

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is a process. It is a process of composing meaning for an intended readership. Writing is a process which is used by the writer to negotiate meaning text. So writing is so important for students of all kinds, and as it is such a wide umbrella term. It is hardly surprising that there is a range of approaches and types of practice for it¹.

According to R.R. Jordan explained that writing is a process which organizes words to get meaning in a text, it is not so hard for students but it is very important for student ability, than Moodle in writing is practice for it.

Writing is an ability that requires a process inside. Writing is not a natural gift that is born by itself. A majority of students find it difficult to write English texts and assume that they have no talent in the matter, so there are many cases where students are asked to write something in English, which happens instead they just sit still for a long

¹ R.R. Jordan, *English For Academic Purpose*, (New York: Cambridge University Press, 1997), 164.

time with blank paper. “A realistic attitude about writing must build on the idea that *writing is a skill*. It is a skill like driving, typing, or cooking, and like any skill, it can be learned.”²

Actually, writing will be easy to learn since it is not ‘a natural gift’. It is a skill when everyone can learn. Learning to write is like when you learn to ride a Bike. You will fall down, when you felt down, you will try to wake up and got on your bike in many times. If you gave up to ride, you will not be able to ride your bike.³

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

According to Nunan in a Journal of Education defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Writing is a process that involves the brain as a tool for thinking ideas through written form, where the idea should be developed into a

² John Langan, *Exploring writing: Sentences and Paragraphs*, (New York: The McGraw-Hill Companies, 2010), p.10

³ Haryana Cerah, *Writing 2: Paragraph writing*, (Serang: HC Publishing, 2003), p.11

good paragraph with good content. The mechanics of the writing process are based on organizing, vocabulary, and language usage

Writing is one of the most significant cultural accomplishments of human beings. It allows us to record and convey information and stories beyond the immediate moment. Writing allows the people to communicate at a distance, either system residing in our brain which allows the people to produce and interpret utterances. Writing involves making an utterance visible⁴.

According to Henry Rogers writing is one way of communication, writing is a skill to produce words to be visible.

2. Purpose of writing

According to Ann Marie Radaskiewicz McNeely⁵

There are three purposes in writing

- a. To entertain: to provide the reader with a pleasurable experience, perhaps by telling them an interesting story or by making them laugh such as in novels and short stories

⁴ Henry Rogers, *Writing System Linguistic Approach*, (New York: Wiley Blackwell publishing, 2005), 2.

⁵ Ann Marie Radaskiewicz McNeely, *11 Essential of effective writing*, (Boston: Wasdworth, 2014), 5.

- b. To persuade: to increase the reader understanding of the topic or to teach them to do something. Textbook, summary
- c. To inform; to convince the reader to change a believe or a behavior such as Editorials, proposals, and many essays Save a persuasive purpose.

Based on Ann Marie Radaskiewicz McNeely state about purpose of wnting, the writer conclude that the purpose writing are to entertain, to persuade, to inform. All of the purpose can use by the reader when they read the differert text, because evens text has a different purpose.

Jeremy Harmer stated on his book, "How to teach English the reason lor teaching English writing to students ot foreight language. They are reinforcement, language development, leaning style and most importantly, writing as a skill in its own right". All is clearly explained in the following points:

1. Reinforcement Some students easly require language items through unul way but most of them find it easier when they see it. Thus, when they

write down, writing reinforces students to acquire language indirectly.

2. Language Development The actual writing process helps students to learn language directly.
3. Learning style For many learners, writing gives the time to think produce language in a slower way.
4. Writing as skill. The most important reason for teaching writing is that skill, just as important as speaking, listening and reading.

3. The Kind of Writing

a. Narrative

Narrative writing is a type of writing in which the author places himself as the character and narrates you to the story. Novels, short stories, novellas, poetry biographies can all fall in the narrative writing style, Simply, narrative writing is an art to describe a story. In narrative writing, tells a person, story or event. Narrative writing has characters and dialogues in it. Narrative writing has definite and logical beginnings, intervals and

endings. Narrative writing often has situations like disputes, conflicts, actions, motivational events, problems and their solutions.

story allows us to look at antenarration before the emplotment of story, and to search for pre-understanding before the story becomes followable⁶.

