

CHAPTER II

THEORETICAL FRAMEWORK

A. The Writing

1. The Definition of Writing

Writing as a communicative needs to be encouraged and nurtured during the language learner's course of study.¹ Writing is the activity that we can use to write our idea of the object into transcript style. Writing involves communicating a message by making signs on a paper. Writing as a productive skill has a big correlation to the mind activities. Through writing we not only communicate our ideas but also we can improve our writing skill.

According to H. Douglas Brown, 'writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language.'² Writing is one of the important writing from four basic skill in English learning. By writing he are giving time to think, trying our idea on paper, choosing out words, reading what they have written, rethinking, revising, rearranging, and the important one is to consider its effect on reader.

¹Marianne Celce-Murcia, *Teaching English as a Second or foreign Language*, (Boston: Heinle and Heinle, 3rd ed., 2001), 207

²H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco State University: Longman, 2004), 218

There are many people who want to success in studying by making a written, such as book, article, journal, short story, paper, thesis, etc. Elizabeth Henning takes the definition of writing from Febb and Durant, which “Writing is a tool for thinking, and the writing of a research paper implies a process of composition, construction and reconstruction”.³

Writing is an important part of language competence, It is a tool to develop ability in absorbing the information from the reading sources into writing sources it can convey the communication process clearer than speaking. Writing to write is not just a ‘natural’ extension of learning to speaking a language it needs standards form of grammar, syntax and vocabulary besides we should rely on the page to express the meaning using punctuation and spelling.

Writing is one of the criteria to show that you are illiterate member. Writing is not only used to convey the message, but also it can keep our memory when you are sad, joy, fulfillment etc. Today, writing becomes an important play in the academic life.

Writing for junior high school student has to be one of the additional subjects after the main subjects to get satisfying result of students writing ability, the teacher can use many methods in teaching writing. The method can use

³ Elizabeth Henning, et.al. *Finding Your Way in Academic Writing*, (Pretoria: VanSchaik, 2nd ed, 2005), 2

many methods in teaching writing. The methods can be peer editing which reinforces students to assess, advice, comment and compliment their peer. productive skill has a big relation to the mind activities through writing we can not only communicative our idea as but also improve our writing skill learning As a foreign language, learning this language is not as easy as learning Indonesia language, because it has different structure, pronunciation, and so forth. However, all languages have the same four skills that must be mastered, because the primary aim of learning and teaching English is the students can communicate each other whether in spoken or written language that they have been learned.

There are four skill in English which should be mastered, they are : reading, speaking, listening and writing. Writing is one of the most important competences in English, Elizabeth Boone provides some framework to the concept of writing. She said that, "writing is a form of communication, many people take for granted and encounter every day, can prove surprisingly difficult to define. And she said more complex, that writing as the communication of relatively specific ideas in a conventional manner by means of permanent, visible marks.

Writing is also social because it is a social artifact is carried out in a social, how we write, and who write to is shaped by social convention and by our history of social

interaction, the genres in which we write were invented by other writers and the phrases we write often reflect phrases earlier writers have written.⁴

So writing is more than talking on paper. Unlike informal speech, good writing is organized, terse, and efficient, like many language skills, these writing skills will transfer from the native language. For these students who lack these skills help build them for those who have them, help hone them.⁵

2. The Role of Writing

Writing is very important for our daily lives and it has a very significant role especially in the teaching-learning process. To be able to communicate with other people is not only a reason why writing is included as part of many language courses. In the first language education, learning to write involves learning a specialized version of language already known to students, this specialized language differs from spoken language, both in form and in use, but builds upon linguistic resources those students already possess. The ultimate goal of learning to write is for most higher education. At the university level in particular writing is seen not as just a standardized system of communication but also as an essential tool for learning. At least in the English-

⁴Sara Cushing Weigle, *Assessing Writing* (New York: Cambridge University Press, 2002), 19

⁵Jerry Jesness, *Teaching English Language Learners K-12*, (Thousand Oaks, CA: Corwin Press, 2004), 68

Speaking world, one of the main functions of writing at higher level of education is to expend one's own knowledge through reflection rather than simply to communicate information.

