

CHAPTER II

THEORITICAL FOUNDATION

A. Writing

1. Definition of Writing

In science, writing as a tie to our knowledge not runs whenever and we must practice our science for another people.

God say in surah Al-Kahfi 109:

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا

بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

109 Say: Though the sea became ink for(writing) the Words of my Lord, verily the sea would be used up before the (written) words of my Lord were exhausted, even though We brought the like thereof to help."¹

From the above verse we can concluded that knowledge is to write god explain that his science is very much and if we write it can not be finished. We must be good written.

As reported Abu Hurairah:

¹Arif Rifhan, *Al-Qur'an TigaBahasa*, (Depok : Penerbit Al-Huda, 2010), p.573

قَالَ سَمِعْتُ أَبَا هُرَيْرَةَ يَقُولُ: لَيْسَ أَحَدٌ مِنْ أَصْحَابِ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَكْثَرَ حَدِيثًا عَنْ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مِنِّي إِلَّا عَبْدَ اللَّهِ بْنِ عَمْرٍو فَإِنَّهُ كَانِيَكْتُبُ وَ كُنْتُ لَا أَكْتُبُ (رواه الترمذي)

: I heard Abu Hurairah said: "No one of the companions of the Prophet are more hadith of the Prophet Muhammad from me except Abdullah bin Amr, as he wrote, while I do not write." (HR. Tirmidziy)²

From hadith above of Abu Hurairah: "He (Abdullah bin Amr) wrote it I did not write" indicates that Abdullah bin Amr bin Ash has it more than him.

“Writing is an important from of communication in day-to-day life”.³ It mean that, through writing learners can communication via write to convey a specific purpose. The purpose writing is to give some information.

Writing is frequently useful as preparation for some other.⁴ This means that when we first write something down, we have already been thinking about what are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make change and correction. .

²Hadits Riwayat Tirmidziy dalam *Sunannya*, Kitab al-Ilmi, Bab Kitaabatu al-Ilmi (Beirut: Dar al-Fikri, 1994 M/ 1414 H), jld. 3, hal. 303-304. <http://aanlah.blogspot.co.id/2014/01/hadist-pentingnya-penulisan-ilmu.html>

³Dhoroty E Zemach and Carlos Islam, *Paragraph Writing*, (New York : MACMILAN, 2005), p. iv.s

⁴Jeremy Harmer, *How to Teach Writing*, (London : Longman, 2004), p. 33

Writing is a flexible course that allows students to work either with a teacher or by themselves, to practice those areas which are most important for their studies".⁵ It means that, when we are writing in university study we will write assignments that may range from one paragraph to several pages long, and will write answers on tests and exams that may be a few sentences long or a complete essay.

Based on the definition above, writing skill is very important for knowledge information and by writing students can improve their creativity in English learning and their work can be read and understood by the reader.

2. Teaching Writing

Writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. But while interest in second language writing and approaches to teaching it have increased dramatically over the last decade, teachers are often left to their own resources in the classroom as much of the relevant theory and research fails to reach them.⁶ It means that, this problem can be solved by providing a synthesis of theory, research, and practice to help teachers of language become teachers of writing.

Then, if teachers of language themselves at least occasionally, they would improve their understanding of the problem of expression; they would realize, for instance, that to write one must be in the vein for writing. Then when the words and

⁵Stephen Bailey, *Academic Writing A practical guide for students*, (London & New York, : Routledge Falmer, 2003), p. iv

⁶ Ken Hyland, *Second Language Writing* (New York, Cambridge University Press, 2003), p. xv

ideas are flowing easily. The writer is able to build the phrases and structures into better form. So in teaching young children, the teacher must encourage the activity of writing and a free expression of what is in their minds, the habit of writing then may grow.

3. The Writing Process

The strategies, procedures and decision-making employed by writers as they write. Writing is viewed as the result of complex processes of planning, writer-based prose drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.

The five-step process writing approach described by Donald Graves (1983) is presented here. In writing process there are some stage to make writing well, and have to attention, there are some stages, fore more abroad explanation, as follows:

1. Prewriting.

The goal here is to generate ideas. Listing, brain- storming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

2. Drafting.

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step (Donald Graves calls these hot topics).

