**CHAPTER II**

**THEORETICAL FRAMEWORK**

* 1. **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]](#footnote-2) Writing is the activity that we can use to write our idea of the object into transcript sytle. 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 primarly a convention for recording speech and for reinforcing grammatical and lexical features of language.’’[[2]](#footnote-3)Writing is one of the important orthing 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.

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]](#footnote-4)

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 them speaking. Writing to write is not just a ‘’natural’’ extention 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 punition and spells.

Writing is one of the criteria to show that you are illiterate member. Writing is not only used to convey the massage, 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 gat satisfying result of students writing ability, the teacher can use many method in teaching writing. The method can use many methods in teaching writing. The methods can be peer editing which reinforces students to assess, advice, comment and complimenttheir peer. productive skill has a big relation to the mind activities through writing we can not only cummunicative 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 cummunication, 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 convetional manner by means of permanent, visible marks.[[4]](#footnote-5)

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.[[5]](#footnote-6)

So writing is more than talking on paper. Unlike informal speech,good writing is organized,terse,and efficient,like many language skills, these writing skill will transfer from the native language. For this students who lack these skill help build them for those who have them, help hone them.[[6]](#footnote-7)

1. **The Role of Writing**

Writing is very important for our daily live and it has very significant role especially in the teaching learning process. To be able to communication with other poeple is not only reason why writing includes as part of many language course. Ann Raimens said in her book that writing helps the students learn and she also mentions the reason why writing does it:

In the first language education, learning to write involves learning 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 srudents already process. The ultimate goal of learning to write is for most higher education. At the university level in particular writing is seen not as just standardized system of communication but also as assential tool for learning. At least in the english-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 prequisite 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.[[7]](#footnote-8)

1. **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:

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 auidience to whom the writing will be addressed. Imaging 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 he knows what he must do in writing stage, what kinds he materials needs, possible ways in which they may be organized, perhaps even the tone must take.

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 his 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.

1. **The Kinds Of Writing**
	* + - 1. 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. Naration places occurences”. On example of the narrative is a novel, short stories, etc

The subject of narrationis 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.

* + - * 1. Exposition

Expositionexplains. How things work an internal combustion engine. Ideas a theory of economics. Facts of everyday lifehow 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 constrqucted 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 is caries information, usually the essay’s foundation. The rules for exposition are clarity, conciseness and vigos.

“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.

* + - * 1. 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.

Descriptiondeals 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.

* + - * 1. 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”17. 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 itsefl.

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

1. 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 palce they have to consider the purpose of their writing.[[8]](#footnote-9)

1. 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 proccesds into editing, a number of drafts may be produced on the way to the final version.[[9]](#footnote-10)

1. 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. [[10]](#footnote-11)

1. 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 origional plan and the first draft, becuase things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. [[11]](#footnote-12)

1. **The Concept of Descriptive Text**
2. Definition of descriptive text

Description is about sensory experience how smething looks, sounds, tates. Mostly it is about visual experience, but description also deals with other kinds of perception. [[12]](#footnote-13) 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. [[13]](#footnote-14)

1. Social Function of descriptive text

Usually descriptive text is to describe a particular person place thing’s etc.[[14]](#footnote-15)

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 us text book encyclopedia, or essay text answer.

1. The kinds of descriptive text

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

* 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.
* In subjective (also called impressionistice) 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]](#footnote-16)

**C**. **The Generic Structure, The Language Future**

1. **The Generic Structure of Descriptive Text**

Descriptive text has structure as below:

1. Identification: identifyingthe phenomenon to be described.
2. Description: describing the phenomenon in parts, qualities, or/and characteristics, etc.
3. **The Language Feature of Descriptive Text**
4. Use of attributive and identifying process
5. Use simple present tense “ S + V1 + O + C”
6. Use adjectives ( ex: small village, short legs, beautiful girl)

Some text types are quite difficult to differ. Such report and descriptive text havethe similarity in the social function and generict structure. However if they are analyzed carefully, the slight difference between the two text type will leveal. The purpose of the two texts are to give the live description of the object/participant. Both the report and descriptive text try to show rather than tell the reader about the factual condition of the object.

1. **Type of Classroom Writing Performance**

Classroom writing performence 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 wats that can be done to develop students wrting 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.

1. 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.

1. Self-writing

A significant proportation of classroom writing may be develod to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classroom is not taking, where students take notes during a lecture for the purpose of later recall. Other note taking maybe done in the margins of books and on odd scraps of paper.

