

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing

1. Definition of Writing

Writing can occur communication between the writer and the reader, this can occur if the writer and reader understand the graphic symbols used to write the product skill in the written mode. It is also more complicated that it seems at first, and often seems to be the hardest of the skill, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation oh thoughts in structured way. “Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature”.¹

Based on Harmer (2004), writing (as one of the four skills of listening, speaking, raeding, and writing) has always formed part of syllabus in the teaching of English. However it can be used for a variety of purposes, ranging from being merely a ‘backup’ for grammar teaching to a major syllabus that stands in its own right, where mastering

¹Christina Russell McDonald and Robert L. Mcdonald, *Teaching Writing*, (New York: ShouthernIlllonois University Press, 2002), 7

the ability to write effectively is seen as a key objective for learners.²

Mc Crimmon defined writing as “an opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, and to learn something you didn’t know”³

While Frank J. D’Angelo define writing as “complex progress that allows writers explore in ideas and make them visible and concret”⁴

Hartman defined writing as “the process or result of recording language in the form conventionalized visible marks or graphics sign on a surface”⁵

Based on several definitions of writing above, it can be know that there are many experts defined writing in different paradigms, but essentially the definitions about writing which they give have same substance. So, the several definitions about writing above can be defined tha writing is a process of communication by exploring ideas and to improve our thinking in order can be understood by audiences.

² Jeremy Harmer, *How To Teach Writing*, (UK: Pearson Education Limited, 2004), 31

³James Mc Crimmon, *The Writing Process*, (New York: Houghton Mifflin, 1983), 6

⁴Frank J D’Angelo, *Process and Thought in Composition*, (cambridge: Massachusetts, Winthrop Publisher, Inc, 1980), 4

⁵R.R.K Hartman, and F.C Strock, *Language and Linguistic*, (London: applied sciences publisher LTD, 1976), 258

The purpose of student's writing have function to make their writing easier. According to Penny Ur "The purpose of writing, in principle is the expression of ideas the conveying of message to the reader. So, the ideas of themselves should arguably be seen as the most important aspect in writing"⁶

Meanwhile, Marjorie et.al. said that the purpose of writing are:

- a. To clarify the thought, a feeling, an impression or an experience of the writer
- b. To provide an information to the readers
- c. To persuade the readers so they can accept an idea
- d. To create a piece of imaginative literature⁷

2. Kinds of Writing

George E. Wishon and Julia E. Burk said "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 (explanation); the form of writing used to persuade or argue is called argumentation"⁸.

The kinds of writing as follow:

a. Narration

⁶Penny Ur, *Acourse in Language Teaching: Practice and Theory* (London: Cambridge University Press, 1996), 163

⁷Marjorie Farmer, et al, *Composition and Grammar II* (New York: Laid Law Brother Publisher 1985), 13

⁸George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), 378

Narration is the form used to relate the story of acts or events. The narrative text type tells a story using spoken or written language. It can be communicated using radio, television, books and newspaper or computer files.⁹ Thus, narration is telling that contains problematic experience.

b. Description

Description is strategy describing the person, place or thing. It is a piece of writing speech that gives details about what someone or something. Description reproduces the way things look, smell, feel, or sound; it may also evoke moods. Description written that describes and proposes characteristic, behavior of someone, condition of place and things.

c. Eksposition or Explanation

An exposition is a piece of text that present one side of an issue. Exposition is used in giving information, making explanation, and interpreting meaning. It includes editorial, essay, informative and instructional material. Explanation is to tell each step of the process (the how) and to give reasons (the why).¹⁰

d. Persuasion or Argumentation

An argument is a reason, logical way or demonstrating that the writer's position, better or

⁹ Mark Aderson and Katty Aderson, *Text Types English 2*, (Amsterdam: Macmillan, 1997), 2

¹⁰ Mark Aderson and Katty Aderson, *Text Types English 2*, (Amsterdam: Macmillan, 1997), 122

conclusion is valid. Persuasion or argumentation is used in persuading and convincing, an argument writing, writing tries of purpose evidence or reason to convince and influence the reader to support the opinion, ideas, attitude as well as writer conviction.

