

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Writing

##### 1. Definition of Writing

Writing is one of the language skills, which has to be mastered by the students who are learning a language. Harmer defines writing as one of the most significant cultural accomplishments of human beings. It allows us to record and convey information and stories beyond the immediate moment.<sup>1</sup>

In the field of second language teaching, only a half-century ago experts were saying that writing was a primarily a convention for recording speech and for reinforcing grammatical and lexical feature of language.<sup>2</sup> Writing covers a number of elements such as content, grammar, vocabulary, coherence and cohesion. Now, widely recognized, that writing plays a vital role, not only in conveying information but also in transferring knowledge to create new knowledge. Furthermore, the meaning of writing is not only the way of thinking and learning, but writing also contributes to personal

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<sup>1</sup> Jeremy Harmer, *the Practice of English Language Teaching*, (London: Longman, 1998), 255.

<sup>2</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Longman: San Francisco State University, 2004), 218.

development. Writing emphasizes the students to think deeply. They will be more creative thinkers and active learners by recording, clarifying and organizing their personal experience.

Writing is a process of communicating something on paper to readers. Byrne states, “writing is clearly much more than the production of graphic symbols ... It requires some conscious mental effort: we ‘think out’ our sentences and consider various ways of combining and arranging them”.<sup>3</sup> It means that writing here is not interpreted as literally writing. It needs process of thinking in getting idea and how to arrange the idea and the sentence.

Emig in McDonald says, “...writing as process-and-product possesses a cluster of attributes that correspond uniquely to certain powerful learning strategies”.<sup>4</sup> Writing is combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.

Wyrick states, “The writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of

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<sup>3</sup> Byrne, Donn, *Teaching Writing Skill*, (UK: Longman Group Ltd, 1988), 1.

<sup>4</sup> Cristina R. McDonald and Robert L. McDonald. *Teaching Writing*. (Southern Illinois: Southern Illinois University Press, 2002), 46.

detail to make an impression on the reader.”<sup>5</sup> By writing, students are encouraged to express and share what on their mind about something. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own view on a topic.

From the definitions above, writer concludes that writing is unique skill because it is not only talking about “writing” activity but also train us to think critically, train us to state ideas and feelings on written expression systematically. It is important to be learned by people who learn language generally and people who want to be writer especially. Writing is the exercise of linguistic skills.

## 2. The Purpose of Writing

The main purpose of writing is communication. When people write, they give their ideas and information to their readers. In all major fields of study, research and business, it is extremely important for a person to be able to communicate well in writing.<sup>6</sup> The ultimate goal of learning to write is, for most students, to be able to participate fully in

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<sup>5</sup> Jean Wyrick. *Steps to Writing Well*, (New York: Rinehart and Winston. Inc. 1987), 227.

<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 255.

many aspects of society beyond school, and for some, to pursue careers that involve extensive writing.<sup>7</sup>

Writing has several other purposes which also called as function of writing for students, they are:

- a. Writing can improve a student's academic performance.
- b. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes potential and current employers.
- c. Writing enhances personal and community relationship.<sup>8</sup>

From the definition above, it can be concluded that the writing purpose for general are: to inform, to amuse, to satirize, and to persuade. And for students, the purpose of writing is learning.

### 3. Form of Writing

According to Wishon and Burks, the form of writing used to tell or relate is called narration; that used to describe is called description; that used to explain or interpret is called exposition or explanation; that used to persuade or argue is called argumentation.

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<sup>7</sup> Sara C. Weigle, *Assessing Writing*, 4.

<sup>8</sup> Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986), 7.

a. Narration

Narration is the form of writing used to relate the story of acts or events it places occurrences in time and tell what happened according to natural time sequence. Types of narration include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation.

b. Description

Description reproduces the way things look, smell, taste, feel, or sound. It 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, times of day, or reasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character of personality.

c. Exposition

Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional material.

d. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. The

aim is to make a case or to prove or disprove a statement or proposition.<sup>9</sup>

In this research, writer will focus on description form. It is not only because descriptive text is one of text types that must be learned by students in the school but also because people must be often done describing activity.

