

## BAB II

### THEORITICAL FRAMEWORK

#### A. Writing Ability

##### 1. Definition of writing

Writing is one of four skill; it communicates ideas by means of conversational symbol that are traced, incites, draw of otherwise formed on the surface or some materials. Writing gives permanence to mens knowledge and enables them to communicate over great distance. According to Harmer Writing is the process of result of recording language in the form of konvensionalized visible mark or graphic.<sup>5</sup> Writing is used to express ideas in Writing, The Reseacher will be involved in the procces of building the larger units of ideas from the larger ones.

Key Hylad give definitions of Writing is seen as a product constructed from the domain of grammatical and lexical knowledge, writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extention of grammar means of reinforcing language patterns through habit formation and testing learners' ability to produce well performed sentence.<sup>6</sup>

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<sup>5</sup> Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Pearson Education Limited, 2004), p.31.

<sup>6</sup> Key Hylad, *First Language Writing*, (Cambridge: university press, 2003),p.3

Another statement about writing skill come from Key Hylad writing is an intricate structure that can only be learned by developing the ability to manipulate leksical and grammar.<sup>7</sup>

Arthur Hughes State that The writing displays ability to communicate in a way which given the reader full statisfaction. It displays a completely logical organization structure which enables the messages to be followed effortlessly. Relevant argument are presented in an interesting way, with main ideas prominently and clearly started with completely affective supporting material, arguments are effectively related to the experience or views. There are errors of vocabulary, spelling punctuation or grammar and the writing shows an ability to manipulate the linguistic systems with complete appropriate.<sup>8</sup>

Based on the definition above the reseacher concludes that writing is the process result of recording language in the form of conventionalized visible mark or graphic sign on a surface.

Writing has always formed part of the syllabus in the teaching of English. However it can used for a variety of purpose, ranging from being merely a 'back up' where mastering the ability to write effectively is seen as key objective for learners.

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<sup>7</sup>Ibid, p.5.

<sup>8</sup> Arthur Hughes, *Testing for Language Teacher*,( New York: Cambridge University Press, 1989),p. 87.

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

According to Grenville, there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform.<sup>9</sup>

1. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. Meaning that the researcher need to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedure and events it can be seen in newspaper and article, scientific or business reports, instructions or procedures, and essays for school and university.

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<sup>9</sup> Kate Grenville, *Writing from Start to Finish: A Six Step Guides*, (Sydney: Allen and Unwin, 2001), p.1

### 3. To persuade

The researcher tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow researchers opinions and act upon it.

## 2. Kinds of Writing

According to George E. Wishon and Julia M Burk said that “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 the form of writing used to persuade or argue is called argumentation.”<sup>10</sup>

There are four kinds of writing:

### 1. Narration

Narration is the form of writing used to related the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence.<sup>11</sup>Type of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of latter and conversation. The

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<sup>10</sup> George E Wishon and Julia M Burk, *Lets Writes English*,(Canada: Van Nonstrain Reinhold ltd, 1980), p. 377.

<sup>11</sup>Ibid, p. 379.

conclusion of narration is telling story that contains problematic experience.

## 2. Description

Description means to tell, description means to show, description is a strategy for presenting a verbal portrait of person, place, or thing. It can be used as a technique to enrich other forms of writing or as dominant strategy for the developing a picture of “what is look like”.<sup>12</sup> The conclusion of description is describing person, place or thing.

## 3. Exposition

Exposition is used in giving information, making explanation, and interpreting meaning, it includes editorials, essay, and informative and instructional material.<sup>13</sup> The conclusion of exposition is giving information about something.

## 4. Persuasion/ argumentation

Persuasion or argumentation is used in persuading and convincing. An argumentation writing, writing tries to purpose evidence or reason to convince and influence the reader to support the opinion, idea, and attitude as well as reseacher conviction.<sup>14</sup> The

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<sup>12</sup>Alicie Oshima and Ann Houge, Op Cit, p.5.

<sup>13</sup> George E Wishon, loc. Cit

<sup>14</sup> Ibid, p.377

conclusion of argumentation is starting an opinion and support it convincingly.

### **3. Descriptive Text**

#### **1. Definition of Descriptive Text**

According to Donald Pharr Descriptive text is an activity to describe something in detail interestingly. It is a verbal pictures of a person, place, and object. When the people describe something or someone through essay writing, he or she tries to perform as real as possible that can attract the reader's sense.<sup>15</sup>descriptive text purpose is to describe and reveal ar particular person,place or thing.

