**CHAPTER II**

**THEORETICAL REVIEW**

1. **Theoretical Definition**
2. **Concept of Writing**
	1. **The Definition of Writing**

Writing is an ability that requires a process inside. writing is not a natural gift that is born by itself. A majority student find it difficult to write English texts and assume that they have no talent in the matter, so there are many cases where students are asked to write something in English, which happens instead they just sit still for a long time with blank paper. “A realistic attitude about writing must build on the idea that *writing is a skill.* It is a skill like driving, typing, or cooking, and like any skill, it can be learned.” [[1]](#footnote-1)

Actually, writing will be easy to learn since it is not ‘a natural gift’. It is a skill when everyone can learn. Learning to write is like when you learn to ride a Bike. You will fall down, when you felt down, you will try to wake up and got on your bike in many times. If you gave up to ride, you will not be able to ride your bike.[[2]](#footnote-2)

The statement above showed that writing English is a process with several steps. With the process and finding the point, student will able to write clear description.

According to Nunan in a Journal of Education defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. The good paragraph means should be designed through the process of writing.[[3]](#footnote-3) Writing is a process that involves the brain as a tool for thinking ideas through written form, where the idea should be developed into a good paragraph with good content. The mechanics of the writing process are based on organizing, vocabulary, and language usage.

When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation— interact with the listeners and adapt as we go along.[[4]](#footnote-4)

To transfer the purpose of communication in writing, we should also pay attention to sentences-errors, grammatical or spelling to perfect organizing in writing. Organizing good writing can be easily understood by the reader.

* 1. **Kinds of Writing**

There seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions are all quite different. But they’re all *writing*. They all have the basic aim of getting ideas from one brain into another.[[5]](#footnote-5)

Whatever type of writing we make, whether those are essays, business materials, fictional essays, articles, letters, or journals, they are actually summarized in four main types of writing, including Narrative, expository, persuasive, and descriptive. Each of the four genres of writing has a different purpose, and they all require different types of writing skills called discourse modes or rhetorical modes. Higher education institutions teach nine traditional rhetoric modes, but most of the pieces required to be written will have one of these four main goals.

1). Narrative

 According to Jordan,

 Narrative is an account or description of events in the past which entails following a time sequence or chronological order (i.e. earliest first). Verb forms commonly used are the simple past active (e.g. it organized), simple past passive (e.g. it was created), and past perfect active ( e .g. it had developed).[[6]](#footnote-6)

Writing a narrative text aims to write a story that is usually shaped fiction, as in a novel, short story or fable, and there is dialogue in it.

2). Expository

“The genre of expository is a fundamental language function for understanding the world and how it operates”[[7]](#footnote-7). Expository text are sets forth, facts. It is probably the most common writing genre you will come across throughout your day. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author’s personal opinions.

Expository text is the opposite of narrative text, if text narrative presents, the expository text provides facts in an educative and directed way. The purpose of this text is to educate the reader with the reality that occurs which is poured into a writing

3). Procedure

“Procedure text is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of series.”[[8]](#footnote-8). Its social function is to describe how something is completely done through a sequence of series. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps. There are three generic structures in procedure text. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. To know the text that we read is procedure or not is so simple. You can read the title if the title is started with ‘how to make…’ or ‘how to use…’ it can be certainly that the text is procedure text.

4). Descriptive

Based on Oxford Dictionary, Descriptive means saying what is like.[[9]](#footnote-9) Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

Based on the explanation above the writer will focus the study in teaching descriptive text and the contribution of it to help them understand to write descriptive text well. The reason of the writer in using descriptive text in the research because the descriptive text has been taught in junior high school and can be practice in daily activity. For example in describing the objects around us, such as at home, school and etc. Besides, the structure of the sentences in descriptive text also uses simple present tense that allows students to learn.