Writing as compared to speaking can be seen as more standardized system, which must be acquires through special instruction. Mastery of this standard system is important prerequisite of cultural and educational participation and the maintance of one rights and duties, the fact that writing is more standardized that speaking allows for a higher degree of sanctions when people deviate from that standard.⁶

3. The Purpose of Writing

In order communicative clearly in a piece of writing, there are three points at least that should be considered before it is bigen and during a writing activity, they are: audience, tone and purpose. Those three point will great influence in the next steps of writing process. The explanation is as follow:

a. Audience, tone, and purpose

Audience is the people who will read what it is have written. However,before and during writing activity a writer should try to understand the audience to whom the writing will

⁶Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 1st, 2002), .4

be addressed. Imagining or audience means we consider the knowledge, background, and predisposition the reader toward the subject.

Not only should be concerned with the audience, but the writer should also be concerned with the tone of writing. Tone reveals the attitudes toward subject by the choice of wooductter, by the choice grammatical structure, and even by the length of the sentence.

By meaning of this decisions she knows what she must do in writing stage, what kinds he materials needs, possible ways in which they may be organized, perhaps even the tone must take.

b. Writing process

Writing is not a simple process, it is a hard work. However, writing is an opportunity to convey writers ideas and to communicate her views to people. Sometime, students cannot communicate their ideas systematically to others in a written language. They find that their writing is bad and ineffective. Actually, a writer requires time and some process to make an effective good writing.

4. The Kinds Of Writing

a. Narration

Narration is a form of discourse that arrange an event in a story in chronological order, so that audience or reader understand the progression.

Narration tells an action or a group of actions in such a way with the mainly purpose is to inform, to explore, to entertain or to persuade. Narration is the form of writing used to relate the story of act or events. Narration places occurrences". On example of the narrative is a novel, short stories, etc

The subject of narration is a series of related events—a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

b. Exposition

Exposition explains. How things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how many people get divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/ negative, general/particular, assertion/denial. Its movement is signaled by connectives like *therefore, however, and so, besides, but, not only, more important, in fact, for example*.

Expository writing carries information, usually the essay's foundation. The rules for exposition are clarity, conciseness and vigor.

"Exposition is used in giving information, making explanation, and interpreting meaning. It includes editorials,

essay, and information and instructional material”¹⁶. Readers will find information and instructions, even encouraged to follow the process who written by the author. One example of the exposition is procedure text, such as how to take medicine properly.

Exposition is the form of writing which explains a subject. Exposition in its purest form seeks only to explain, to expose or we might say “what is what”. It is often used to explain how something works or how to do something. Exposition also may be used to explain a process that is to tell how something is made or done. Its purpose is to make readers understand.

c. Descriptive

Descriptive is writing in the process of creating visual images and sensory impressions through words. Often the main purpose of description is to inform readers about something. At the order times, however, writer uses descriptive writing to an effect, to evoke a mood of their readers or to influence their opinion what is being described. In essays, a description can serve several purposes.

Description deals with perceptions—most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

d. Argumentative

Wishon and Burk defined that “Argumentation is used in persuading and convincing. It is closely related exposition and is often found combined within. Argumentative is used to make a case of to improve or disprove a statement or proportion.

“Argumentation is used in persuading and convincing. It is closely related to exposition and is often combine with it”. Argumentation is written that explain the problem or condition that is proved by data and facts with purpose to argue, persuade, influence the readers, so that will be follow or like which is hoped by the writer.

5. The Process of Writing

In the teaching of writing we can focus on the the product of that writing or on the writing process itself.

