**CHAPTER II**

**THEORETICAL FRAMEWORK**

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

Terminologically, there are so many experts that have different definition for writing, but here the writer will take several definitions according to the experts:

Alice Hoshima and Ana Hague said writing is a process, not a “product”, This means that a piece of writing is never complete and it is always possible to review and revise, and review and revise again.[[1]](#footnote-1)

Kostouli in Suzanne Hidi and Pietro Bascolos’ book also states writing is a process of construction of meaning.[[2]](#footnote-2) It’s mean that according to Kostouli and Pietro Bascolos, writing is one of ways to show the ideas and built a statement that has a strength for people to do.

Based on Teresa Greinger and friends stated on their book, writing is more than a means of self-expression and a way to communicate with others, it helps us seek and build knowledge in literacy and in cross-curricular contexts and develop understanding about ourselves and the world in which we live.[[3]](#footnote-3)

Smith as cited in Brown points out, “Writing can be an extension and reflection of all our effort to develop and express ourselves in the world around us, to make sense of the world and to impose order upon it.[[4]](#footnote-4)

And there are many experts defined writing in different paradigms but essentially the definition of writing which they give have the same substances, so the several definition writing above can be defined that writing is a process of communication which involves a specific skill and it is a way to communicate with other which always possible to review and revise, and review and revise again.

According to Chandler Writing is a matter of transcribing ideas which are already clear rather than a way of ‘discovering’ one’s thoughts . It means that writing is a way of thinking. Beside on it, writing is also a media to express everything in our ideas that is composed through several words.

1. Aspects of Writing

Writing skill is not only the activity of writing down some words or sentences into the written language, but also the activity of performing it into well organized performed of writing. According to Brown, there are five general aspects that should be directly involved in writing performance as follows:[[5]](#footnote-5)

1. Organization: consist of effectiveness of introduction. Logical sequence of ideas, conclusion and appropriate length
2. Logical development of ideas: it is content. The ideas are concrete.
3. Grammar: correct use of relative clauses, preposition, modals, articles, verb form, and tense sequence.
4. Punctuation, spelling, and mechanics: correct use of English writing conservations: left and right margins, all needed capitals, paragraph
5. Style and quality of expression: precise vocabulary usage: use of parallel structures.

Based on the statement above, it can be concluded that the aspect of writing consists of five aspects. Each of it cannot be separated from another one; they must be involved in unity as a whole. Besides, it can be the rules for the writer in order to realize about the mistakes so that they can make a piece of writing well.

1. The Stages of Writing Process

Writing skill needs experience, time, opportunities, training, special skill and learn to be writer directly. Originally, the process of writing was served as an easy to work with four main stages as states in the book entitled “How to teach English” by Jeremy Harmer. These are the steps:[[6]](#footnote-6)

1. Planning

Planning is a series of strategies designed to find and produce information in writing. This stage generates the idea. She/he also has a plan about something that she/he will then, transform it on the paper.

1. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing. This stage has to organize and develop the plan.

1. Reviewing

Reviewing is a series of strategies designed to view and observe our written work there is a mistake or not.

1. Revising

Revising is a series of strategies designed to re-examine and revaluate the choices that have created a piece of writing. In this stage, the writer revises what she/he had written to complete the essay.

But, one of all experts which has a different process of writing is Jennifer Overend in her book “Descriptive Writing”. Jennifer Overend said the strategies of process of writing are: [[7]](#footnote-7)

1. Pre-wiring

This strategy to plan written work (e.g. discusses ideas with peers, draws picture to generate ideas, record reaction and observation)

1. Drafting and revising

This strategy to draft and revise written work (e.g. rearrange word, sentence and paragraph)

1. Editing and publishing

This strategy to edit and publish written work (e.g. edit grammar, punctuation, capitalization and spelling)

Based on the statements above, researcher concludes that writing can not stand it self directly, but it must follow the process above. So, in process writing we need planning to plan what are going to write, next cluster and write our ideas that relevant to the topic, then review and revise our written work to be perfect, the last publish our written work.

1. **Writing as Cooperative Activity**

According to Harmer says, Cooperative writing works well with both process and genre-based approaches. In the first case, reviewing and evaluation are greatly enhanced by having more than one person working on it, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own. In genre based writing, two heads analyze genre-specific texts as well as, if not better than, one head would do, and often create genre-specific texts more successfully as a result.

Writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment[[8]](#footnote-8)

1. **The Kinds of Writing**

According to George E. Wishon and Julia M. Burks said: the form of writing used to tell or relate is called narration, that used to describe is called description, that used to explain is called exposition (or explanation). The form of writing used to persuade or argue is called argumentation .

These are kinds of writing:

1. Narrative is a kind of text to retell the story that past tense. The purpose of the text is to entertain to amuse the readers or listeners about the story.
2. Recount

Recount text is a text which retell events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

1. Descriptive

Descriptive text is a text that describes the features of someona, something, or a certain place.

1. Report

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

1. **Descriptive writing**
2. Definition of descriptive writing

Descriptive writing is that domain of writing that develops images through the use of precise sensory word and phrases and through devices such as metaphor and the sound of word.[[9]](#footnote-9)

Jane Bell Kiester said descriptive writing is just that a pure description (no action or explanation) of a scene. The scene can be anywhere, description go beyond the visual aspect and describe the place, scene, or object from other sense as well, such as what might be heard at the place being described.[[10]](#footnote-10)

Based on Lenski and Verbruggen, descriptive writing presents an object, a place or a person in a way that creates a vivid impression in the reader’s mind. The reader gains a rich, comprehensive and detailed picture of what is being described.[[11]](#footnote-11)

According to Donovan R Walling, descriptive writing is intended to create a clear impression by using details. The impression may be objective or subjective.[[12]](#footnote-12)

The truth, experts above served the definition of descriptive writing in different sentence, but if we look on meaning side, actually it has same meaning that descriptive writing is a pure description objectively or subjectively of an object, a place, an animal, a person or what we heard clearly and detail.

1. The purpose of descriptive writing

Purpose of descriptive writing is to create a picture with words so that your reader can imagine vividly the scene, person, situation, etc. that you are describing. [[13]](#footnote-13)

Walling states descriptive writing means to create a word picture, literally to write down what you see, so that the readers can see it as you do.[[14]](#footnote-14)

There are three purpose of descriptive writing as states in the book entitled “Nonfiction writing Power” by Adrienne Gear. They are: [[15]](#footnote-15)

* To share information and fact about a particular topic with the readers
* To give a general description, e.g. report on animal, plant, machine, etc.
* To give a specific description, e.g. report on a specific animal, plant, planet, etc.

In short, researcher think the purpose of descriptive e writing is created to give the illustration and representation about something (animal, place, person, etc.) detail and clearly and the reader can see the illustration the object as the writer see.

1. The assessment of descriptive text

To take the scale for rating composition students’ task, we can use the theory based on oshima and hogue as follow[[16]](#footnote-16);

|  |  |  |
| --- | --- | --- |
|  | **MAX SCORE** | **ACTUAL SCORE** |
| **FORMAT****5 POINTS** |  |  |
| There is a title | 1 |  |
| The title is centered | 1 |  |
| The first line is indented | 1 |  |
| There are margins on both sides | 1 |  |
| The work is tidy | 1 |  |
| **TOTAL** | 5 |  |
| **PUNCTUATION AND MECHANICS.****5 POINTS** |  |  |
| There is a period after every sentence | 1 |  |
| Capital letters are used correctly | 1 |  |
| The spelling is correct | 1 |  |
| Commas are used correctly | 2 |  |
| **TOTAL** | 5 |  |
| **CONTENT****20 POINTS** |  |  |
| The descriptive paragraph fits the assignment | 5 |  |
| The descriptive paragraph is interesting to read | 5 |  |
| The descriptive paragraph shows the writer's original ideas | 10 |  |
| **TOTAL** | 20 |  |
| **ORGANIZATION****35 POINTS** |  |  |
| The paragraph begins with identification | 10 |  |
| The paragraph contains several descriptions that describe the object. | 20 |  |
| The paragraph end with an appropriate conclusion | 5 |  |
| **TOTAL** | 35 |  |
| **GRAMMAR, SENTENCES STRUCTURE POINTS** | 35 |  |
| **GRAND TOTAL** | 100 |  |

