

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

There are differences meaning of writing, the following are the some whose ideas on perception the writer believes to be representatives to present the idea of perception the writer has.

Etimologically, the word “writing” is driven from word “write” and it can be define as:

- a. Marking the letter are number of surface, especially with a pen or pencil.
- b. Producing something in written.
- c. Putting information, greetings, etc in a letter and send it to some body.
- d. (computing) record data in the memory of computer.¹

Writing is a skill which express idea,feel and thought which are arranged in words, sentences and paragraph. Writing skills deal with the ability to arrange the graphic such as letters,words and sentences of certain language being used in written communication in other that the reader can understand the message or information.

¹ Oxford University, *Oxford Learners Dictionary*, (New York: Oxford University Express, 2003), 502

From several definition of writing above, we know which there are many experts defined writing in different paradigms, but essentially the definitions about writing which they give have sane substances. So the several definitions about writing above can be defined that writing is a process of communication by exploring ideas and to improve our thinking in order can be understood by audience.

2. The Writing Process

The writing process is a way of looking at what people do when they compose a written text². According to Barbara Fine Clouse, in the process of writing, the writers do not easily move from step to step. The writers sometimes need to double check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing.³ The writing process is about how the stages of writing applied by the write. As stated in the nature of there are four stages in writing process :

a. Prewriting

Prewriting can be defined as the use of random ideas in developing text when the writer has lack inspiration. The activities in prewriting are brainstorming, free writing, collecting data, note taking, outlining.

² Jeremy Harmer, *How to teach English*, (Hongkong: Longman, 2004), 12.

³ Barbara Fine Clouse, *A Troubleshooting Guide Strategies and Process for writers*, (New York: McGraw-Hill, 2005), 5-6.

b. Drafting

Drafting can be defined as writing down some ideas that come into mind. Then, this draft can be shaped and refined in the next stage. This first draft is usually rough, which is why it is called the rough draft.

c. Revising

Revising is a process when writer rework the rough material of the draft to get it in shape. This process is a time-consuming, difficult part of the process because the writer should express the ideas in the best order and in the best way, so the reader can get the writer's idea.

d. Editing

Editing is the last process of writing. In this process, the writer should hunt for errors, especially in grammatical errors. The writer should edit more than once, so the writing can be free of errors.

Writing is an activity that requires a process to produce writing. Writing is also not an instant process, it takes time and engages so many activities, that must be passed such as prewriting, drafting, revising and editing to produce writing.

3. Teaching of Writing

In the teaching of writing the teacher can focus on the product of that writing or on the writing process itself. When concentrating on the product the teacher are only interested in the aim of the task and in the end product. Those who advocate a process approach to writing. However, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phrase, editing, redrafting, and finally publishing their work, a process approach aims to get to the heart of the various skills that should be employed when writing.⁴

Teaching writing is challenging, it may be one of the thoughts jobs a teacher faces. If you are teaching in the middle school or a high school classroom, you know the depth of the challenges that the large classes, students first language is not English, and excessive absences-as well as the challenges we discussed previously present for teaching and learning anything. Too many teacher work in the schools clogged with test-prep demands and follow the script teaching expectations. It is not much surprise then some teacher try to avoid writing instruction entirely while other adopt the latest “Teach Writing Quickly” off the shelf product to make their lives a little easier.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2004), 257.

Effective teaching writing takes : time for practice, time to share writing, time to complete pieces of writing, and time to respond evaluate all of the writing.

Becoming a successful teacher of writing is a journey because teaching writing is not easy and complicated. In teaching writing the teacher have to see the process when the students doing the task in the class, give attention, help if the student get difficult in writing, not only see the result but also the process one, in teaching writing the teacher need mastering all of about writing like vocabulary, structure, strategy in writing, kinds of writing and other elements.

4. Assessing Writing

Assessment is a popular and sometimes misunderstood term in education practice. Assessment, on the other hand, in an ongoing process that a compasses a much wider domain. Whenever students respond to a question, offers a comment or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

In this research the researcher will take an assessment from formal assessment that is are exercise or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic. Planned sampling techniques constructed to give teacher and student appraisal of student achievement .The example of formal assessment like test not only test, but also journal or portofolio of materials.