3. Revising.

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing.

4. Editing.

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

5. Publishing and sharing.

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.⁷

⁷ . Jhonson, Andrew. P. *Teaching Reading and Writing* (Maryland : The Rowman & Littlefield Education, 2008), p. 180

Based on the explanation above, the writer concludes Process writing is not easy because writing is process not produces. Its means that piece of writing is never complete or perfect. It's always possible to review and revise, to get a good piece writing. therefore, in stages of writing need to give pay attention to make writing well .

4. The Kindsof Writing

George and Julia have stated that there are four kind of writing there are narration, description, exposition, and argumentation. For more abroad explanation.Lets follow explanation bellow.

a. Narration

“ Narration is the form of writing used to relate the story of act or events. Narration places occurrences in time and tells what happened according to natural time sequence “. On example of narrative is a novel, short stories, etc.

b. Description

“ Description reproduces the way things look, smell, feel, or sound; it may also evoke moods”. Description written that describe and proposes characteristic, behavior or someone, condition of place and things.

c. Exposition

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

d. Argumentation

“ 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 fact with purpose to argue, persuade, influence the reader, so that will be follow or like which is hoped by the writer.⁸

From the above explanation that the kind of writing there are 4 forms: 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 explanation; form of writing used to persuade or argue is called argumentation.

5. Assessing of Writing

Assessing writing needed in given score for student writing. It help teacher to know students ability and also as gift for their effort.

This is specific criteria of assessing writing according to Weigle.

Score	Level	Criteria
Content	30-27	Excellent to very good; knowledge substantive through development of thesis, relevant to assign topic.
	26-22	Good to average; some knowledge the subject, adequate range, limited development to thesis, mostly relevant to topic, but luck detail.

⁸ George E. Wishon and James M. Burk, *Let's Write English* ,(New York: American Book Company, 1980), 377-383

	21-17	Fair to poor limited knowledge of subject, little substance, inadequate development topic.
	16-13	Very poor, does not show the knowledge of subject, non-substantive, no pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good; fluent expression, ideas, clearly, stated/ supported, succinct, well-organize, logical sequencing, cohesive.
	17-14	Good average; somewhat, choppy, Loosely, organize but main idea stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor; non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	9-5	Very poor; does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to very good; sophisticated range, effective word / idiom choice and usage, word from mastery, appropriate register.
	17-14	Good to average; adequate range, occasional error of word, or idiom form, choice, usage but

	13-10	meaning not obscured. Fair to poor; limited range, frequent errors of word/ idioms form, 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, construction, few errors of agreement, tense, number, word order/ function, article pronoun, preposition.
	21-18	Good to average; effective bit simple construction, minor agreement, tense, number, word order/ function, article, pronounce, preposition but meaning seldom obscured.
	17-11	Fair to poor; major problems in simple/ complex construction, frequent errors negation, agreement, tense, number, word order/ function, article, pronouns, preposition and/ or fragment, run-ons, deletions, meaning confused or obscured.

	10-5	Very poor; virtually no mastery of sentences construction rules, dominate by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Excellent to very poor; demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average; occasional of spelling, punctuation, capitalization, paragraphing but meaning non-obscured.
	3	Fair to poor; frequent error of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or not obscured.
	2	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate. ⁹

⁹Weigle, Sara Cushing, *Assessing Writing*, (New York: Cambridge University Press,2002), p.116

From the explanation above, the writer concludes that in assessing writing there are some criteria that will help the teacher to make assessment to the students in learning process and the assessment as a result of students in task in learning process, use task in learning language is very important to measure students' ability in learning process. Like the elements of assessment above. Hopefully, the students will make good descriptive text in learning the material.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.¹⁰ It means that, when we make descriptive text we can describe many kinds of things, animal, person characteristic, etc and can give information to the readers.

A 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. A descriptive text is usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.¹¹ It

¹⁰ M Mursyid PW, " *English Learning Handout for Grade VIII Learning Descriptive Text*" 2011 (<http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf>), p.4

¹¹ Bambang, Yudi Cahyono, *Teaching English By Using Various Text Types*, (Malang : State University of Malang Press, 2011), p. 23-24

mean that, descriptive text can used to create and develop the characteristics of a person and can create a vivid picture of the character.