* 1. **The Stage of Writing Process**

According to Grenvile, there are some ideas that we can use the same process for any kind of writing. Short stories, essays, reports—they all look very different, and they’re doing different jobs, but we can go about them all in the same way using these same six steps. The steps are Getting ideas, Choosing, Outlining, Drafting, Revising, and Editing.[[10]](#footnote-10)

1). Getting ideas

Getting an idea sounds very easy on our minds, but it turns out if our minds are filled with fear of possible grammatical or spelling errors in writing, it will be difficult. to get an idea we have to free our minds, so we will be more comfortable in writing, Grenville stated that, "Here are four foolproof ways to get some words down on that blank page: making a list, making a cluster diagram, researching or independent investigation, freewriting."[[11]](#footnote-11)

2). Choosing

After determining the idea, the next step is to select and assess each list of ideas that we have created. We must choose and assess which ideas have the potential to entertain the reader after we write them down.

3). Outlining

In the process of writing we have to create a sequence with a list of the correct and in accordance with the order,

According to Grenville,

To make outline there are three things to watch out for; **A Beginning** (some kind of introduction, telling the reader where they are and what kind of thing they’re about to read), **A Middle** (the main bit, where you say what you’re there to say), and **An End** (some kind of winding-up part that lets the reader know that this is actually the end of the piece, rather than that someone lost the last page).[[12]](#footnote-12)

Therefore the theme becomes the beginning of a good idea for the next to be made in an outline.

4). Drafting

 To create a concept of writing, at the beginning of writing we must free our minds from all possible errors, such as about grammar, spelling, or about writing that is too long or short. Because in the fifth step -when the concept is formed- it will be easier to reconstruct the concepts, such as adding a text that is too short or deleting some writing that are too long, without being able to change the contents.

5). Revising

At the revision stage we will look back at an entire paper to see which parts to add or subtract in the text, also to see if it is necessary to move or rearrange a post. Revising does not mean fixing problems in detail like grammar or spelling, because those problems will be fixed in the editing phase.

6). Editing

Writing that have been made will be reviewed and updated as a whole in the editing phase “Basically ‘editing’ means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way.”[[13]](#footnote-13) with the correct use of English in grammatical, spelling, and paraphrase composition.

According to Langan,

Even professional writers do not sit down and write a paper automatically, in one draft. Instead, they have to work on it a step at a time. Writing a paper is a process that can be divided into the following steps; Pre-writing, writing the first draft, revising, editing and proofreading.[[14]](#footnote-14)

* 1. **Assesing writing**

Assessment is closely related in the learning process. Assessment also as a means to reflect and evaluate errors that occur during the learning process, because not necessarily a mistake occurs because of students but there is also the possibility of error occurs from a teacher. that is why the need for an assessment, one of the skills assessed is the writing activity of the students who have several criteria that must be assessed.

To assess the writing skill, one of the best known and most widely used analytic scales, that was created by Jacobs. In the Jacobs scale, scripts are rated on five aspect of writing. They are; content, organization, vocabulary, language used and mechanics.[[15]](#footnote-15)

*Table 2.1*

*Writing Assessment*

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Level** | **Score** | **Criteria** |
| 1. | Content | 30-27 | **Excellent to very good**:knowledge, substantive, through development of thesis, relevant to assigned topic. |
| 26-22  | **Good to average**: some knowledge of subkect, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.  |
| 21-17  | **Fair to poor**: limited knowledge of subject, little subject, inadequate development topic.  |
| 16-13  | **Very poor**:does not show knowledge of subject, non-substantive, or not enough to evaluate.  |
| 2. | Organization | 20-18  | **Excellent to very good**:Fluency expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive  |
| 17-14  | **Good to average**:Somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but complete sequencing.  |
| 13-10  | **Fair to fair**:non-fluent, ideas confused or disconnected, lack logical, sequencing and development.  |
| 9-7  | **Very poor**:essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate  |
| 3. | Vocabulary | 20-18  | **Excellent to very good**:sophisticated range, effective word/idom choice and usage, word form mastery, appropriate register.  |
| 17-14  | **Good to average**: adequate range, occasional errors of word/idiom form, choice, usage but meaning most obscured.  |
| 13-10  | **Fair to fair**:limited range, frequent errors of word/idioms for choice, usage, meaning confused or obscured.  |
| 9-7  | **Very poor**:essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.  |
| 4. | Language Use | 25-22  | **Excellent to very good**: effective complex construction, few errors of agreement, tense, number, word order/ function, articales, pronoun, preseptions.  |
| 21-18  | **Good to average**:effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number, word/order fuction, articles, pronouns, preseptions but meaning seldom obscured.  |
| 17-11  | **Fair to fair**:major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word./order fuction, articles, pronouns, preseptions or fragments, ruons, deletions, meaning confused or obscured. |
| 10-5  | **Very poor**:virtually no mastery of sentence contruction rules, dominated by errors, does not communication, or not enough to evaluate.  |
| 5. | Mechanic | 5 | **Excellent to very good**:demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.  |
| 4 | **Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.  |
| 3 | **Fair to fair:**frequent errors of spealling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.  |
| 2 | **Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.  |

