharing with the two other members of the foursome.<sup>23</sup>

According to Kagan, he says that:

In cooperative learning, students working mixed-race teams. Team building activities help teammates get to know and like each other. They debate issues. They discuss each other's ideas. They come to understand and empathize with their teammates regardless of race. Teammates break down the superficial stereotypes and get to know each other as individuals. Racial tension gives way to teamwork and friendship.<sup>24</sup>

Based on the explanation above, can be concluded that the cooperative learning, can be helped the students to review, interaction with other students and can be facilitate learning because they can exchange thoughts, ideas with each other.

Cooperative learning provides some techniques for teaching and learning English to encourage students and promote higher – level

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<sup>23</sup> George M. Jacobs and Steven G. McCafferty, *Cooperative Learning and Second Language Teaching*, (New York: Cambridge University Press, 2006), 32.

<sup>24</sup> Spencer Kagan and Miguel Kagan, *Kagan cooperative Learning*, (Virginia: Kagan Publishing, 2009), 65.

thinking. One of the techniques is write pair square (share) adapted from think pair share.

Based on the definition above, the writer conclude write pair and square is a technique very well in writing class, the students become more active and enthusiast, as long as learning process. They also feel interest in writing skill material, especially descriptive text, because they found information from the text with they pairs. Write pair square will help students in teaching learning because write pair square technique help students more easy in learning groups.

## **2. Steps of Write-Pair-Square Technique**

According to Jacob write pair and square has three steps, they are:<sup>25</sup>

### **a. The write step**

The class forms groups of four with each group divided into pairs. Each person is to write a code using any topic they want or choose.

### **b. The pair step**

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<sup>25</sup> Dwi Arni Siti Margiyanti, "The Use of A Write-Pair-Square Strategy to Improve the Students' Active Participation in Writing Descriptive Text (An Experimental Research)", (A Paper, Program Sarjana Degree, State Institute for Islamic Studies (IAIN) Salatiga, 2016), 84-85.

The member of each pair show their codes to their partner and see if he or she can track them. They also check to see that the categories work well. If not they make suggestions for improvements. Here, people might want to use the collaborative skills of asking for and giving feedback.

c. The square step

To share what they have learnt, in this step, teacher asks one student of the pairs to form a bigger group. In this way, all the students within the group are expected to be able to share the idea. They share their idea and finally make a group work. They have to compose the final draft after sharing and discussing the topic. Each pair presents its pair work and by discussing they will find which idea is good and complete with another good idea.

Based on the explanation above, the steps of write pair square technique are support students to improve their achieve in English such as form groups students can share though while make the descriptive text, their idea and brainstorm their knowledge with the other and then, discuss their result.



#### D. The Previous of Study

1. Desti Arisandi, 102300864, who conducted the research, “The Effect of Clustering Technique on Students’ Writing Descriptive Text”. In her research there are some problems, such many students who study English consider that they do not know how to write a topic, they are unable to apply English in the written form. They often face some problems to organize their ideas, they do some mistake concerning with the lack of knowledge in vocabulary, grammatical rules and tense, so in this research got the result. The result of this research, the writer found that students’ post-test performance improved significant. It can be seen from the result of both  $t_t$  and  $t_o$  with degree of significance level of 5% = 2,00 and 1% = 2,66. It indicate that  $t_o > t_t$  or  $3,05 > 2,00$  and  $3,05 > 2,66$ . So the zero hypotheses is rejected and the alternative hypotheses accepted. It means that there is a significance effect of clustering technique on students’ writing descriptive text.<sup>26</sup>
2. Siti Sulaehah, 102300928, who conducted the research “Improving Students’ Writing Skill on Narrative Text Through Write-Pair-

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<sup>26</sup> Desti Arisandi, “The Effect of Clustering Technique on Students’ Writing Descriptive Text, (*An Experimental Research at the Second Grade of SMAN 4 PANDEGLANG 2015/2016*)”, (A Paper, Program Sarjana Degree, “ IAIN Sultan Maulana Hassanudin”, Banten: 2015).

Share Model". This research there are some problems, such found a problem in the writing skill, it can be seen for the result of students' writing skill is low and the students don't know how to apply their writing, so this research used write pair share model to improve students' writing skill especially on narrative text and finally got the result. The result of this research, in the first cycle, the highest score was 74, the lowest score was 65, and the average score was 70. In the second cycle, the highest score was 82, the lowest score was 74 and the average score was 79. After knowing the value of description above, it can be concluded that the assessment result of the test is significant. It means that applying write-pair-share model technique in improving writing narrative text for the tenth grade is effective.<sup>27</sup>

The different between her research and the writer's are that her research focuses on the effect of clustering technique on students' writing descriptive text, used an experimental research at the second grade of SMAN 4 Pandeglang, and the other research focuses improving students' writing skill on narrative text through write-pair-

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<sup>27</sup> Siti Sulaehah, "Improving Students' Writing Skill on Narrative Text Throught Write-Pair-Share Model, (*A Classroom Action Research at the Tenth Grade of MA Daarul Falahiyyah Tangerang 2014/2015*", (A Paper, Program Sarjana Degree, "IAIN Sultan Maulana Hassanudin", Banten: 2014).

share model, used a classroom action research at the tenth grade of MA Daarul Falahiyyah Tangerang, while the writer's focuses on the effectiveness of write pair square technique toward students' writing on descriptive text, used an experimental research at first grade of SMPN 2 Petir Serang.

### **E. The Hypothesis of the Study**

In this research, the researcher has two kinds of hypothesis, they are:

Ha : There is a significant effectiveness toward students' writing on descriptive text using write pair square technique.

Ho : There is no significant effectiveness toward students' writing on descriptive text using write pair square technique.