Descriptive paragraph explain how someone or something looks or feel. A process paragraph explain how something is done.¹² It mean that, descriptive paragraph gives how someone or something of the looks or feel.

Based on the description above it can be concluded that the descriptive text is a piece of text which aims to describe prominent figure, thing, or particular place. By writing a description of a writer trying to move messages observation and feeling to the reader to disclose the nature and all the details are there on an object.

2. The Purpose of Descriptive Text

Anyone write a descriptive writing is to give a description about an object. A descriptive paragraph aims to present details to a reader as clearly as possible, when it stand alone. There are two part in Purpose of descriptive text:

- a. To describe Current activities or events (running commentaries)
- b. To describe activities in the picture and topic.¹³

From explanation above, the writer can concluded the purpose of a descriptive text is to describe and reveal a particular person, place and thing.

3. Generic Structure of Descriptive Text

The generic structure of descriptive text, they are :

¹² Dorothy E Zemach and Lisa A Rumisek, *Academic Writing From Paragraph Essay*, (New York : Macmilan , 2005), p. 25

¹³ Murkato, et al, *English on Sky 2 For Junior High Students Year VIII*, (Jakarta : Erlangga, 2007) p.19

- a. Identification
- b. Description

Text Element	Contents
Identification	An introduction to the objects / thing described which includes who or what, when, where.
Description	<p>A description of an object. For example the color, the size, the smell, the state, what makes it special, etc.</p> <p>For person : what they look like, what they do, how they act, what they or dislike, what makes them special.</p> <p>For something: how it looks, sounds, feels, smell, or tastes, where it is seen or found, what it does, how it is used, what makes it special.</p>
Conclusion	Summary points. ¹⁴

From explanation above, that there are two parts in descriptive text that is identification and description. Second part must there in descriptive text because two part generic structure of descriptive text.

¹⁴ Lilies Setiasih Dadi, *How to Write a Short Essay in English Academic Writing*, (Bandung: Alfabeta, 2015), P. 171

4. The Language Feature

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore.¹⁵

Significant Grammatical Features:

- a. Focus on specific participants

(My English teacher, Andini's cat, My favorite place)

- b. Use of Simple Present Tense

Use of Simple Past Tense if Extinct.

- c. Verbs of being and having

'Relational Processes'.

(My mum is really cool, She has long black hair)

- d. Use of descriptive adjectives

(strong legs, white fangs)

- e. Use of detailed Noun Phrase to give information about the subject.

(a very beautiful scenery, a sweet young lady, very thick fur)

- f. Use of action verbs 'Material Processes'

(It eats grass, It runs fast)

- g. Use of adverbials to give additional information about behavior

(fast, at tree house)

¹⁵ M Mursyid PW ,” *English Learning Handout for Grade VIII Learning Descriptive Text*” 2011 (<http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf>),p. 4-5

h. Use of Figurative language

(John is as white as chalk.)

From the explanation above, the writer concludes that there are some components that have to attention in making descriptive text. Descriptive text is also usually used to develop an aspect of someone's writing, For example. To create Or to describe a thing. With those component the students can make descriptive text well. The teacher have to give clear explanation in teaching descriptive text, and before doing the task, the teacher give opportunities to the students to asking about the material, and can as possible, all students can understand the material.

C. Guided Questions

1. The Definition of Guided Questions

The writer chooses guided question to help the students to arrange the sentences in good order. In guided questions, the students are given the lists of questions, and the answers can form a text. “Guided questions are given for the students to which form a text”¹⁶. It means that guided questions are a framework for a text. Using them takes the teacher given the guidance for students in writing which the students answer the questions, combine the answers, and develop them become a good text.

Guided questions is a method which is the writer used in this research. Guided Questions is a method for teaching English in which the teacher gives some

¹⁶Siti Nurbaya, Albert Rufinus, Sofya, “ **Teaching Writing A Recount Text By Using Guided Questions** “(FKIP Untan, published 2013),p. 3

questions to the students applied to a topic in teaching writing.¹⁷ It means Guided questions can help the students to explore their idea in learning writing skill.

