

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. The Definition of Writing

Writing is one of the important think from four basic skill in English learning. By writing we are giving time to think, trying our idea on paper, choosing out words, reading what we have written, rethinking, revising, rearranging, and the important one is to consider its effect on reader.

There are many people who want to success in studying by making a written, such as book, article, journal, short story, paper, thesis, etc. Elizabeth Hening takes the definition of writing from Febb& Durant, which “Writing is a tool for thinking, and the writing of a research paper implies a process of composition, construction and reconstruction”.¹ There is reason for writer why their writing. Because it is a process from their research. From their research, can be a written to another people to knowledge.

¹ Elizabeth Hening, et.al. *Finding Your Way in Academic Writing Second Edition*, (Pretoria: VenSchaik, 2005).p.2.

2. Theory of Writing

Writing is very important. But, low tradition writing make the students can be not good writer. This can be measured by two things. First, the circulation of print media and books are low compared to television. Second, almost all scientific discussion and even religious lecture delivered only by word of mouth. No papers and written materials that can be studied carefully. This is apparent in religious events.

Good writing is having good ideas and then communicating them. Grammar, spelling, and punctuation are used to help students communicate their ideas. Second, let your students know that all writers need and use editors.

To the greatest extent possible, should provide opportunities for students to select writing topics that they care about, topics that invite them to say what it is they want to say. This will create greater motivation to write, which, in turn, will improve students' writing and communicating skills and result in a more interesting and engaged classroom or tutoring session. However, if students aren't used to selecting their writing topics they may need a little help. Four strategies for getting writing ideas are described here.²

²Elizabeth Hening, et.al. *Finding Your Way in Academic Writing Second Edition*, (Pretoria: VenSchaik, 2005)p.181-183.

The first is teacher writing prompts. Sometimes it is appropriate for the teacher to provide a writing prompt or unfinished sentence (see chapter 20 for writing prompts). The trick in designing good teacher-direct writing prompts is to make them specific, universal, and open-ended.

The second is brain walk. This technique should be demonstrated to students in large group a few times. The third is list of things. Here students designate a page in a writing journal or portfolio where they keep lists of things. These things have the potential to produce stories. Students should be encouraged to add to their list as they think of new things or new writing ideas. And the last is noticing tours. Noticing tours can be done two ways. First, actually go outside and notice things. Look for sights, sounds, smells, textures, and feelings.

Before the writing, must know step by step process to get a good writing. Process of writing they are:

- a. *Prewriting*. The most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance practice what you have

to say begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list to potential subjects. It purposes to narrow the focus, to discover the limits that will allow working productively.

- b. *Drafting*. Drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, a middle, and an end. Before begin drafting, some writers make an outline to remind themselves of how they wish to order they ideas.
- c. *Revising*. The writer should revise after drafting. Because to revise their writing is important if they want to be a professional writer. “It is an advantage writers can all have if they revise and rewrite before they present their work to reader. The professional writer’s secret is revision and revision and revision”.

According to Carmen Zuniga Dunlap, *The Truth About Writing*;

- 1) Just as with oral language, writing develops in stages. The more writers practice and the more support they have, the better they get.
- 2) All writers must consider speaker, audience, and purpose. Who are you? To whom are you writing? What's the message that you are conveying? A writer needs to be clear about these elements in shaping a piece of writing.
- 3) Writers select interesting topics to write about, authentic reasons to write, and have regular opportunities to write (Temple, Ogle, Crawford & Freppon, 2005). Writers select topics based on their interests.
- 4) Writers go through the process of brainstorming or prewriting, drafting, revising, editing, and publishing. While publishing is the final stage, the other stages do not necessarily occur in linear order.
- 5) The four language domains of listening, speaking, reading, and writing are integrated. Development in one supports development in another.

- 6) Writing can be the most challenging of the four domains of language. Why? Listening and reading are receptive language skills. Speaking and writing are productive language skills.
- 7) Students must develop the ability to become as fluent as possible in four domains of writing poetry, narrative, expository, and persuasive writing. School curriculum typically requires direct instruction on helping students develop some level of competence in each of these domains.
- 8) Every writer benefits from assistance. Writers' workshops tend to be more open-ended and collaborative.
- 9) Writers actively pay attention to other people's writing. We become more aware of good writing and what makes good writing.
- 10) All writers want at least some of their work published. For the classroom, this could mean a clean, final edit that you bind in some way, to give students the feel of a published book. As a classroom teacher, be certain to

give this opportunity to your students. It is deeply satisfying for writers to see their work in print. It is a source of satisfaction and pride. It also serves as a stimulus for further writing.³

3. The genre of writing

According to key Davidson that: “the writing genre fall into four categories, narrative, expository, persuasive, and descriptive”.⁴

1) Narrative(story writing)

narrative or story writing has all the elements of fiction-characters, setting, a central idea or problem, vivid description of character interaction, and finally a conclusion or solution to the problem.