Based on John Langan about narrative, the writer conclude that narrative used for text that usually tell about story.

b. Descriptive

Descriptive ia describe a particular place, person, or think Descriptive mention the pan, quality, and characteristics of the subject being describe Descriptive expo ure or depiction in word an object, plaue, mood or circumutance⁷. A primary purpose of descriptive writim is describe a person, place or thing in such away that a picture is formwd in the reader's mind. It does not tell

⁶ David M.Boje, *Narrative Methods for Organizational & Communication Research* Media Edition, (London: SAGE Publications Ltd, 2001), 2.

the reader that flower ia beautiful, it shows them the flower is beautiful.

c. Expository

Expository writing is a subject-oriented writing style, in which the main focus of the author is to tell you about given topic or subject, and leave out his personal opinions. He furnishes you with relevant facts and figures and does not include his opinions. This is one of the most common type of writing styles, which you always see in text books and usually "How to" articles, in which the author tells you about a given subject, as how to do something Expository writing usually explains something in a process, equipped with facts and figures, and usually in a logical order and sequence⁸.

Based on the statement above that expository is persuade by presenting argument or to analyze or explain 'how' and 'why' Usually by text organization a thesis arguments, and reiteration

⁸ Syed Hunbbel Meer, "Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative," <http://hunbbel-meer.hubpages.com/hub/four-types-of-writing>.

d. Persuasive

. Persuasive writing is a type of writing which contains justifications and reasons to make someone believe on the point the writer is talking about Persuasive writing is for persuading and convincing on your point of view. It is often used in complain letters, when you provide reasons and justifications for your complaint: other copywriting texts, TV commercials, affiliate marketing pitclies etc. are all diferent types of persuasive writing, where author is persuading and convincing you on something he wants you to do and/or believe.

4. The Process of Writing

The writing process is a way to describe the steps that effective writers follow, from the initial point of coming up with an idea for writing to the final point the writing process is recursive, meaning you repeat specific parts until

you're satisfied with the results, like in Figure. The writing process consists of five stages⁹

a. Prewriting

The prewriting stage of the writing process the students plan what they want to write, choose a topic, build on the idea, then organize information to get purpose of the writing

b. Drafting

In the drafting stage, the students write their idea in sentences and paragraph. They set the topic sentence, supporting sentence, and the conclusion.

c. Revising

In this stage, the students check up the description above. They add more information about particular topic to make their writing better

d. Proofreading

In the proofreading stage, the students examine their writing for punctuation, spelling, sentence, structure, and word usage.

⁹ Luis A. Nazario, Deborah D. Borchers, William F. Lewis, *Bridges to Better Writing* (Boston: Wadsworth, 2010), 9.

e. Reflecting

The final stage of the writing process is reflecting, Reflecting is publishing. this stage the students publish their writing on paper. then they presnt it on group.

According to Luis and Deborah about the process of writing. The writer conclude that process of writing used to make our written is perfect and can make writing process more easly.

B. Descriptive writing.

1. Definition of Descriptive Writing.

There seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions are all quite different. But they're all *writing*. They all have the basic aim of getting ideas from one brain into another.¹⁰

Whatever type of writing we make, whether those are essays, business materials, fictional essays, articles, letters, or journals, they are actually summarized in four main types of writing, including Narrative, expository, persuasive, and descriptive. Each of the four genres of writing has a different

¹⁰ Kate Grenvile, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p.vii

purpose, and they all require different types of writing skills called discourse modes or rhetorical modes. Higher education institutions teach nine traditional rhetoric modes, but most of the pieces required to be written will have one of these four main goals.

1). Narrative

According to Jordan,

Narrative is an account or description of events in the past which entails following a time sequence or chronological order (i.e. earliest first). Verb forms commonly used are the simple past active (e.g. it organized), simple past passive (e.g. it was created), and past perfect active (e .g. it had developed).¹¹

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

2). Expository

“The genre of expository is a fundamental language function for understanding the world and how it operates”¹². Expository text are sets forth, facts. It is probably the most common writing genre you will come across throughout your day. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author’s personal opinions.

¹¹ R.R Jordan, *Academic Writing Course: Study Skill in English*, (Cambridge: Cambridge University Press, 1997), p.27

¹² Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: A UNSW Press book, 2005). P.126

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

3). Procedure

“Procedure text is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of series.”¹³. Its social function is to describe how something is completely done through a sequence of series. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps. There are three generic structures in procedure text. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. To know the text that we read is procedure or not is so simple. You can read the title if the title is started with ‘how to make...’ or ‘how to use...’ it can be certainly that the text is procedure text.