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, person, place 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.

3. Process of Writing

Teaching writing predominantly involves developing learner's skill in producing fixed pattern and responding to write means identifying and correcting problems in teh student's control of the language system. Many method and media can teacher use for teaching writing especially in especially in teaching writing narrative text.

In the teaching writing we can focus on the product of that writing or on the writing process. According to Jeremy Harmer in the writing proces there are four elements:

a. Planning

Before starting writing, the authors have to know what will be the authors write, and the authors have to have a good planning, and also having preparing. Experienced writer plan what they are going to write. Before starting write or type, they try and decide what it is they are going to say. For some writer this involves making detailed notes.¹¹

b. Drafting

We can refer to the version of a piece of writing as a draft. The draft can be like an outline. A text is often done on the assumption that it will be amended later. As the writing process processed into editing, a number of drafts may be produces on the way the final version.

c. Editing

Reflecting and revising are often helped by other readers (editors) who comment and make suggestion. Another reader reaction to piece of writing will helped the author to make appropriate revisions.

d. Final Version

Once writers have edited their draft, making the changes they consider baing necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.¹²

¹¹ Jeremy Harmer, *How To Teach English*, (England: Pearson Educational Limited, 2004) p.4

¹² Jeremy Harmer, *How To Teach English* (England: Pearson Educational Limited, 2004), p.5

4. Assessing 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 aspects of writing. They are; content, organization, vocabulary, language used and mechanics.¹³

Table 2.1

Aspect of Writing	Score	Category	Criteria
Content	30-27	Excellent to very good	Knowledgeable; substantive; through development of thesis; and relevant to assigned topic.
	26-22	Good to average	Some knowledge of subject; adequate; limited development of thesis; mostly

¹³ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.115

			relevant to topic but lacks detail
	21-17	Fair to poor	Limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization	20-18	Excellent to very good	Fluent expression; ideas clearly stated / supported; succinct; wellorganized; logical sequencing; cohesive
	17-14	Good to average	Somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor	Non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor	Does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent	Sophisticated range; effective

		to very good	word / idiom 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 not obscured
	13-10	Fair to poor	Limited range; frequent errors of word / idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor	Essentially translation; little knowledge of English vocabulary, idiom, word form; or not enough to evaluate
Language use	25-22	Excellent to very good	Effective complex constructions; few errors of agreement, tense, number, word / function, articles, pronouns, prepositions
	21-18	Good to average	Effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number,

			word order / function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor	Major problems in sample / complex constructions; frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good	Demonstrate 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 poor	Frequent errors of spelling, 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

B. Concept Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is kind of genre which has been taught in junior high school. The tense that used in descriptive text is simple present tense. According to Clause, Description adds an important dimension to our lives because it moves our emotion and expands our experience. Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.

John Langan states Descriptive is when you describe something or someone, you give your readers a picture in words. To make this “word picture” as vivid and real as possible, you must observe and record specific details that

appeal to your readers' senses (sight, hearing, taste, smell, and touch). More than any other type of writing, a descriptive paragraph needs sharp, colourful details.¹⁴

2. The generic structure of descriptive text are :

- a.** Identification: Identifies the person, place or thing to be described.
- b.** Description : Describe parts, qualities and characteristics of the person, place or thing.

When we describe a process or procedure, we often use present passive verbforms (is/are + verb stem + ed. it is manufactured) to give a general description. Based on the explanation above, it can be concluded that the criteria of descriptive text not only to entertain, express feelings, and persuade the reader, but also descriptive text has some competences that used in writing a descriptive text.

3. Grammatical Features of Descriptive text

Grammatical features there must be consist of:

- a.** 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.

¹⁴ John Langan, *Exploring Writing Sentence and Paragraphs*, 2nd Edition (New York: Atlantic Cape Community College, 2010). page 92-93.