2) Expository writing

Expository writing explains or gives information. This type of writing though and planning because the orders of fact or event is important. Students might be giving directions, explaining the step in a process, telling

³Carmen Zuniga Dunlap. Helping English Learner Succeed.(U.S.A: Shell Education, 2007).105-197

⁴ Key Davidson, *The Simple A Writing Rubric for Kids*,(Kinabalu: Pieces of Learning Publishing, 2009), p.127

about a memorable event, or reporting information about something they are interested in.

3) Persuasive writing

Persuasive writing gives students an opportunity to try to convince the con opinion, it must be supported with facts and examples, logical thinking, and inference are strong qualities of persuasive writing and students must consider their audience when choosing the role for pieces.

4) Descriptive writing

Descriptive writing paints a vivid picture of what is in the writers mind and is interwoven throughout the other genre. In important role in clearly showing, what is going on the story, event by event in expository writing description is used to relay information clearly.

4. Teaching Writing

Writing is a messy business. Most people progress through a number of untidy drafts before reaching a final version. Nor do they always follow what might seem a rational order of priority: it is true that on the whole good writers think

about content first and form later, but this order is not consistently observed.⁵

Actual content may be altered at quite late stages in the drafting, and changes to sentence or paragraph organization relatively early. So while it may be useful to advise learners not to worry too much about spelling and grammar at the beginning, and to get down their ideas first, it may not be wise to try to impose this as a rigid rule. More helpful, perhaps, is to encourage learners to work through a number of revisions; to accept messy drafts as a positive, even essential, stage in writing; to treat early drafts as transition stages to be criticized but not formally assessed.

Teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right.

Writing as an ability : by far the most important reason for teaching writing, of course, is that is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, ho

⁵ Penny Ur. *A Course in Language Teaching*. Australia: Cambridge University Press, 1996).168.

to reply to advertisement – and increasingly, how to write using electronic media. They need to know some of writing's special conversations (punctuation, paragraph construction, e.tc) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.⁶

In general, however, the teacher will try to get students writing in a number of common everyday styles. These will include writing postcard, letters of various kinds, filling in forms such as job application, writing narrative, report, newspaper, magazine article, etc. May also want to have students write such text type as dialogue, playscripts, advertisements, or poems.

Another factor which can determine our choice of writing task is the students interesting. For example, they are interest to madding, the teacher can use word wall to give writing task, so, they likely to enjoy doing.

Before getting students to write, the teacher can encourage them to think about what they are going to write. By planning the content and sequence of what they will put down on paper. And the teacher encourage what the purpose of their writing is, and who audience is they are writing for.⁷

⁶Jeremy Harmer.*How to Teach English*.Pearson(England: Education Limited, 1998).p.79-80

⁷Jeremy Harmer.*How to Teach English*.Pearson(England: Education Limited, 1998)p.11.

Many nationalities do not use the same kind of script as English, so for students from those cultures writing in English is double difficult: they are fighting their expressive limitation as well as trying to work out a completely new writing system at the same time. And now that word processors are becoming more and more common, people less motivation for good handwriting. According to Jeremy Harmer (1998), Handwriting is very personal matter. It is supposed to reflect character.

B. Descriptive text

Descriptive or description reproduces the way things look, smell, taste, feel, or sound.⁸ It is may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time (days, season).Descriptive is used to describe to the reader on how something. The characteristic of process description is uses present and future tenses. Accuracy is important in a process description. Descriptive writing also describe about our felling, physical object, places, people or event.Description uses sensory language are sight, hearing, smell, taste and

⁸George E. Wishon & Julia M. Burks. Ibid p. 379

touch. Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, or other.

And then, can be defined that descriptive text is text that used to describe a particular person, place, or thing. And also describe about feeling, such as happiness, sadness, and etc. Or we can said that descriptive text is the text that the content about description something is produced by the way things look, smell, taste, feel, or sound.

1. The kinds of descriptive text

- a. Description of people and place

It is usually people who are interesting to reader. When description is mentioned, one tends to think mainly about adjective and perhaps adverbs. It is sometimes surprising to find that a particularly clear description has resulted chiefly from the accurate use of verbs.

Character may be described directly or indirectly. Both methods may be used in the same story. In direct description, the writer tells how the person or place looks and what the person or place is like. In indirect description, the character is

revealed through what he or she does, thinks, or say in certain situations.

b. Description of units of time

Descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of day.

2. The generic structure, the language features, and example of descriptive text

a. The generic structure of descriptive text

- 1) Identification: identifies phenomenon to be described
- 2) Description: describe parts, qualities, characteristics, etc.

b. The language features

- 1) Use proper nouns, (ex: Hasan, my pet, my favorite place)
- 2) Use simple present tense “ S + V1 + O + C”
- 3) Use adjectives (ex: small village, short legs, beautiful girl)

- 4) Use thinking verbs and feeling verbs (ex: think, believe)
- 5) Use action verb (ex: go, walk, dance, eat)

C. Electronic-Dictionary

Nowadays, electronic dictionaries have been widely used. Of course, because it is more efficient and flexible than the dictionary in general (printing). Electronic dictionary according to the Dictionary of Indonesian. (2008: 614) is "Dictionaries are packaged in the form of discs, diskettes, or as a calculator, can be distributed online (online) via a computer network or the Internet."