According to Jeremy Harmer in the writing process there are four main elements:

a. Planning

Experienced writers plan what they are going to write before starting to write on type, they try and decide what it is they are going to say. For some write this may involve making detailed notes. When planning writer has to think about three

main. Issues in the first place they have to consider the purpose of their writing.⁷

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.⁸

c. Editing (reflecting and revising)

Once writers have produced a draft they the, usually read through what they have written to see where it work and where it doesn't. Perhaps the order of the information is not clear, perhaps the way something is written is ambiguous or confusing.

Reflecting and refising are often helped by other readers (or editor) who comment and make suggestion.

Another reader's reaction to a piece of writing will help the auther to make appropriate revision.⁹

⁷Jeremy Harmer, *How to Teach Writing* (Edinburgh : Pearson Education Limited, 2004), 4.

⁸Jeremy Harmer, *How to Teach Writing* (Edinburgh : Pearson Education Limited, 2004), 4.

⁹Jeremy Harmer, *How to Teach Writing* (Edinburgh : Pearson Education Limited, 2004), 4.

d. Final Version

Once writers have edited their draft, making the changes they consider to be 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. But the writer is now ready to send the written text to its intended audience.¹⁰

Proses writing very important because it will organize a writing text. The kinds of writing like free writing not use proses writing because free used words. Proses writing can help a writer be good writer when writing text.

6. Assessment of Writing

In every lesson, the teacher should be does the evaluation, in order to know the understanding of the students of the material that given by the teacher. One of the evaluation form in the test. In English, the assessment of the test every skill is different. In this research, the writer takes the test in writing, so the criteria of assessment of the writing is adopted from Sara Caushing W.

¹⁰Jeremy Harmer, *How to Teach Writing* (Edinburgh : Pearson Education Limited, 2004), 4.

This is the specific criteria of writing according to Sara Causing W, are:¹¹

Aspect	Score	Level	Criteria
Content	27-30	EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> • Knowledgeable • Substantive • Thorough development of thesis • Relevant to assigned topic
	22-26	GOOD TO AVERAGE	<ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to topic but lacks detail
	17-21	FAIR TO POOR	<ul style="list-style-type: none"> • Limited knowledge of subject • Little substance • Inadequate development of topic
			<ul style="list-style-type: none"> • Does not show knowledge of subject

¹¹Sara Causing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 116

	13-16	VERY POOR	<ul style="list-style-type: none"> • Non substantive • Not pertinent • Or not enough to evaluate
Organization	18-20	EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • Cohesive
	14-17	GOOD TO AVARAGE	<ul style="list-style-type: none"> • Somewhat choppy • Loosely organized but main ideals stand out • Limited support • Logical but incomplete sequencing
	10-13	FAIR TO POOR	<ul style="list-style-type: none"> • Non-fluent • Ideas confused or disconnected • Lacks logical sequencing and development
	7-9	VERY POOR	<ul style="list-style-type: none"> • Does not communicate • No organization

			<ul style="list-style-type: none"> • Or not enough
Vocabulary	18-20	EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> • Sophisticated range • Effective word/idiom choice and usage • Word form mastery • Appropriate register
	14-17	GOOD TO AVARAGE	<ul style="list-style-type: none"> • Adequate range • Occasioanl errors of word/idiom form. Choice, usage but meaning not obscured
	10-13	FAIR TO POOR	<ul style="list-style-type: none"> • Limited range • Frequent errors of word/idiom form, choice, usage • Meaning confused or obscured
	7-9	VERY POOR	<ul style="list-style-type: none"> • Essentially translation • Little knowledge of English vocabulary, idioms, word form • Or not enough to evaluate

Language use	22-25	EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> • Effective complete construction • Few errors of agreement, tense, number, word, order/function, articles, pronouns, preposition
	18-21	GOOD TO AVARAGE	<ul style="list-style-type: none"> • Effective but simple construction • Minor problems in complex construction • Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	11-17	FAIR TO POOR	<ul style="list-style-type: none"> • Major problem in simple/complex construction • Frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition,