#### 4. The Process of Writing

Richards and Renandya define the process of writing as a classroom activity incorporates the four basic writing stages. Those are planning, drafting, revising, and editing.<sup>10</sup>

##### a. Planning (pre-writing)

Pre-writing is an activity in the classroom that encourages students to write. It stimulates thought for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. In planning, students are ordered to think about what they want to write.

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<sup>9</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: American Book Company, 1980), 377.

<sup>10</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current Practice*, (New York: Cambridge University Press, 2002), 315-318.

b. Drafting (writing)

At the drafting stage the writer are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Here, we focus only to the content and forget about language and mechanical aspects such as grammar, spelling and punctuation. In drafting, students are ordered to write what will be discussed in the content.

c. Revising

Revising is not the same as proofreading or editing. It involves rethinking and changing the text possibly changing the introduction, or a paragraph, or several paragraph, or part of a paragraph, or a major argument. Revising means evaluating our text's content and making sure we actually wrote what we intended and in the planning stage and according to what we want. Here, students are ordered to evaluate the text's content they have written.

d. Editing

At this stage, students are engaged in tidying up their text as they prepared the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, diction, sentences structure and accuracy of supportive textual material such as quotations

and the like. Editing is sometimes considered part of revising, students cannot edit what has not been written. That's why editing comes after drafting and must pay attention to the smallest part in the sentence of the article we have made. After evaluating their writing, students are ordered to edit such as the grammar, spelling, diction, sentences structure and accuracy of supportive textual material.

The process of writing above can help the writers getting ease in writing activity.

## 5. Teaching Writing

Teaching writing is not as simple as teaching other language skill. When writing, the students are asked to focus on accurate language used and what ideas they will write.

In teaching writing, many teachers are faced with the difficulties related to make their students are able to transfer their ideas. One of the challenges is about the low of students' interest in writing and they are lazy to think. For this reason, it is important for the teacher to provide enjoyable learning, exciting activity, and stimulated medium. In Brian Tomlinson book *Developing Materials for Language Teaching*, Islam and Mares quote Madsen and Bowen (1978) which explains that a good teacher is who can fit these several related



variables: teaching materials, methodology, students, course objectives, the target language and its context, and the teacher's own personality and teaching style.<sup>11</sup>

At the post-elementary to intermediate level, it is essential that whatever the scope of the writing programs, it should not lose direction and momentum. This means that the writing program must be carefully planned to develop a mastery of new skills, which the learners can use for a continually expanding range of tasks. At the same time, since writing will still be guided to a large extent, we need to make the activities as varied as possible, avoiding a monolithic approach which relies on a limited range of exercise types.

a. The Main Feature of writing Program

- 1) *The writing program should continue to provide opportunities for reinforcing language learn do rally.*

At the same time, however, we may assume that the learners are being exposed to a greater amount of written language either through the type of texts in their coursebook or through supplementary reading. At this stage, therefore, the amount of dialogue writing should be gradually reduced, although it

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<sup>11</sup> Brian Tomlinson, *Developing Material for Language Teaching* (London: Continuum, 2003), 87.

should not be abandoned altogether, partly because it is one way of getting the students to write material which they can use themselves - for oral work, for example - and partly because dialogue writing may be one of the requirements of the examination. However, as the main format for reinforcement practice at this level, we can now begin to make greater use of informal letter-writing, since this provides a convenient and appropriate way of re-presenting material earned orally and of course by this stage the learners are already familiar with this type of writing.

- 2) *The writing program should be designed to include a greater range of the resources of the written language*

The basic kit, for example, both a wider range of conjunctions used in compound and complex sentence structure and other linking devices. At the same time, we must increase the learners' awareness of rhetorical devices such as comparison and contrast, definition, exemplification, etc. and their ability to use these. For this purpose, we should now begin to introduce a certain amount of institutional-type writing, such as formal letters and reports. As at the previous stage of the program,

when the students were introduced to writing informal letters, this component will teach them something new through writing and will therefore increase their interest and motivation.