1. **The Assessment of writing**

To take the scale for rating composition students’ task, we can use the theory based on brown as follow[[17]](#footnote-17)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **20-18** | **17-15** | **14-12** | **11-6** | **5-1** |
| **Content** | Essay address to the topic, ideas are concrete, no extraneous material, essay reflect thought. |  Ideas could be fully developed, essay address to issues but misses some points, some extraneous material is present.  | Development of ideas not complete. Essay is somewhat of the topic, paragraph are not divided exactly right.  | Ideas incomplete, essay does not reflect careful thinking or was hurriedly written. | No apparent effort to consider the topic carefully, essay is completely inadequate. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **20-18** | **17-15** | **14-12** | **11-6** | **5-1** |
| **Organization** | Appropriate tiltle, introductory paragraph, 4topic is stated, lead to body, transitional expression used , arrangement of material shows plan, (could be outlined by reader) supporting evidence given for generalization, conclution logical and complete. | Adequate title, introduction and conclusion, body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed, sequence is logical, but transitional expression may be absent | Scant introduction or conclusion, problem with order of ideas in body, generalization may be not fully supported by the evidence given, problem of organization interfere. | Lack of supporting evidence, conclusion weak and illogical, severe problem with ordering of ideas, minimally recognizable introduction.  | Writer has not made any effort to organize or could not be outlined by reader, absent of introduction or conclusion. No apparent organization of body. |
| **Vocabulary** | Precise vocabulary usage, parallel sentence, concise, register good.  | Good vocabulary, not wordy, attempt variety, register ok, style fairly concise. | Some vocabulary misused, may be too wordy, lack awareness of register, may be too wordy.  |  Poor expression of ideas, lack variety of structure, problem in vocabulary. | Inappropriate use the vocabulary, no sentence variety and no concept of register., |
| **Grammar** | Fluency in English grammar, correct use relative clause, preposition, article, modals, verb form, and tenses sequencing. No fragment or run-on sentence. | Some grammar problems do not influence communication, no fragment or run-sentence, advance proficiency in English grammar,  | Grammar problems are apparent, fragment, run-on sentences, ideas are getting through to the reader,  | Difficult to read the sentences, grammar review of some areas clearly needed, numerous serious grammar problem  | Reader can not understand what the reader say, unintelligible sentence structure, severe grammar problem interfere  |
| **Mechanics** | Correct use of writing English conventions : left and right margin, all needed capital and punctuation, very neat. | Some problem with punctuation and capital, left and right margin correct, paper is neat and legible, | Some problem with convention or Punctuation and capital error interfere with ideas, | Serious problem with format paper, error in sentence and punctuation | Obvious capital missing, no margin. Paper illegible. |

1. **Critical Thinking**
2. **Definition of Critical Thinking**

Actually, there are so many experts explain about how to invite the students’ to think critically. It drew on several experts’ definition as follow:

Jennifer states Critical Thinking is essential as a tool of inquiry.[[18]](#footnote-18) And Stanberg said in his book said that In teaching critical thinking, we must acknowledge our own need for development and create an atmosphere in the classroom that allows us to be comfortable with this fact.[[19]](#footnote-19)

Based on Delphi experts in Jenifefer’s book defined critical thinking as “purposeful, self regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.”Critical thinking is a complex of skills and dispositions.[[20]](#footnote-20)

According to Fischer (2011), some of fundamental critical thinking skills include how to:

1. Identify the elements in a reasoned case, especially reasons and conclusions.
2. Identify and evaluate assumptions
3. Clarify and interpret expressions and ideas
4. Judge the acceptability, especially the credibility, of claims
5. Evaluate arguments of different kinds
6. Analyze, evaluate, and produce explanations or make decisions
7. Draw inferences

In short,based the experts’ explanation, the researcher concludes that critical thinking is a appropiate method to invite the students to show up their ideas, arguments, and opinions critically in writting text form when they are seeing the historical thing (text or picture)

1. **The Procedure of Critical Thinking Skill**

Thinking is a natural process, but left to itself, it is often biased, distorted, partial, uninformed, and potentially prejudiced: excellence in thought must be cultivated (scriven and paul, 2004). Active learning can make the course more enjoyable for both teacher and students, and most importantly, it can cause the students to think critically. Critical thinker raise vital questions and problems, formulate them clearly, gather and assess relevant information, think open-mindedly, and communicate effectively with others.

There are 5 model to move student toward critical thinking[[21]](#footnote-21):

**Step 1: determine learning objectives**

* Define behaviors students should exhibit
* Target behaviors in higher order thinking

**Step 2: teach through questioning**

* Develop appropriate questions
* Employ questioning technique
* Encourage interactive discussion

**Step 5: provide feedback and assessment of learning**

* Provide feedback to student
* Create opportunities for self-assessment
* Utilize feedback to improve instruction

**Step 3: practice before you asses**

* Choose activities that promote active learning
* Utilize all components of active learning

**Step 4: review, refine, and improve**

* Monitor class activities
* Collect feedback from sttudents

*Step 1: Determine learning objectives*. In this step a teacher should first identify the key learning objectives that define what behaviors students should exhibit when they exit the class. To make critical thinking happen, the question at this step could ask students to answer who and what and to describe, state and list.