Guided-questions is a technique which is used in teaching writing. Using this technique could help the students produced their writing, because by answering the questions they would write easily.¹⁸It means The students could start their writing easily by answering questions. It was very motivating.

From the explanation above, the writer concluded that guided question can help the students to explore their idea in learning writing skill and By using questions, the students can solve their problems in writing because questions guide and develop their ideas in writing a text. Besides, the questions can help the students to use correct tense in writing

2. The Functions of Guided Questions

By using guided questions before doing our writing activities, we can get some advantages from them. These are some functions of guided questions based on Gould (1989) as follow;

1. They move us from observing simple physical details to discovering complexities inherent in a topic and its environment.
2. They encourage us to reevaluate our understanding of a topic and see it from differently than we have seen it before.

¹⁷ Bagus Muhamad Nawawi,” **Improving Students’ Writing Skill Descriptive Text Through Guided Question**” (Skripsi, UIN Syarif Hidayatullah, Jakarta , 2011), p. 27

¹⁸Imelda Wardani ,Hasan Basri ,Abdul Waris. **“Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique”** (*e-journal of English language teaching society (elts)* vol. 2 no. 1 2014–issn 2331-1841page 1), p. 3

3. We can generate material of our writing.
4. We can see the topic from different point of view.
5. They may help us to clarify our position in a topic.¹⁹

From explanation above, function of guided question between can help generate of material our writing, clarify position in a topic and the students can make it easier to write should write in descriptive text.

3. The Purpose of Using Guided Questions

Based on the definition of guided Questions above the purposes of using guided question are:

- a. To increase students' achievement in writing skills especially in descriptive paragraph.
- b. To make easier for students' in exploring the topic which they will write about.
- c. To expected can help the students to make a descriptive text.
- d. To make can be a way for students ' to help exploring topic in writing skill²⁰

From explanation above the purpose of using guided Question can help students in learning English and can help teacher gives some question to the applied to a topic in teaching writing.

¹⁹Irwan kurniawan, "Using Pictures And Guided Questions In Teaching Descriptive Writing At The Odd Semester Of Viii Grade Students At SMP N111 Jakarta" (Skripsi , UIN Syarif Hidayatullah, " Jakarta, 2009), p. 44

²⁰ Nawawi, "Improving Students' Writing Skill Descriptive Text Through Guided", p.

4. Kinds of Question

Skill in asking good questions (a ‘good’ question is one which opens up a fruitful line of enquiry) is something that comes with practice, knowledge and experience in the disciplines you are studying. There is no method or formula for coming up with really good questions. It is possible, nevertheless, that by learning to ring the changes on the question words we use, various lines of thought will be opened up and – an important consideration for many of us – this will help overcome ‘writer’s block’. These question words are ‘what’, ‘who’, ‘whom’, ‘where’, ‘when’, ‘how’, ‘why’, ‘to what extent’, ‘how far’ and ‘which’.²¹ It means many kinds of question that use for make question that relevant and can give namely 5W + IH.

Below is an example of WH – questions for invention. It is the first part of a list questions that one writer, Carlos, developed. Carlos started with a sentence containing the bare facts he wanted to write about and then developed a number WH - of questions about each fact. After completing his list questions, Carlos answered them. He used the information generated in his answers to write his essay.²²

My uncle	(WHO)
Was laid off from his job	(WHAT)
At the hospital	(WHERE)
Last April	(WHEN)

²¹ Gordon, Taylor. *A student’s Writing Guide* (New York, Cambridge University Press. 2009), p. 27

²² Irwan kurniawan, “Using Pictures And Guided Questions In Teaching Descriptive Writing At The Odd Semester Of Viii Grade Students At SMP N111 Jakarta”, p. 44

Because of the recession (WHY)

1. **Who** is my uncle, really? **What** kind of a person is he? **What** do people think of him?
2. **What** happened exactly? **How** and when did it happen? **Why?** **Who** was present? **What** did my uncle say when he found out?
3. **Where** does my uncle work? **Where** is this place? **What** do I know about the location? **What** department does he work in? **What** does he do there?

From explanation above, many kind question that can make example question with use WH- Question for invention.