Thomas S.Kane state Descriptive is about sensory experience how something looks, sounds, testes. Mostly it is about visual experience, but description also deals with oders kinds of perception.<sup>16</sup>Ann Hogue also said that descriptions are “word pictures” you tell how something looks, feels, smells, tastes, and sounds.There are two keys to writing good descriptions; Use space order to organize

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<sup>15</sup> Donald Pharr, *Writing Today: Contex and Opinion for Read World*, (New York: McGraw Hill Companies, 2005), p. 20.

<sup>16</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), p. 352- 365.

your description, and Use lots of descriptive details.<sup>17</sup> descriptive text in define in below more to visual experince and what do you lools,fells smells,tastes, and sounds.

Based on the definition above the reseacher concludes that descriptive text is basically text that describes something in detail, it can be people, place, or other things. When the s want to describe something, they have to use words that help their readers see, hear, smell, taste and feel what the s are describing.

Descriptive text consist of two generic structures, they are identification and description. Identification is used as an introductory paragraph. It provides the general information to introduce the object or thing which will be described. Description consists of the characteristics of the particular object which is being described, or discussed. There are some language feature in descriptive text, the language features in descriptive text are focus on simple present tense, linking word, use of adjective (size, shape, texture, speed, etc), linking verb (also, is, belong, etc), and signal word (such as, for instance, etc).

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<sup>17</sup> Ann Houge, *First Steps in Academic Writing first edition*, (Pearson Education: Longman, 2008), p. 95.

#### 4. The Stage of Writing Process

Writing is not easy, it makes study and practice to develop this skill it is important to note that writing is a process not a product.<sup>18</sup> Therefore, writing as one of the language skills is very important to be mastered by students. Learning to write is a matter of learning about the stage and about affiance methods of working through each stage and combining them into an affiance process. In the rest of this section, the will investigate the stages in writing process: prewriting, drafting, revising, and editing.<sup>19</sup>

##### a. Prewriting

Prewriting is the term given to all of the activities that prepare use to write a first draft.

##### b. Drafting

First draft is made to be thrown out or at least burred beneath revision, but they are an important part of the writing process. Draft serve two purpose:

- They allows us to put all of our material on paper, and they to see it all at once us we never to could our head.

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<sup>18</sup>Alice Oshima and Anna Houge, *Writing Academic English*,(Wessley: Longman, 1991), p. 3.

<sup>19</sup>Julia Detrich and Marjorie M Kaiser, *Writing Self Expression and Communication*, (New York: Horcourt Brace Javanovich, 1986), p. 34.



- By putting all of our material before us, they enable us to evaluate

c. Revising

To revise is to revision, to see again when our ideas have been stopped into a draft, warts, and all they are before us and we can concentrate on the effectiveness with which we present our writing.

d. Editing

It is a both demanding and rewarding to think through a subject and to work out strategies that will present it most effectively a reader. Prewriting, drafting, revising, editing are each essential to successful writing.

## 5. Assessing writing

Assessing writing is one of the best known and most widely uses analytic scales in ESL was created by Jacobs (1981). In Jacobs scale, script are related on five aspect writing: content, organization, vocabulary, language use, and mechanics.<sup>20</sup>

This specific criteria of assessing writing according Jacobs according to English First Language.

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<sup>20</sup>Sarah Cushing Weigle, *Assessing Writing*. (Cambridge: Cambridge University Press, 2002), p. 115.

**Table 2.1**  
**The Criteria of Assessing Writing**

No	Level	Score	Criteria
1	Content	30-27	<b>Excellent to very good:</b> knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	<b>Good to average:</b> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	<b>Fair to poor:</b> limited knowledge of subject, little subject, inadequate development topic.
		16-13	<b>Very poor:</b> does not show knowledge of subject, non substantive, or not enough to evaluate.

No	Level	Score	Criteria
2	Organization	20-18	<b>Excellent to very good:</b> Fluency expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive
		17-14	<b>Good to average:</b> some what choppy, lososely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	<b>Fair to fair:</b> non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
		9-7	<b>Very poor:</b> essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.

No	Level	Score	Criteria
3	Vocabulary	20-18	<b>Excellent to very good:</b> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
		17-14	<b>Good to average:</b> adequate range, occasional errors of word/idiom form, choice, usage but meaning most obscured.
		13-10	<b>Fair to fair:</b> limited range, frequent errors of word/idioms for choice, usage, meaning confused or obscured.
		9-7	<b>Very poor:</b> essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

No	Level	Score	Criteria
4	Language Use	25-22	<b>Excellent to very good:</b> effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronoun, prepositions.
		21-18	<b>Good to average:</b> effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number, word/order function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	<b>Fair to fair:</b> major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word./order fuction, articles, pronouns, prepositions or fragments, ruons, deletions, meaning confused or obscured.
		10-5	<b>Very poor:</b> virtually no mastery of sentence contruction rules, dominated by errors, does not communication, or not enough to evaluate.