*Step 2: teach through questioning*. Questioning is a vital part of the teaching and learning process. It allow the teacher to establish what is already known and then to extend beyond that to develop new ideas and understandings. Question can be use to stimulated interaction between teacher and learner and to challenge the learner to defend his or her position. To most effectively encourage student participation, teacher must become highly skilled questioner.

*Step 3: practice before you assess*. Teacher that have used this approach generally find that the students learn more and that the courses are more enjoyable. One very important ingredient of active learning is in-depth reflective dialog. This provides students with the opportunity to reflect on the meaning of their learning experience. When teacher think about what should happen in a course, it is important to consider the kinds of active learning that can encourage critical thinking. It is necessary to enlarge the view of active learning to include getting information and ideas, experience, reflection, and when possible, direct experience.

*Step 4: Review, refine, and improve*. Teachers should strive to continually refine their courses to ensure that their instructional techniques are in fact helping student develop critical thinking skills. To accomplish this, teacher should monitor the classroom activities closely. To track student participation, a teaching diary can be kept that identifies the students that participated, describes the main class activities, and provides an assessment of their success.

*Step 5: Provide feedback and assessment of learning*. Teacher feedback, like assessment, compares criteria and standards to student performance in an effort to evaluate the quality of work. Teacher should provide good feedback to their student through frequent opportunities to practice whatever they are expected to do at assessment time. Teacher should spend ample time helping stiudents to understand what the criteria and standards are and what they mean.

**3. Applying Critical Thinking Skill in Classroom**

Here will explain about critical thinking skill, how the way of using critical thinking skill in classroom. Certainly everything in the word has a process, also for critical thinking method.

Based on Jeniffer on his book, the model (treatment) was used to instruct students in analyzing historical documents so that students might:[[22]](#footnote-22)

1. develop abilities needed to think critically about history, for example, interpreting and integrating information from different sources and constructing and arguing a case to explain the evidence
2. use those same abilities for everyday reasoning tasks. If there were significant changes in student achievement at the end of a semester-long instructional treatment program, this would suggest that the model may provide an effective strategy for teaching critical thinking in history

Based on explanation of the expert above implementing this method in the classroom, as we know there two models based the experts, first we can develop abilities needed to think critically about history and the second we can use those same abilities for everyday reasoning tasks. So researcher uses these ways in implementing this method in the class.

Applying Critical Thinking is designed by the experts, as follow: [[23]](#footnote-23)

1. Will a group of community college history students who receive explicit training in analyzing and interpreting historical documents
2. Will a group of community college history students who receive
training in Paul’s critical thinking model perform better on a task requiring
3. Will a group of community college history students who receive training for critical thinking differ in their attitudes and dispositions toward critical thinking
4. Will a group of community college history students who receive training in primary document interpretation
5. Will there be a statistically significant difference in student
performance by method of instruction according to age (under 22, 22 or older)
6. Will there be a statistically significant difference in student performance by method of instruction according to gender.
7. **Critical Thinking Assessment**

Critical thinking is part of a reflective judgment model of analysis and not part of a specific course. Critical thinking can be examined in any course and at varying levels of student progress. A strategy for measuring critical thinking might be to examine courses at varying levels in the curriculum to measure progress. Lynch et al also note that the development of critical thinking is a process that is developed over time.[[24]](#footnote-24)

The result of the critical thinking assessment effort are presented in this report[[25]](#footnote-25):

|  |  |
| --- | --- |
| **Element** | **Total Points** |
| Identify | 3 |
| Determine Quality Relevant Information | 3 |
| Explore Interpretation And Connections | 3 |
| Conclusion | 3 |
| **Total** | **12** |

1. Identify: in this part, students must to identifying all about the picture into a descriptive text.
2. Determine Quality Relevant Information: in this part, students must to determine or choose what information would students write on descriptive text according to the picture.
3. Explore Interpretation and Connection: in this part, students must to improve to make a clearly descriptive text based on the picture.
4. Conclusion: in this part, students must to write what is the main idea of student’s descriptive text that student has write before.
5. **Integrative teaching**

Integrative approach of teaching of English is not merely integrative teachings of the four skills altogether but it is more than that. For example, the teacher’s teaching ability and style must complement the learning ability and style of the students, the students must be encourage and inspired to learn and the setting must accommodate resources and the principle that strongly support the teaching of the language.