**2. Concept of Project Based Learning**

**a. The Definition of Project Based Learning**

Starting from John Dewey's theoretical basis of the active learning "learning by doing" concept of Jean Piaget's constructivism theory, to the introduction of project-based learning with the belief that each child builds his mental model to think and understand the world around him with the encouragement of the knowledge information gained by students.

“In project-based learning, students gain important knowledge, skills, and dispositions by investigating open-ended questions to ‘make meaning’ that they transmit in purposeful ways".[[16]](#footnote-16) Barell at all in Bender state that “Project-based learning (PBL) is one of the most effective ways available to engage students with their learning content, and for that reason, PBL is now recommended by many educational leaders as a best instructional practice”.[[17]](#footnote-17)

Based on the statement above, in this case, the students do their own, design, do a problem solving, make decisions and investigate a problem by working in team. Students feel and formulate problems and apply situations in real life by creating a project. In project-based learning, students will learn collaboratively in cooperative way.

1. **The Components of Project-Based Learning**

In Project-Based Learning teachers work with students in developing a question that guides and motivates students, this is called "Driving Question", then students are equipped with an "anchor" in the form of a video or introductory text that indicatesthe importance of driving questions and suggesting why and how the problem can be handled. Once an anchor is available, students can determine the issues, questions and projects that will be handled with guided by the teacher.

Project-based learning generally involves the following:

1. Brainstorming possible problem solutions,
2. Identifying a specific series of topics to help collect information,
3. Dividing up responsibilities for information gathering,
4. Developing a time line for information gathering,
5. Searching for information on the problem or question,
6. Synthesizing the data collected,
7. Collaborative decision making on how to move forward from that point,
8. Determination of what additional information might be essential, and
9. Developing a product, or multiple products or artifacts, that allows students to communicate theresults of their work. [[18]](#footnote-18)

These components are essential for project-based learning. Given a problem that challenges students to critical thinking is a way for students to have a high sense of curiosity and try to solve the problem by finding a solution. While the final work in the form of an artifact can be made a real proof of problem solving has been done by students in groups.

1. **The advantages of Project-Based Learning**

Project-based learning has been found to bring several advantages to the learning process. In this respect, Wolk in Bender describes that “Project-based learning as an ‘outlet for every student to experience success’ as a result of its potential to foster intrinsic motivation, and develop a range of abilities and skills.”[[19]](#footnote-19)

Laufenberg in Krauss exemplifies many high-quality features project-based learning:

1. It deals with real-world concerns and gets at essential understandings.
2. It is personalized; students choose the bureaucratic process they study, often based on issues they are dealing with in their own lives.
3. It causes them to inquire, and their investigations require that students grapple with complexity.
4. They learn together and from one another, and their learning is meaningful to people beyond school.
5. Students are personally affected by what they learn and are likely to remember it.[[20]](#footnote-20)

There are several advantages to be gained from project-based learning, those advantages are not only aimed at students as learners, but also for teachers as well as the main supporters of students learning actively and creatively with project-based learning.

1. **Concept of Descriptive Text**
	1. **The Definition of Descriptive Text**

 Descriptive text is a kind of text that describes a person, object, or a certain place so people, objects or places described will be clear and specific.[[21]](#footnote-21) Descriptive text presents illustrations about people, places, events, situations, thoughts, and feelings. The description presents sensory information that makes writing come alive. This expression can mean that readers can actively use imagination.

Descriptive is the description of our environment or someone like a new friend or someone that we admire either the appearance of the person or personality, and the new place, historic place, or a new place that makes us interested to describe it. And to make the students interesting to describe something the method is needed to implement.