No	Level	Score	Criteria
5	Mechanic	5	<b>Excellent to very good:</b> demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	<b>Fair to fair:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		4	<b>Very poor:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

## B. Guided Writing

### 1. The definition of Guided writing Strategy

The Guided Writing Procedure (GWP) is a strategy that is based on a three-day process that enhances comprehension by fostering the students' ability to synthesize and retain the content area material they have been studying".<sup>21</sup>This strategy to be able to integrate their prior knowledge about the topic of study with what they learn from a text and then produce a carefully edited, readable piece of writing.

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<sup>21</sup> Roberta L. Sejnost and Sharon M. Thiese, *Building Content Literacy Strategies For The Adolescent Learner* (CA :Corwin Press, 2010 ), p.82.

Guided writing activities sometimes involve students working as a group or in pairs to support each other, with the teacher as a guide.<sup>22</sup> There are various ways to conduct guided writing sessions. Guided writing sessions can involve the whole class, small groups or individuals. Guided writing sessions are also a useful strategy for providing support for students with specific needs.

Based on definitions above, guided writing can involve the whole class, small groups or individuals. They can provide a setting for effective team teaching with the support teacher learning assistance (STLA) and other support personnel such as the English as a Second Language (ESL) teacher improve the students' overall writing abilities through careful thought and revision.

## **2. The Procedure of Guided Writing Strategy**

Steps for the Guided Writing Procedure

### **Day 1:**

1. Students brainstorm what they know about an upcoming topic of study and Record their responses.

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<sup>22</sup>John Aquilina, *Focus on literacy writing* (Sydney : Department of Education and Training Curriculum Support Directorate, 1999), p.29

2. After students have developed the list, instruct them to identify categories that encompass the brainstormed terms and list details that support their choices of categories.
3. Next, students incorporate the terms and details in an organized form, such as an outline, web, or graphic organizer.
4. Finally, using the outline, web, or graphic organizer as a guide and a rubric for good writing, students write a short paragraph depicting what they know about the topic. This is a first draft.
5. When students have completed their first drafts, collect them and evaluate them on the basis of good writing criteria.

**Day 2:**

1. Return the students' first drafts along with a copy of the rubric used to evaluate the drafts.
2. Using the evaluation rubric, students edit or revise their first drafts. The resulting papers become their second drafts.
3. Students turn in their second drafts and the original rubric for a second round of teacher evaluation.
4. At this point, give students a reading assignment related to the topic of study. Tell students that the purpose of the reading is to locate additional ideas, details, and examples to add to their writing.

**Day 3:**

1. As they did on Day 1, students need to record the new information garnered from their reading and add it to their original outlines, graphic organizers, or webs. ( Note: Students may need help in this revision process as They add and delete information.)
2. Finally, armed with this new information, students develop their final drafts. This final draft now contains an integration of information from the students' Prior knowledge as well as what was learned from the text, lectures, videos, etc.<sup>23</sup>

The instructional procedures for guided writing lessons are now described, divided into four steps.<sup>24</sup>

Step 1: Brief, Shared Experience

Step 2: Discussion of Strategic Behavior for Writing

Step 3: Students' Time to Write Individually With Immediate Guidance From the Teacher

Step 4: Connecting Students' Immediate Writing to an Audience

Based on the steps below, researchers conclude the steps for planning guided writing strategy is :

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<sup>23</sup>Roberta L. Sejnost and Sharon M, Op Cit, p.83

<sup>24</sup>Doroty S, Strickland, "Essential Readings Early Literacy" in Sharan A. Gibson, (ed.) *An effective Framework for Primary grade guided Writing instruction* (New York: International Reading Association Inc., 2010), p.85

1. Teacher introduces the concept of descriptive text briefly.
2. Teacher explains the text example by mentioning its generic structure.
3. Teacher and students together discuss the text. The discussion can be done by making questioning and answering session
4. After discussing the text, students write their own text with a new topic. When this session is running, the teacher should check the students work so that they write the text with correct generic structure.
5. After writing, the students should check their work grammatical errors, and other possible mistakes. If there is error found, they should fix it. It can be done by doing peer revision.
6. Before submitting their work, another step needed to be done is proofreading .Each student should read their partner's writing as the final process of writing.