- 3) *The amount of control over what the learners write should be reduced*

At this stage they should learn to respond to 'cues' which stimulate their imaginations but leave them relatively or completely free to decide what they actually write and how they organize their ideas.

- 4) *The range of communication tasks should be extended*

Thus alongside the guided writing activities, the learners are also given opportunities for free expression. These will to some extent involve greater reliance on roleplay techniques.

#### b. The Role of the Teacher

It has been emphasized that this is a delicate and crucial stage of the writing program. It is especially important, therefore, to:

- 1) Get the right balance of writing activities,
- 2) Ensure that the type of writing activity and the formats used to practice these are sufficiently varied so that the students do not get bored,

3) Gauge carefully the amount of guidance required.<sup>12</sup>

c. Reproduction Exercise

Byrne, in his book, explains reproduction exercise as activity where the students are required to reproduce the text they have heard as accurately as possible, but they may fill in with their own words where their memory of the original fails them. This type of activity also involves careful listening and the transformation of what is heard into its written form.

We can also make our own rules for this reproduction activity such as asking students to watch biographical film, then, ask the students to rewrite or re-tell the description of the figure based on the film they watch.<sup>13</sup>

6. Assessing Writing

In assessing writing, teacher has to notice the aspects and the elements of writing assessment. The best way in assessing student's writing skill is giving test. Weigle cited Hughes, "the best way to test people's writing ability is to get them to write".<sup>14</sup> So, asking students to

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<sup>12</sup> Byrne, Donn, *Teaching Writing Skill*, 48-49.

<sup>13</sup> Byrne, Donn, *Teaching Writing Skill*, 60.

<sup>14</sup> Sara C. Weigle, *Assessing Writing*, 1.

write as evaluation is very important to do by a teacher, to know students' development on writing skill.

According to Jacob in Weigle, there are five aspects seen in assessing writing that teacher has to be noticed. They are:

- a. Content; the teacher measure whether it is knowledgeable, substantive, through development of thesis, and relevant to assigned topic or not.
- a. Organization; the teacher measure whether the organization is well organized, seen from the stated/supported paragraph, the sequence, and the cohesion.
- b. Vocabulary; the teacher measure whether the choice and the usage of word are appropriate.
- c. Language; from the language, teacher measure whether the language is effective complete instruction, few errors of agreement such as the use of tense, number, articles, pronoun, and prepositions.
- d. Mechanic; from the mechanic, the teacher measure whether it demonstrates of mastery of convention, few errors of spelling, punctuation, capitalization, and paragraphing.<sup>15</sup>

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<sup>15</sup> Sara C. Weigle, *Assessing Writing*, 116.

From the explanation about the elements and aspects of assessing writing above, it can be concluded that assessing is needed to know student's development in writing skill.

## **B. Descriptive Text**

### 1. Definition of Descriptive Text

Writing descriptive text is describing activity, students have to describe about thing, place, or person they know or they see. Descriptive writing is to create a clear picture or impression of person, place or object. Its purpose is to describe and reveal a particular person, place, or thing.

Purslow states, "A descriptive paragraph is a group of sentences that describe a noun. A noun is a person, place, or a thing".<sup>16</sup> It is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). It is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.

Description gives sense impressions-the feel, sound, taste, smell, and look of thing. Emotion may be described too-feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the

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<sup>16</sup> Frances Purslow, *Learning to Write Descriptive Paragraph*, (New York: Weigh Publisher, 2008), 40.

reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.<sup>17</sup>

Hogue says, “When you write a description of person, you tell what he or she looks like. When you describe a place, you tell what it looks like. If you describe a scene with people, you might first describe the place, and then you might also tell what is happening and what the people are doing.”<sup>18</sup>

From the definition above, it can be concluded that writing descriptive text is interesting activity, we describe about feeling, sound, taste, smell, and look of thing, person, or place.