¹³ British course, “procedure text, definition, generic structures, purposes, language features” February 11 ,2013. Retrieved on April 27, 2018 From <http://britishcourse.com/procedure-text-definition-generic-structures-purposes-language-features.php>

4). Descriptive

Based on Oxford Dictionary, Descriptive means saying what is like.¹⁴ Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

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

a. The Stage of Writing Process

According to Grenvile, there are some ideas that we can use the same process for any kind of writing. Short stories, essays, reports—they all look very different, and they're doing different jobs, but we can go about them all in the same way using these same six steps. The steps are Getting ideas, Choosing, Outlining, Drafting, Revising, and Editing.¹⁵

¹⁴ Oxford dictionary, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p.120

¹⁵ Kate Grenvile, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p.vii

1). Getting ideas

Getting an idea sounds very easy on our minds, but it turns out if our minds are filled with fear of possible grammatical or spelling errors in writing, it will be difficult. to get an idea we have to free our minds, so we will be more comfortable in writing, Grenville stated that, "Here are four foolproof ways to get some words down on that blank page: making a list, making a cluster diagram, researching or independent investigation, freewriting."¹⁶

2). Choosing

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

3). Outlining

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

According to Grenville,

To make outline there are three things to watch out for; **A Beginning** (some kind of introduction, telling the reader where they are and what kind of thing they're about to read), **A Middle** (the main bit, where you say what you're there to say), and **An End** (some kind of winding-up part that lets the reader know that this is

¹⁶ Kate Grenville, p.20

actually the end of the piece, rather than that someone lost the last page).¹⁷

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

4). Drafting

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

5). Revising

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

6). Editing

Writing that have been made will be reviewed and updated as a whole in the editing phase “Basically ‘editing’ means making your piece as reader-friendly as possible by

¹⁷ Kate Grenville, Kate Grenville, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p. 78

making the sentences flow in a clear, easy-to-read way.”¹⁸
with the correct use of English in grammatical, spelling, and
paraphrase composition.

According to Langan,

Even professional writers do not sit down and write a paper automatically, in one draft. Instead, they have to work on it a step at a time. Writing a paper is a process that can be divided into the following steps; Pre-writing, writing the first draft, revising, editing and proofreading.¹⁹

b. 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 aspect of writing. They

¹⁸ Kate Grenville, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p. 176

¹⁹ John Langan, *Exploring writing: Sentences and Paragraphs*, (New York: The McGraw-Hill Companies, 2010), p.17

are; content, organization, vocabulary, language used and mechanics.²⁰

Table 2.1

No	Level	Score	Criteria
1.	Content	30-27	Excellent to very good: knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	Fair to poor: limited knowledge of subject, little subject, inadequate development topic.
		16-13	Very poor: does not show knowledge of subject, non-substantive, or not enough to evaluate.
2.	Organization	20-18	Excellent to very good: Fluency expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive
		17-14	Good to average: Somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	Fair to fair: non-fluent, ideas confused or disconnected, lack logical,

²⁰ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.115

			sequencing and development.
		9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate
3.	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/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 most obscured.
		13-10	Fair to fair: limited range, frequent errors of word/idioms for choice, usage, meaning confused or obscured.
		9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4.	Language Use	25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronoun, preceptions.
		21-18	Good to average: effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number, word/order fuction, articles, pronouns, preceptions but meaning seldom obscured.
		17-11	Fair to fair: major problems in simple/complex construction, frequent errors negation, agreement, tense, number,

			word./order fuction, articles, pronouns, preseptions or fragments, ruons, deletions, meaning confused or obscured.
		10-5	Very poor: virtually no mastery of sentence contruction rules, dominated by errors, does not communication, or not enough to evaluate.
5.	Mechanic	5	Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	Fair to fair: frequent errors of spealling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

2. The Purpose of Descriptive Writing

Descriptive writing is to give a description about an object that they described clear and alive because the purpose of descriptive writing is to make the readers feel how the object looks, feel how the object look, feels, smells, tastes and sounds. Thus, in descriptive writing, the readers have been given detailed object, vivid picture and use five sense of concrete words that will enable the readers to see, feel, hear, taste touch or smell what the object is describing.

3. The Characteristic of Descriptive Writing

A descriptive writing serves only to describe an object. There are some characteristics about descriptive writing, such as:

1. Using figures of speech (see, hear, taste, smell, touch)
2. Using vivid picture is to make the description clear and realistic.
3. Using variety of words. It means that use of variety of adjectives, compound adjectives, linking

verb/relating verb, expression and feeling, phrases to suggest colors.