From the explanation above the writer focuses the study on the Effectiveness of Project based learning in teaching descriptive writing and contribute of it help students understand to write descriptive text well. The writer also wanted to know whether or not it improves their ability significantly of writing descriptive text.

* 1. **Generic structure of Descriptive text**

In generic structure there are identification and description that should be case in this text.

1. Identification: It consists of identifying phenomenon such as person, place, or thing that will be described.
2. Description: It consists of describing parts of someone’s or something’s qualities and characteristics.
	1. **Grammatical Features of Descriptive text**

Grammatical features there must be consist of:

1. Using Simple Present Tense: when describing things from a technical or factual point of view the present tense is predominantly used, Although present tense may be used in literary descriptions, it is past tense that tends to dominate.
2. Using Relational verbs: “is, are, has, have” are used when classifying and describing appearance/qualities and parts/functions of phenomena.
3. Using Adjective: to add extra information to nouns and may be technical, everyday, or literary, depending on the text.
4. Using Action Verb: when describing behaviours/uses.[[22]](#footnote-22)
5. **Theoretical Framework**

From the explanation of the theories proposed by the experts in the Theoretical Definition it can be determined that the associated variables are as follows;

1. Independent variable : Effectiveness of teaching using PBL approach
2. The dependent variable : The skill of writing descriptive text.

From the background of the problems that have been exposed by the author and has been through observation on some students in a high school located in Serang district, SMA Negeri 1 Carenang, that students still have difficulty in suggesting an idea in the form of writing, sometimes the idea is not collected can be fully written, even many students still leave blank papers when asked to write a text in English. Students just commend to write what their thinking about without seeing a real phenomenon, the traditional teaching method is also one of the factors that make it difficult for students to develop their ideas and creativity in written language. This problem would be described in this figure.

*figure 2.1*

*the factors of students’ difficulties in writing English*

Difficulties of Students’ writing English

The mentioned factors are the benchmarks for this study to examine the effectiveness of a project-based learning shortcut that can be applied to learning. The development of the times and needs of students will be comfortable learning atmosphere and can blend with the current era of thinking, therefore the government continues to innovate in developing a curriculum.

The selection of text descriptive in this research is because seen from its function, this text is unconsciously often used in everyday life to describe something. By studying this simple functional text structure it is expected that learners can explore and easily pour creative ideas in written form.

1. **The Hypothesis**

According to Kothari, “Hypothesis is usually considered as the principal instrument in research. Its main function is to suggest new experiments and observations”[[23]](#footnote-23). Nunan Stated that “Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment”.[[24]](#footnote-24) The hypothesis formulated must be tested, allowing researchers to gather data in order to test the truth of the hypothesis. The hypothesis is distinguished into two, namely, the zero hypothesis and alternative hypothesis.

According to Kothari,

Basic concepts in the context of testing of hypothesis need to be explained. *Null hypothesis and alternative hypothesis:* In the context of statistical analysis, we often talk about null hypothesis and alternative hypothesis. If we are to compare method *A* with method *B* about its superiority and if we proceed on the assumption that both methods are equally good, then this assumption is termed as the null hypothesis. As against this, we may think that the method *A* is superior or the method *B* is inferior, we are then stating what is termed as alternative hypothesis. The null hypothesis is generally symbolized as *H*0 and the alternative hypothesis as *Ha*.[[25]](#footnote-25)

1. Alternative hypothesis (Ha) : the hypothesis stating the existence of the mutual relations between two or more variables, or declare the existence of differences in specific things on different groups. For example, there is significant effect of Project-based Learning in teaching descriptive writing
2. The zero hypothesis (Ho), a hypothesis which States the absence of mutual relationship between two or more variables, or hypothesis stating the lack of difference between one group with other groups. For example, there is no significant effect of Project-based Learning in teaching descriptive writing.
1. John Langan, *Exploring writing: Sentences and Paragraphs,* (New York: The McGraw-Hill Companies, 2010), p.10 [↑](#footnote-ref-1)
2. Haryana Cerah, *Writing 2: Paragraph writing,* (Serang: HC Publishing, 2003), p.11 [↑](#footnote-ref-2)
3. Suha R Tamim and Michael M Grant, Definitions and Uses: Case Study of Teachers Implementing Project-based Learning, in *Interdisciplinary Journal of Problem-Based Learning:* Journal of Education and Practice Vol.8, No.28, (May 16th, 2013). Retrieved on January 17, 2018 from