Electronic dictionary more effectively used in learning because it efficiently to carry anywhere. Along with the development of electronic dictionary more effective technology use in learning because of its efficient and easy to use.

Dictionaries in computerised form are one of the latest developments in the field of lexicography. They offer many of the advantages of modern technology, contain much more information than the printed versions on which they are based,

can make use of multimedia, such as sound and animation, and perform complex searches much faster than we can turn pages.

Electronic Dictionary – refers to a dictionary used in electronic background whether in a compact disc or online. The difference between printed and electronic dictionary is that the latter can handle a larger amount of data and operate translation. This efficiency found in the electronic dictionary has made it more practical and feasible to combine sound, visual and text.⁹

Electronic dictionaries can be found in several forms, namely:

1. dedicated as a handheld device that is easy to carry anywhere;
2. used as an application on a smartphone or tablet computer;
3. used as a function in helping the electronic reader;
4. in the form of CD-ROMs and DVD-ROMs, which are usually packed with printed dictionaries that can be installed on each user's computer;
5. as an online product that is free or charge.

There are three levels of electronic dictionary features. That is:

- a. macrostructural features;

⁹Al-Rabi'i, S. M. et. al. *A complete dictionary for terminologies in computers and internet.*(2001)p.146

- b. microstructural features;
- c. interstructural or mediostructural features.

In the print dictionary, microstructural features usually refers to a list of words overall structure that allows users to find the information said. The most common format in a printed dictionary the words are arranged in alphabetical making it easier for users to search the word. makrostruktur in electronic dictionary refers to the procedural structure of how the user can access the desired word. Access searches the word is no longer determined by the organization of words in alphabetical, but the information can be searched by entering the desired word through a search field.

Microstructure refers to the structure of the word entered. Each word is entered in the internal data base designed to provide detailed information about the searched words / question. Microstructural features can be viewed from two things, one is related to the ability of an electronic dictionary in presenting the word, while others are related to the description of words searched. This microstructural feature check whether

the description of the word that is displayed in accordance with the intended word / sought.

Intersruktural refers to the integration of a dictionary into an external source. For example the Cambridge learning dictionary on CD ROM provides a link in the form of images and pages of the site beyond the dictionary itself is through the internet. This level can be called also mediostruktur which is a system of cross-references between the data on the linkage components of an electronic dictionary with external sources eg the Internet.¹⁰

1. The advantage and lack of electronic dictionary

The existence of electronic dictionary to facilitate learning is certainly not free from drawbacks and advantages. The advantages of the electronic dictionary when compared to the print version of the dictionary, namely:

- a. they can cross-reference within and between sources published separately in book for;
- b. they can provide direct links to other computer applications;

¹⁰Hua, Tan Kim dan Peter Charles Woods, (2008). *Media-Related Or Generic-Related Features In Electronic Dictionaries: Learners' Perception And Preferences*. GEMA Online Journal of Language Studies.

- c. they can enable „fuzzy“ and complex searches;
- d. they can interact with users to develop vocabulary and dictionary skills.

While the lack of an electronic dictionary, namely:

not always compatible and exploit neither the storage capacity of the CD-ROM nor multimedia. Their games and exercises also seem to lack pedagogical reasoning. The major disadvantage of dictionaries on CD-ROM is, however, their site- dependency. A dictionary that can only be accessed via a desk-top computer is not really suitable for receptive purposes such as reading print and listening to lectures. Nevertheless, such a dictionary may be convenient for the learner who wants to look up words while writing a text with a word-processor.

2. The genre of electronic dictionary

Computerized dictionary is one way to develop teaching tools using modern technology. In general, it is known that the use of modern technology has a positive impact on teaching and learning process.

The development of science and technology has driven educational technology. "these developments have inspired the

invention of some communication and technology tools to further enhance the development of information en masse and quickly." This information has been produced in different media formats and assist in the development of electronic dictionaries are also known as E-Dictionary.

Electronic dictionary can be divided into two different types, namely:

- 1). Electronic Dictionary Online;
- 2). Electronic Offline dictionaries.

Online electronic dictionaries available on the World Wide Web (WWW), also known as internet dictionary. Dictionaries can be directly used on the Internet. Some sites offered are free and some sites charge an annual. The advantage of using this dictionary is that it can be used in any place that has an internet connection. However, sometimes it takes a lot of time due to a busy network Internet connection. While offline electronic dictionary is a dictionary in the form of a compact disc. This dictionary type can be used with a computer or Personal Data Assistant (PDA). The advantage of using this type of dictionary is that users are free from distractions internet

connection and the disadvantage is that in the form of an offline dictionary is costly.