4. Using any details. If anyone want to describe an object. They should not describe just its habit, its characteristics and its relationship.

4. The generic Structure

Descriptive text has structure as below²¹ :

1. Identification, it is a part which introduces or identifies the character (person, place, or thing)
2. Description. It is a part of which describe the phenonenen in parts, qualities, and characteristic

5. The language future

1. Specific participant, it is has specific object.
2. Using adjective, to explain noun.
3. Using simple present tense, becauss it is explain about fact phenomenon.
4. Using action verb, to show an activity

²¹ “Descriptive Text - FULL MATERI & CONTOH 2018” Jakarta, 8 Januari.,2018. <http://www.englishindo.com/2012/07/descriptive-text.html>

C. Media

1. Types of Media

E-learning is an online learning that utilizes computers and the internet. In the opinion of Sondang P. Siahaan written by Prasojo & Riyanto, there are three functions of electronic learning to the learning activities in the classroom are :

1. In addition (supplement), e-learning serves as an insight additive and is optional
2. Complementary, e-learning functions as enrichment and remedial media for students,
3. As a substitute (substitution), e-learning is used instead of classroom

E-learning can be defined as a form of information technology applied in the field of education in the form of a virtual school. With elearning, the student or learner) does not need to sit nicely in the classroom to listen to every speech from a teacher directly Elearning can also shorten the schedule of learning time targets, and of course the king

saves the cost to be incurred by a course or educational program.

Descriptive Material is expected to be packaged in an interactive learning concept through e-learning Moodle which can also be used as a reference for students to learn independently. How to utilize information technology for learning activities by Warsita²², as follows:

- a. Web Course, is the use of information technology for educational purposes, where all teaching materials, discussions, consulting assignments, exercises, and exams are fully submitted via the internet. Students and teachers are completely separate and there is no need for face-to-face contact
- b. Web Centric Course, where some of the teaching materials, discussions, consultations, assignments, and exercises are delivered via the internet; while exams and some consultations, discussions and exercises are conducted face-to-face.

²² Warsita Bambang, *Pendidikan Jarak Jauh* (Bandung: PT Remaja Rasdakarya, 2011), 42.

- c. Web Enhanced Course, which is the use of internet for education, to support the improvement of quality of learning activities face-to-face in class.

Of the three types, the type chosen by researchers in developing Moodle is the Web Centric Course type. This is because the previous students only get the material through learning activities in the class so that the results of student learning less than the maximum.

1. Moodle

Moodle is a name for an application program that can transform a learning medium into in the form of the web. Moodle allows students to enter into the digital classroom to access online learning materials. According to Munir in Nurwita Yuliastuti Pujayanto and Elvin Yusliana Ekawati The term Moodle takes and stands for Modular Object oriented Dynamic Learning Envaronment, which

means a dynamic learning place using an object-oriented model”²³.

Moodle in question is the latest Moodle compatible for windows (in this study developed Moodle 2.4). Moodle can be downloaded in .zip form at www.Moodle.org.

2. Advantages Moodle

1. Simple, efficient and lightweight, and compatible with many browsers.
2. Easy installation with support in multiple languages including Bahasa Indonesia.
3. Site management availability for overall site setup, module changes, etc.
4. Availability user management and good course management Ease of installation to compose an e-learning into one of the considerations researchers choose Moodle as an e-learning base to be developed

3. Disvantages

²³ Munir, *Kurikulum Berbasis Teknologi Informasi dan Komunikasi* (Bandung: Alfabeta, 2012), 34.

1. Requires more understanding of the sytem.
 2. The need for experts to build their E-Learning system.
 3. It costs more
 4. Requires special hardware
 5. Must install special applications
4. Learning activities supported by Moodle

Moodle has a variety of facilities that can be useful support activities learning. The facilities contained in Moodle include Assignment, Chat, Forum, Quiz, and Survey. The explanations for each facility according to Amiroh are as²⁴ :

1. Assignment is used to assign assignments to students online. Students can access task material and collect tasks by submitting files of their work.

²⁴ Amiroh, “*Membangun e-learning dengan Learning Management System Moodle*”, (Sidoarjo: PT Berkah Mandiri Globalinso, 2005), 21

2. Chat is used by teachers and students to interact online by means of text dialogue (online conversation).
3. The forum is an online discussion forum between teachers and students discussing topics related to learning materials.
4. Quizzes are used by teachers to conduct online test exams.
5. Survey used to conduct polls