1. Display writing

It was already noted ealier that writing within the school curricular contex is a way of life. For all language students, short answer exercise, essay exmanations, 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.

1. Real writing

While virtually every classroom writing task will have an element of display writing init, never theless some classroom writing aims at the genuince 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 continum, and inbetween the two extremes lie some practical instances of a combination of display writing and real.[[16]](#footnote-17)

1. **Learning Together Method**
2. **Definition of Learning Together Method**

There are many definition of learning together method. The learning together method is a technique developed by D.W. Johnson and R.T.Johnson. the most important features of this technique are the eaxistence of the group goal and sharing the opinion and materials, division of labour and the group reward. During the first applications to put out a single product working in groups, sharing ideas and materials, asking each other their question before teacher have supplied to be rewarded.[[17]](#footnote-18)The most common form of learning together in this class occurred in the form of group summary. Usually right after one activity, the teacher would ask the students to recall what they just learned in their groups. Allowing time for students to work with someone else every twenty minutes or so during class period would help keep students on task. Besides,talking about what they had learned to their group members helped a lot in their comprehension and retention of the materials learned.

The learning together method was well organized and controlled so that each of the group members had the chance to talk and to explore the coperative skills.

According to Johnson and Johnson (1994) as quoted by Caryn Asherson, working in teams will refine students abilities to reason, as well as increase their understanding of complex ideas and content knowledge.

Learning together is one of many kinds of method of coperative learning. Learning together method is a coperative learning method that devided the students to make groups for four or five members. The group are given worksheets to complete and are directed to do so in a coperative manner.[[18]](#footnote-19) The group are praised for how well they complete the worksheet and for how well they work in group( coperatively ).

In learning together method the teacher may or may not gave the group reward.

1. **According to Savova and Donato, 1991,** the student exchange information in anopened-ended, real-life context to fulfill personal goal. In small group, the student can :
2. Collaborative gather information, generate and support opinions, and respond to ideas,
3. Problem solve, evaluate, and make decision,
4. Role player participate in simulation activities in the process of discovery, and
	1. Collaborate in reader response activities : annothing, analyzing, evaluating articles and students essays.
5. **According to Miftahul Huda ( 2011) and Kwan (2011) there are : five elements in learning together, such as :**

Positive interdependence : team members can promote positive interpendence via goal setting, resources sharing, role assigment

Face- to face interactions : though the guidance of teachers and the arragments such as experimental groups, group discassion, and group reporting,team members can help each other to exchange information,encourage feedback and progress interaction. Finally,a whole team can be successful in learning and promote to achive personal goals and group goals.

Individual accountability : each member need to take the responsibility of his/her success to fit the group

Social skill : each member in learning group can develop some social skill including effective communication skill, mutual respect and trust, and

Group processing : student can understand and learn some processing manners with their peer.

1. **There are six steps of learning together method which are:**

Present goals and set

Present information

Organize students into learning teams

Assist team work and study

Test on material, and

Provide recognition

In the Learning Together Method, students form groups of four or five. The students are asked to learn together or to reach a common goal. The activities may include a single product as well as out of classroom activities. In order to improve the joint goal, the students have to learn together, discusse, exchange, and share ideas together and have to prepare each other as a group for improving the joint goal. The methods they have researched involve students working in four-five member heterogeneous groups on assigments sheet. Slavin (1995: 5) “while the group is heterogeneous, everyone is expected to help and to be helped. Nevertheless each of the students is individually responsible for mastering the material.”

1. **Cooperative Learning**
	* + - 1. Definition of cooperative learning

Cooperative learning is group learning activity organized so that learning is dependent on the socially structed exchange of information between learners in groups and in whhich each learner is held accountable for his or her owon learning and is motivated to increase the learning of others.[[19]](#footnote-20) Johnson, and Holubec, leaders of cooperative learning since the 1970, offer the following definition:

‘’cooperative learning is the intructional use of small groups so that students work together to maximize their own and each others learning’’(1993:9).[[20]](#footnote-21)

* + - * 1. The strategies of Cooperative Learning

Strategies of cooperative lerning are ways to make the students creative and engage actively in class. Cooperative learning figures prominently in an overall approach to creating and modeling the development of a collaborative learning community within our program option of sixty teacher candidates and a dozen school.[[21]](#footnote-22)

1. **Type of Cooperative Learning**
	* + - 1. Formal cooperative learning groups. There last one class period to several weeks. These are established for a specific task and onvoleve students working together to achieve shared learning goals.
				2. Infomal cooperative learning goups. These are ad-hoc group that last from a new minutes to a class period and are used to focus students attention or to facilitate learning during direct teaching.
				3. Cooperative bas groups. These are long term, lasting for at least a year and consist of heterogeneous learning group with stable membership whose primary purpose is to allow members to give each other the supprot, help encouragement and assistance they need to succeed academically.
2. **The Teacher’s role in Cooperative Learning**

The teacher’s role in cooperative learning is very important because the success of this method depend on the teacher’s role.