## 2. The Generic Structure and the Language Feature of Descriptive Text

### a. Generic Structure

The rhetorical structure of descriptive text is identification and description.

Identification : general statement about topic or subject wants to be described.

Description : the details of identification or the object.

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<sup>17</sup>Wishon and Burks, *Let's Write English*, 128.

<sup>18</sup>Ann Hogue, *First Step in Academic Writing*, (White Plains:Addison-Wesley Longman, 1996), 72.

The description might be: Parts/things (physical appearance), Qualities (degree of beauty, excellence, or worth/value), and other characteristics (prominent aspects that are unique).

b. Language Feature

- 1) The present tense is predominantly used.
  - Relational verbs (is, are, has, have) are used when classifying and describing appearance/qualities and part/function of phenomena.
  - Action verbs (live, walk, study) are used when describing behavior.
  - Mental verbs (feel, like) are used when describing feeling in literary description.
- 2) Adjective are used to add extra information.
- 3) Adverb/adverbial phrase are used to add more information about the manner, place, or time.
- 4) Sentences and paragraphs are thematically linked to the topic of description. For example;  
*The moon* is a lump of rock that goes around the earth. *It* is gray and brown.



5) Personal and literary descriptions generally deal with individual things. For example;

*My favorite toy, my house, my big bear*<sup>19</sup>

### 3. The steps of describing person

There are three different ways in describing person, according to Adeilstein and Pival. They are identification, impression, and character sketch.

#### a. Identification

Identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

#### b. Impression

Unlike the identification, the impression may not identify a person but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative

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<sup>19</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales, 2005), 98-100.

than identification, it may be more effective in capturing an individual's striking or distinctive traits

c. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits.

In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jock, cheerleaders, art students, religious fanatics, television devotes.<sup>20</sup>

In the implementation, writer will ask students to write person description using character sketch technique because it is more complete than the other.

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<sup>20</sup> Michael E. Adelstein and Jean G. Pival, *the Writing Commitment*, (New York: Harcourt Brace Jovanovich, 1976), 149-150.

#### 4. Assessing Writing Descriptive Text

There is no much different with assessing writing in general, some aspects of descriptive text adapted from Brown that must be noticed in assessing writing descriptive text are:

- a. Content; the discussion about content is related to *the topic and the details*, is the topic complete and clear? Are the details related to the topic?
- b. Organization; the discussion about organization is related to *the identification and description*, is the identification complete? Are the descriptions arranged with proper connectives?
- c. Grammar; grammar aspect talks about *the tense used and agreement* in accuracies.
- d. Vocabulary; it talks about *the effective choice of words and words forms*.
- e. Mechanic; the discussion about mechanic is related to *the spelling, punctuation and capitalization*.<sup>21</sup>

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<sup>21</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> ed., (New York: Longman, 2007), 163.

Aspect	Score	Performance description
Content (C) 30% - Topics - Details	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) 20% - Identifications - Descriptions	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse connectives
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement in accuracies
	3	Very few grammatical or agreement in accuracies but not affect the meaning
	2	Numerous grammatical or agreement in accuracies
	1	Frequent grammatical or agreement in accuracies

Vocabulary (V) 15%	4	Effective choice of words and words forms
	3	Few misuse of vocabularies, words forms, but not change the meaning
	2	Limited range confusing words and word form
	1	Very poor knowledge and words, word forms, and not understandable
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization

In the implementation, writer will use rubric assessment of writing descriptive text with the aspects explained above.

### C. Biographical Film

#### 1. Biographical Film Explanation

Advance English Dictionary define that film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement.<sup>22</sup>

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<sup>22</sup> Digital Dictionary, *Advance English Dictionary*.