https://docs.lib.purdue.edu/ijpbl/vol7/iss2/3/ [↑](#footnote-ref-3)
4. Geofrey Broughton, Christoper Brumfit, Roger Flavel, Pater Hill *et al. Teaching English as a Foreign Language*, (London and New York: Taylor & Francis e-Library, 2003), p.116 [↑](#footnote-ref-4)
5. Kate Grenvile, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p.vii [↑](#footnote-ref-5)
6. R.R Jordan, *Academic Writing Course: Study Skill in English*, (Cambridge: Cambridge University Press, 1997), p.27 [↑](#footnote-ref-6)
7. Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing,* (Sydney: A UNSW Press book, 2005). P.126 [↑](#footnote-ref-7)
8. British course, “procedure text, definition, generic structures, purposes, language features” February 11 ,2013. Retrieved on April 27, 2018 From

http://britishcourse.com/procedure-text-definition-generic-structures-purposes-language-features.php [↑](#footnote-ref-8)
9. Oxford dictionary, *Oxford Learner’s Pocket Dictionary,* (New York: Oxford University Press, 2008), p.120 [↑](#footnote-ref-9)
10. Kate Grenvile, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p.vii [↑](#footnote-ref-10)
11. Kate Grenvile, p.20 [↑](#footnote-ref-11)
12. Kate Grenvile, Kate Grenvile, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p. 78 [↑](#footnote-ref-12)
13. Kate Grenvile, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p. 176 [↑](#footnote-ref-13)
14. John Langan, *Exploring writing: Sentences and Paragraphs,* (New York: The McGraw-Hill Companies, 2010), p.17 [↑](#footnote-ref-14)
15. Sara Cushing Weigle, *Assessing Writing,* (Cambridge: Cambridge University Press, 2002), p.115 [↑](#footnote-ref-15)
16. Jane Krauss and Suzie Boss, *Thinking Through Project-Based Learning: Guiding Deeper Inquiry,* (California: Corwin, 2013) p.5 [↑](#footnote-ref-16)
17. William N Bender, *Project-Based Learning Differentiating Instructon for the 21st Century,* (UK, California: Corwin, 2012) p.1 [↑](#footnote-ref-17)
18. William N Bender, *Project-Based Learning Differentiating Instructon for the 21st Century,* (UK, California: Corwin, 2012) p.22 [↑](#footnote-ref-18)
19. Suha R Tamim and Michael M Grant, Definitions and Uses: Case Study of Teachers Implementing Project-based Learning, in *Interdisciplinary Journal of Problem-Based Learning:* Journal of Education and Practice Vol.8, No.28, (May 16th, 2013). Retrieved on January 17, 2018 from

https://docs.lib.purdue.edu/ijpbl/vol7/iss2/3/ [↑](#footnote-ref-19)
20. Jane Krauss and Suzie Boss, *Thinking Through Project-Based Learning: Guiding Deeper Inquiry,* (California: Corwin, 2013) p.3 [↑](#footnote-ref-20)
21. British course, “Descriptive text, definition, generic structures, purposes, language features” February 11 ,2013. Retrieved on April 27, 2018 From

http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php [↑](#footnote-ref-21)
22. Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: A UNSW Press book, 2005) p.99 [↑](#footnote-ref-22)
23. C.R. Kothari, *Research Methodology: Method and Techniques,* (New Delhi: New Age International (P) Limited Publishers, 2004), p.184 [↑](#footnote-ref-23)
24. David Nunan, *Research Method in Language Learning,* (Cambridge: Cambridge University Press, 1992), p.230. [↑](#footnote-ref-24)
25. C.R. Kothari, *Research Methodology: Method and Techniques,* (New Delhi: New Age International (P) Limited Publishers, 2004), p.181 [↑](#footnote-ref-25)