The teacher often described as being ‘a guide on the side, not a sage on the stage’ who undertakes the following : [[22]](#footnote-23)

1. Plans lessons that decide on (a) objectives, (b) size of group, (c) how togroup pupils, (d) group roles, (e) organization of the classroom, and (f) materials needed.
2. Explains the task and the cooperative skill with criteria for the success of both.
3. Monitors and intervenes with groups where necessary.
4. Evaluates the quality and quantity of achievement and ensures that groups reflect on their achievement and effectiveness as a group and set goals for improvement, celebrates achievement.
1. Marianne Celce-Murcia, *Teaching English as a Second or foreig Language,* (New Zealand: Thomson Learning, 3rd ed., 2001), 207 [↑](#footnote-ref-2)
2. H. Douglas Brown, *Language Assessment Principles and Classroom Practice,* (San Francisco State University: Longman, 2004), 218 [↑](#footnote-ref-3)
3. Elizabeth Henning, et.al. *Finding Your Way in Academic Writing Second Edition,* (Pretoria: VanSchaik, 2005). 2 [↑](#footnote-ref-4)
4. Elizabeth Boones, definition of writing 1966, download on august 01 monday [↑](#footnote-ref-5)
5. Sara Cushing Weigle, Assessing Writing (Cambridge: Cambridge University Press, 2002 ), 19 [↑](#footnote-ref-6)
6. Jerry jeshess, Teaching English Language Learners K-12, ( Corwin Press, 2004), 68 [↑](#footnote-ref-7)
7. Sara Cushing Weigle, Assessing Writing, first publised, (NewYork: Cambridge University

Press, 2002), .4 [↑](#footnote-ref-8)
8. Jeremy Harmer, How to Teach Writing ( England: Pearson education limited, 2004), 4. [↑](#footnote-ref-9)
9. Jeremy Harmer, How to Teach Writing(England: Pearson education limited, 2004), 4. [↑](#footnote-ref-10)
10. Jeremy Harmer, How to Teach Writing (England: Pearson education limited, 2004), 4. [↑](#footnote-ref-11)
11. Jeremy Harmer, How to Teach Writing (England: Pearson education limited, 2004), 4. [↑](#footnote-ref-12)
12. Jeremy Harmer, How to Teach Writing ( England: Pearson education limited, 2004 ), 351. [↑](#footnote-ref-13)
13. Pak puguh, ‘’Article about Define of descriptive text’’ Taken from <http://pakpuguh>. Wordpress.com./2011/08/12. [↑](#footnote-ref-14)
14. Rahmat Sonjaya and iyan Sopiana, Modul Alat Pembelajaran Bahasa Inggris, (jakarta: CV Sekawan)tt, 7 [↑](#footnote-ref-15)
15. Thomas, Express yourself Writing skill for High School, 352 [↑](#footnote-ref-16)
16. H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), 327-330. [↑](#footnote-ref-17)
17. Johnson D.W., Johnson,‘*Coopertive Learning Methods ,teknik, struktur dan Model penerapan* (Pustaka Pelajar: Miftahul Huda.’2011 ),119. [↑](#footnote-ref-18)
18. Asherson, Caryn. *Cooperative Learning-Learning Together*. Northridge: California State University. [↑](#footnote-ref-19)
19. Jack C. Richard, *Approach and Method in Language Teaching*(Cambridge University Press, 2001),192 [↑](#footnote-ref-20)
20. Steven G. McCafferty, Cooperative Learning and Second Language Teaching (Cambridge University Press, 2006), 3 [↑](#footnote-ref-21)
21. Steven G. McCafferty, Cooperative Learning and Second Language Teaching (Cambridge University Press, 2006 ), 5 [↑](#footnote-ref-22)
22. Wendy Jolliffe, Cooperative Learning in the Classroom; putting it into Practice ( California:paul Chapman Publishing , 2007),47 [↑](#footnote-ref-23)