- b. Using Relational verbs: “is, are, has, have” are used when classifying and describing appearance/qualities and parts/functions of phenomena.
- c. Using Adjective: to add extra information to nouns and may be technical, everyday, or literary, depending on the text.
- d. Using Action Verb: when describing behaviours/uses.¹⁵

4. Kinds of Descriptive Text

As we know that descriptive text is used to describe something, Such as person, place or thing. Usually, when people want to describe something such as people, they often describe each people in terms of age, personality, characteristic and so on. Therefore, there are three type of descriptive text:

a. Description of a place

In describing a place for example a room, we have to describe chronologically. Actually, there is no set pattern for arranging sentence in descriptive paragraph. It is not necessary to begin with ne area and then proceed to another one. However, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being describe. To make the paragraph more interesting, you can add a controlling idea that state an attitude or impression about the place being describe.

¹⁵Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: A UNSW Press book, 2005) p.99

And the arrangement of the details of your description depend on your subject and purpose.¹⁶

b. Description of a Person

Every person has their own characteristic, and therefore they are different. In describing someone, we have to describe the object based on what and how it looks like. Here three ways to identify the person based on the situation as follows:

1. Identification

Identification only consist certain statistical information (height, weight, age) visible characteristics (colour of hair, skin and eyes), and recognizable (scars, birthmark).¹⁷

2. Impression

Unlike identification, impression may not identify a person, but it does convey on overall ide of the object that will be describe. Although impression is usually less complete and informative than identification. It may be effective in capturing an individual striking distinctive trait.¹⁸

3. Character sketch

¹⁶Regina L. Smaller and Marry K. Ruetten, *Refining composition skill*, (New York: International Thompson Publishing Company, 4thedition), p. 69

¹⁷Michael E. Adelstein and Jean O. Piva, *The Writing Commitment*, (Harcourt Brace Jovanovich, Inch., 1976), p 149.

¹⁸Michael E. Adelstein and Jean O. Piva, *The Writing Commitment*, p. 150.

The complete description of people usually called character sketch: they may be referred to as profile, literacy portrait, and biographical sketches.

c. Description of things

To describe a thing the writer must have a good imagination about that thing that will be describe.¹⁹ Besides, to make our subjects as interesting and as vivid to our reads as they are to us: using proper nouns and effective verbs.

C. The Concept of Peer Tutoring

Basically the nature of learning and noble learning goals can only be addressed through a program that is directed, integrated, and accompanied by high enthusiasm to always renew the mechanisms and patterns of learning towards achieving educational goals in accordance with the demands of the times. Therefore, awareness to carry out innovations and breakthroughs from educational people needs to be developed and disseminated.

Doing an early learning strategy is an effort to anticipate the difficulties faced by students so as not to have a far impact on student learning achievement. One method that is thought to be able to make the atmosphere of learning interesting and fun and can overcome student learning difficulties is by using the peer tutoring method.

1. Definition of Peer Tutoring

¹⁹Michael E. Adelstein and Jean O. Piva, The Writing Commitment.

Peer tutoring is the process in which a pre-trained successful student teaches a concept or skill to another student or to a group of students.

According to Yurt and Aktas, Peer tutoring is often referred by educators as it increase the learning rate, contribute to social skill development, develop a range of other skills, and provide emotional benefits to the students. The students both improve their friendship relations and assist each other in learning thanks to the group studies they perform within the scope of peer tutoring. When studying together, using more similar and clear utterances positively affects the success of the peers. In addition, peer tutoring contributes to student motivation towards courses besides developing discussion, expression and interrogation skills.²⁰

In many traditional educational settings, peer tutors do not have control over the curriculum or over the materials used. It is, therefore, tempting to assume that peer tutors are more or less identical with their tutees. In the higher educational context, the concept of tutor as equal stems from the fact that the near-peer tutor is still an undergraduate, is seen as such (even though the tutor may be a more advanced undergraduate) and is more likely to be able to create an open communicative atmosphere than a teacher. The student