Sherman says that as a stimulus or input, video can be used for discussion and for writing assignments. As input for projects or the study of other subjects, the 'film of the book' is particularly useful in the study of literature, and work based scenarios and training films are useful in special-purpose language teaching.<sup>23</sup>

Film is an audio-visual that can be used as medium for teaching language. It is a complete media because cater for all sensory learning. James states, "Audio visual aids (instructional material) are devices which can be used to make the learning experience more concrete, more realistic, and more dynamic".<sup>24</sup>

Students can listen and also watch the moving picture. So, it will be more interesting for students in learning language by using film. Film that is good for teaching medium is an authentic video. Authenticity itself is an inducement; there is special thrill in being able to understand and enjoy the real thing.

From the definition about film above, it can be concluded that film, film of an authentic videos especially, is good media that can be

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<sup>23</sup> Jane Sherman, *Using Authentic Video in The Language Classroom* (United Kingdom: Cambridge University Press, 2003), 2.

<sup>24</sup> Kinder S. James, *The Audio Visual Readers*, (San Diego: W.M. Brown Company, 1934), 2.

used for teaching and learning. One of film genre that can be considered is biographical film or biopic.

According to Giselle Bastin, Biographical Film or Biopic (stand for *Biographical Motion Picture*) is a film that retell a figure's real life dramatically. Biographical Films, they use real name of the central character.<sup>25</sup>

Biographical film is one of 'true story' film which put one individual's life at the center of the story. It is about relatively ordinary people invite comparison with oneself in all possible ways. Films about national leaders, showbiz personalities, artists or famous criminals make a good basis for comparison with national figures in other countries.

Unlike most fiction films, biographies of famous people usually have something (though not much) about the protagonist's work (famous people variation); they often also show success or failure very clearly and try with hindsight to make connection between circumstance, personality and society.<sup>26</sup> From the explanation above, it can be concluded that Biographical Film or Biopic is very good to use

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<sup>25</sup> Giselle Bastin, "Filming the Ineffable: Biopics of the British Royale Family", *a/b: Auto/Biography Studies*, Vol. XXIV, No. 1, (Summer, 2009), 34-49. <https://muse.jhu.edu/article/394170/pdf>, April 27, 2018.

<sup>26</sup> Jane Sherman, *Using Authentic Video*, 3.

in teaching and learning descriptive text, especially for describing person, because it is not only about 'describing' but, here, the students will get new information about the figure and they are also hoped to take a note how success people live their life.

The film will be shown is 'Ali'. It is a film about Muhammad Ali. The film tells about the story of his life and his way to be a legend of boxing.

## 2. Logistical problem with feature film

In using feature film, the teacher will not only look for ways of maximizing comprehension but also for ways of adjusting between the teaching hours and the duration of the film. Movies are long, teaching hours are short, so we also need to be able to fit films into a classroom schedule. Here are some possible ways to solve the problem:

### a. Illustrated talk

Tell the story of the film yourself, illustrating it by showing three or four key scenes chosen for their comprehensibility and impact. Leave the story at the climactic point and do not tell the ending (film presentation). Let them watch the climatic point and the ending. This is a good way of doing a number of films in a short time. The followings are the procedure of using illustrated talk:



- 1) Prepare the film will be shown
  - 2) Tell the story of the film by illustrating three or four scene
  - 3) Let the students watch the climatic point and the ending
- b. Salami tactics

‘Slice up’ the film into five or six episodes and do it over several lessons. This approach is time-consuming but worth it for very good film which everyone badly wants to see.

- c. Independent film study

If films are available for independent viewing, discuss strategies with students. If students are enthusiastic, suggest a more extensive independent film study project, done individually or in small group.<sup>27</sup>

From the description, writer sees that illustrated talk is not too complicated to be used to solve the problem between the teaching hours and the duration of film. So, the writer will use illustrated talk technique.

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<sup>27</sup> Jane Sherman, *Using Authentic Video*, 18-20.