			<p>and/or fragment, run-ons, deletions</p> <ul style="list-style-type: none"> • Mening confused or obscured
	5-10	VERY POOR	<ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate or not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> • Demonstrates mastery of conventions • Few errors of spelling, functuation, capitalization, paragraphing
	4	GOOD TO AVARAGE	<ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR	<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation , capitalization, paragraphing

			<ul style="list-style-type: none"> • Poor handwriting • Meaning confused or obscured
	2	VERY POOR	<ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors of spelling, punctuation, capitalization, paragraphing • Handwriting illegible • Or not enough to evaluate

B. The Concept of Descriptive Text

1. Definition of descriptive text

Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.¹² According to Mona Scheraga “We are often influenced by other people’s description: of their vacation, of their homeland, their new boyfriend, a television program or movie, etc. Being able to describe something so others can see it through our words is not an easy task.

¹²Jeremy Harmer, *How to Teach Writing* (Edinburgh : Pearson Education Limited, 2004), 351.

We have to be able to organize our thoughts enough so our description is not a jumbled of words-so people can actually visualize what we were talking about”¹³

2. Social Function of descriptive text

Usually descriptive text is to describe a particular person place thing's etc.¹⁴ In a descriptive text, the writer as authority inform something to the unknown readers of listeners. The descriptive text may come in many forms, such as text book encyclopedia, or essay text answer.

3. The kinds of descriptive text

Descriptive writing is of two broad kinds: objective and subjective.

- a. In objective description the writer sets aside those aspects of the perception unique to himself and concentrates on describing the percept (that is, what is perceived) in itself.
- b. In subjective (also called impressionistic) description a writer projects his or her feelings into the percept. Objective description says, ‘‘This is how the thing is,’’ subjective, ‘‘This is how the thing seems to one particular consciousness.’’¹⁵

¹³Mona Scheraga, *Beginning English writing Skills*, (NTC/Contemporary publishing Group, Inc; Steve Van Thourmout,1995), p. 96

¹⁴Rahmat Sonjaya and Iyan Sopiana, *Modul Alat Pembelajaran Bahasa Inggris*, (Jakarta: CV Sekawan, 2007) tt, 7

¹⁵N.Wagner, Edith, *Express Yourself Writing Skills for High School*, (New York:Learning Express LCC, 2002), P. 352

We can describe anything that we find in a way, movie, homeland, and anything else. To describe something we must organize the words into a correct sentence until completely paragraph, so reader can visually condition

C. The Rhetorical Structure, The Grammatical Patterns

1. The Rhetorical Structure of Descriptive Text

Descriptive text has structure as below:

- a. Identification, in the form of containing statement one this topic of language object to description.
- b. Description, containing description detail about such object to description.

2. The Grammatical Patterns of Descriptive Text

Require to comprehend that in text type of description many utilizing sentence and usage of form of present, usage of conjunction beyond question needing to realize text which coherent. Usage of form of present tense very dominant because of what explained in description as for which included in category of facts. General accepted-facts, or reality.¹⁶

However if they are analyzed carefully, the slight difference between the two text type will level. The purpose of the two texts are to give the live description of the object/participant. Both the report and descriptive text

¹⁶ Pardiyono, "*Pasti Bisa ! Teaching Genre Based Writing*", (Yogyakarta: Andi Offset, 2007), P. 33-34

try to show rather than tell the reader about the factual condition of the object.

D. Type of Classroom Writing Performance

Classroom writing performance means the writing activity where both students and teacher can learn writing together in the class. These type of classroom writing performance need some spaces because teaching and learning writing is so complex.

Many ways that can be done to develop students writing skill especially for desriotive text, it depends on the style of teaching methoed. Here are the type of classroom writing performance:

1. Imitative or writng down

At the beginning level of learning to write, students will simply''write down english letters, words,and possibly sentences in order to learn the conventions of the orthographic code.