²⁰ Serap Uzuner Yurt and Elif Aktas, “*The effects of peer tutoring on university students' success, speaking skills and speech self-efficacy in the effective and good speech course*”, Academic Journals, vol.11, (10 June, 2016), 1036

tutor's credibility often stems from her/his previous success in 'the system'. The tutee may respond without fear of ridicule or reprisal and may be less reticent about asking 'stupid' questions of a peer tutor than they would of a teacher.²¹

Peer tutoring may involve older, more skilled or experienced individuals tutoring younger or less experienced tutees. These individuals may come from the same institution or from a different one. Tutoring may also take place between true 'peers', students with similar experiences and achievement levels.

While peer tutoring or better known as peers or among students, this can happen when students are first able to complete their own work and then help other students who are less able to complete their work.

According to Oemar Hamalik,²² Peer tutor learning has several goals among them:

- a. To increase the mastery of students' knowledge in accordance with the modules, apply relevant material enrichment efforts;
- b. To improve students' skills and skills on how to solve problems, overcome difficulties or obstacles to be able to guide themselves;

²¹ Nancy Falchikov, *Learning Together (Peer Tutoring in Higher Education)*, (London: RoutledgeFalmer, 2001), 4.

²²Oemar Hamalik, *Pendekatan Baru Strategi Belajar Mengajar Berdasarkan CBSA*, Bandung: Sinar Baru Algensindo, 2009), 74.

- c. To improve students' ability on how to learn independently and apply to each module being studied.

2. Steps of Peer Tutoring Learning Method

There are steps in peer tutoring methods that according to Sawali,²³ are as follows:

- a. The selected material is a material that allows students to be able to learn independently. The subject matter is divided into sub-sub-materials.
- b. Students are divided into heterogeneous small groups, as much as sub-sub-material to be conveyed by the teacher. Students who are good at disseminating in each group and acting as peer tutors.
- c. Each group was given the task of studying a sub-material. Each group is guided by students who are good at peer tutors.
- d. Give them enough time to prepare, both in class and out of class.
- e. Each group through its representative delivers the sub-material or the solution of the problem in front of the class, in accordance with the assigned task. The teacher acts as the keynote speaker.
- f. After all groups deliver their tasks in a row according to the sub-material sequence, conclude and clarify if there is a student understanding that needs to be formulated.

²³Sawali Tuhusetya, 2007, on line [http://Sawali.Info/2007/12/29/Diskusi-Kelompok-Terbimbing-Model-Tutor Sebaya/23 Agustus 2018](http://Sawali.Info/2007/12/29/Diskusi-Kelompok-Terbimbing-Model-Tutor%20Sebaya/23%20Agustus%202018).

3. Advantages and Disadvantages of Peer Tutoring Method

According to Syaiful Bahri,²⁴ there are the advantages and disadvantages of Peer Tutoring method as follow:

a. Advantages

The advantages of peer tutoring methods are as follows:

- Sometimes the results are good for some children who have feelings of fear or reluctance to the teacher.
- For tutors will have a result reinforce the concept being discussed. By telling the other child it is as if he reviewed and memorized it again.
- For tutors, it is an opportunity to train yourself to take responsibility in carrying out a task and practicing patience.
- Deepening the relationship between fellow students thereby strengthening social feelings.

b. Disadvantages

Besides having advantages, peer tutor learning methods also have some deficiencies as follows:

- Students who are assisted often learn less seriously, therefore only dealing with his friend, so the result is less satisfactory.

²⁴Syaiful Bahri Djamarah dan Aswan Zaim, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2006), cet. 2, 26.

- There are some children who become embarrassed to ask, for fear of secrets known to his friends.
- In certain classes the work of tutoring will be difficult to implement, because the gender difference between the tutor and the students who are given the improvement program (the ditutori).
- For teachers, it is difficult to determine the right tutor for a person or persons to guide.
- Not all students who are smart or fast learning time can work on it to their friends.

Learning by using peer tutoring method is expected every member more easily and freely in conveying the problems faced so that the students concerned is encouraged to learn.