1. The step of integrative teaching

The steps that the researcher use when the researcher going to the class for doing research by using picture as follows[[26]](#footnote-26);

1. Pre writing

In this step, teacher will provide a writing task by giving the picture and guiding students to make a descriptive text based on the picture. And also help the students to generate vocabulary and ideas by giving a guiding questions according to the picture.

1. First draft composing

The students will use vocabulary and ideas which the students have got from the previous step to express what the students want to convey in the student’s descriptive writing.

1. Feedback

In this step, the students will receive comment according to the picture.

1. Second draft writing

Based on the comment of teachers and peers, learners will modify their previous draft by revising, adding, and rearranging ideas.

1. Proofreading

In the final stage, student writers will not only discover new ideas and language forms to express their ideas in writing but also focus on the appropriate use of vocabulary, layout, grammar, and mechanics.

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3. Teresa Grainger, et al., *Creativity and Writing Developing voice and verve in the classroom****,*** (New York: Routledge, 2005), 164. [↑](#footnote-ref-3)
4. Duglas Brown, *Language Assesment: Principle and Classroom Practice*, (San Fransisco: Pearson Education, 2004), 180. [↑](#footnote-ref-4)
5. Duglas Brown, *Language Assesment: Principle and Classroom Practice*, 244. [↑](#footnote-ref-5)
6. Jeremy Harmer, *How to Teach Eanglish,* (Essex: Pearson Education Limited, 2007), 113. [↑](#footnote-ref-6)
7. Jennifer Overend Prior, *Descriptive writing*, ( Westminster: Teacher Created Inc, 2009), 5. [↑](#footnote-ref-7)
8. Jeremy Harmer, *The practice of English Language Teaching*. (Longman Press, 2001) p. 260 [↑](#footnote-ref-8)
9. Tara Mccarthy, *Descriptive Writing Mini-Lessons. Strategies. Activities****,*** (New York: Scholastic Inc, 2009), 5. [↑](#footnote-ref-9)
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11. Susan Lenski and Frances Verbruggen, *Writing instruction and assessment for English language learners k-8.*(New York; the Guillford press, 2010), 93. [↑](#footnote-ref-11)
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13. GCSE Examiner, *English and English Literature,* (New York: The Guillford Press, 2010),61. [↑](#footnote-ref-13)
14. Walling, *op.cit*., 31. [↑](#footnote-ref-14)
15. Adrienne Gear, *Nonfiction writing Power****,*** (Canada: Pembroke Publisher, 2014), 52. [↑](#footnote-ref-15)
16. Oshima, A. and Hogue, A. *Introduction to academic writing*. (New York :Longman, 2007) P. 196 [↑](#footnote-ref-16)
17. Duglas Brown, *Language Assesment: Principle and Classroom Practice*, 244. [↑](#footnote-ref-17)
18. Jennifer, *Descriptive writing, ( Westminster: Teacher Created Inc, 2009),* p. 28 [↑](#footnote-ref-18)
19. Sternberg, *Critical Thinking Jreed, (Washington DC:American Phychological Association , 1996)* p.114 [↑](#footnote-ref-19)
20. Jeniffer, *Descriptive writing, ( Westminster: Teacher Created Inc, 2009),* P.28 [↑](#footnote-ref-20)
21. Duron, Limbach, and Waugh,  *International journal of teaching and learning in higher education*, 2006, volume 17,number 2, 160-166 [↑](#footnote-ref-21)
22. Jeniffer H Reed, *Teaching For Thinking*, (Florida: University of Florida, 1998) , P. 7 [↑](#footnote-ref-22)
23. Jeniffer H Reed, *Teaching For Thinking*, (Florida: University of Florida, 1998) P.7-8 [↑](#footnote-ref-23)
24. Lynch, *critical thinking assessment*, P.3 [↑](#footnote-ref-24)
25. Lynch, *critical thinking assessment,* P. 1 [↑](#footnote-ref-25)
26. Tangpermpoon thanatkum, *integrated approaches to improve students*

*Writing skills for english major students,* (Thailand, assumption University, 2008) P. 4 [↑](#footnote-ref-26)