2. Intensive or controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concept. This intensive writing typically appers in controlled, written grammar exercises. This type of writing would not allow much, if any,creativity on the part of the writer.

3. Self-writing

A significant proportion of classroom writing may be developed to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classroom is note taking, where students take notes during a lecture for the purpose of later recall. Other note taking may be done in the margins of books and on odd scraps of paper.

4. Display writing

It was already noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercise, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5. Real writing

While virtually every classroom writing task will have an element of display writing in it, nevertheless some classroom writing aims at the genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lie some practical instances of a combination of display writing and real.¹⁷

¹⁷H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), 327-330.

Classroom writing performance can make a studying situation so complex, in studying activity need some treatment or kinds studying style because it will help student not bored.

E. Concept of Hypnotic Writing

1. Definition of Hypnotic Writing

Hypnotic Writing is intentionally using words to guide people into a focused mental state where they are inclined to buy a product or service. Hypnotic writing is a form of waking hypnosis. Anything which makes a reader react because of mental images the plant in their minds is hypnotic writing.¹⁸

Actually, hypnotic writing is marketing strategy knowledge by Joe Vitale. He is a writer about marketing strategy not only hypnotic writing there are Attractor factor, Hypnotic writing wizard, etc. But according to Dewa Eka Prayoga “*I have used hypnotic writing techniques in every book I write..The science that I learned I apply for the benefit of speaking, writing, and doing business*”.¹⁹ Its mean this technique can be implement towards teaching and learning activity especially in writing studying.

2. Steps of Hypnotic Writing

For educational purpose, the writer have reproduced the basics of his formula and use it. Rank spells out how to create

¹⁸Joe Vitale, *Hypnotic Writing*, (New Jersey: John Wiley and Sons, Inc., 2007) 27

¹⁹Dewa Eka Prayoga, *Easy copy writing kontek abis, sampai laris* !, (Sukabumi: Delta Saputra, 2015), p. 48

the structure of hypnotic writing: Get attention, build confident, stimulate desire, create urgency, ask for the order.²⁰

The Vitale Hypnotic writing Formula:

- a. Intention : Directing your mind
Intention used to think a material that will described
- b. Research : Feeding your mind
Research a material that will described
- c. Creation : Unleashing your mind
Creation a material description until completely so a reader visually condition
- d. Rewrite : Sharpening your mind
Rewrite is proses writing to sharpening material description
- e. Test : Training your mind.²¹
Test is proses to know the capabality. Test is the sequence of questions or task that used to measure students skill, intelligence knowledge, their ability or talent that have by individual or group²²

From explain above the concept of hypnotic writing are using visual (picture) to more explaining object, not only

²⁰Joe Vitale, *Hypnotic Writing*, (New Jersey: John Wiley and Sons, Inc., 2007)

²¹Joe Vitale, *Hypnotic Writing*, (New Jersey: John Wiley and Sons, Inc., 2007), 205

²²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,(Jakarta:Rineka Cipta, 2010), 150

explain the feature or characteristic of object but explain the benefit of object, and using of words that persuade a reader

F. Assumption and Hypothesis

1. Assumption

Based on the research that using Hypnotic writing in writing descriptive text, the researcher assumes that there are effect of hypnotic writing toward student writing descriptive text, especially on student at Second Grade of SMP Islam Ar-rochmah Cilegon. The assumption will investigate by the researcher using experiment research. The research will collect some scores about students' writing descriptive text before and after get treatment.

2. Hypothesis

Significant critical value 0.05 and 0.01 criteria:

If $t_0 > t_t$: The alternative hypothesis is accepted. It means there is effect of using Hypnotic Writing toward students' writing descriptive text.

If $t_0 \leq t_t$: The alternative hypothesis is rejected. It mean there is no effect of using Hypnotic Writing toward students' writing descriptive text.

The hypothesis of the research describes how the research must be answered.