To identify the student's score in writing, the analytical scoring profile suggested by Jacobs, in which five slightly different categories were given the point values shown as follow⁵:

NO	CRITERIA	SCORE
1	Content	30
2	Vocabulary	20
3	Mechanics	5
4	Syntax	25
5	Form (Organization)	20
Total		100

Classroom evaluation of learning is best served through analytic scoring, in which as many as five major elements of writing are scored, thus enabling learner to home in weaknesses and capitalize on strengths. Scores in five or six major elements will help to call the writer's attention to areas of needed improvement. Practicality is lowered in that more time is required for teachers to attend to details within each of the categories in order to render a final score or grade, but ultimately students receive more information about their writing. Numerical score

⁵ H.Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: California: Longman, 2003), 246.

alone, however still not sufficient for enabling students to become proficient writers, as we shall see in the next section.

B. Descriptive Text

1. The definition of Descriptive Text

Descriptive or description is one of ways to tell about something by giving more details so we can visualize what it actually looks, what its taste, and etc, through our senses. Descriptive is usually used by writers to create lively object, scene, and place in their work as they give readers more experience while reading it. Hence, the readers will be easier to explore their imagination if the writing is described in a well vivid description. In line with the writer's opinion about description, it has been defined by philosophers as "a mode of perception," or a means of knowing. It gives the writer to record sensory details, to reflect on an experience and think about its advantage. Furthermore, in a book *Students' Writer* it states that "Description adds an important dimension to our lives because it moves our emotional and expands our experience by taking us to places we might not otherwise know much about".

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.

According Finoza in Dr. H. Dalman's book, the description is a form of writing that aims to extend the knowledge

and experience of the reader by way describe the nature of the actual object. Description comes from the word "describe" about the meaning of writing, or justify it. Sometimes, we did not notice that we always find descriptions in our everyday lives. For instance, in mass media, we can easily read an article or news that describes about popular issues or when we had a bad experience and we tell about it to our friends in much detail, they will feel it too. But, if we slightly talked about our vacation to someone, perhaps he or she would not get the whole picture.

2. The Generic Structure of Descriptive Text.

The Generic Structure of Descriptive Text consists of :

- a. Identification : Identifies phenomenon to be described
- b. Description.: Describes parts, qualities, characteristics, etc.

3. The Language Future of Descriptive Text

- a. Use of attributive and identifying process.
- b. Use simple present tense “S+V1+O+C”
- c. Use adjectives (ex: small village, short legs, beautiful girl)

Some types are quite difficult to differ. Such report and descriptive text have the similarity in the social function an generic structure. However if they as analyzed carefully, the slight different between the two text type will level. The purpose of the two texts are to give the live description of the object? participant. Both the report and descriptive text try to show rather than ell the reader about the factual condition of the object.

C. Cue Card

1. The nature of Cue Card

Media is one of important things in teaching and learning process. Cue cards are one of media in teaching. Mora states that cue card is a card with picture and it has cue words to help the students initiate conversation. From the definition above, cue words in cue cards help the students describe something or someone in the picture orally.

In line with this definition, Harmer states that cue cards are cards with words and pictures on them, which students use in pair or group work. Cue cards also make the students speak up on the spot or particular word or phrases in a conversation or in sentence. It can be concluded that cue cards make the students write in paragraph. Besides, cue cards can be used in work group in big classes and they are appropriate to use in the context of Indonesian teaching and learning classroom. Cue cards can be one of ways to solve the problem in the class. For instance, physics class consists of 22 students. Based on the number of the students in each class, it can be concluded that physics has small classes and cue cards can be one of alternative media in teaching in small class because cue cards help the lecturer manage classroom situation.

Furthermore, Bazo adds that cue cards are small cards with photos or pictures in envelope. Cue cards can also be used in simple activities such as students work in pairs. From the

definitions given above, it can be concluded that cue cards can be one of alternative media in teaching learning process. Cue card is a picture on which has word on it as cue in learning. In addition, cue card can be used in pair work or group work.

2. The Value and the Advantage of Cue Card

Media needs to be implemented to solve those problems. Brown, Lewis, and Halcleroad state that the functions of media are: (1) to save time; (2) to stimulate interest; (3) to encourage students' participation; (4) to provide a review;(5) to help students learn communicate ideas visually; (6) to provide a medium for individual or group reports; and (7) to make a classroom dynamic, relevant, and attractive. Brinton states that media help teachers motivate the students. One of the media is cue card. Bazo states that cue cards are small photos or pictures that are stacked onto the cards.

3. Cue Card as Teaching Media

Cue card is one of Media used in teaching and learning process. Cue card is small photo or picture into a card. According to Harmer, cue card is card with word or picture used to encourage the students to respond in pair or group work.⁶ Thus, when students are asked to describe something or someone in detail, cue card can help them produce the description easily. According to Mitchell in Turk, the use of cue card gives the

⁶ Jeremy Harmer. *The Practice of English Language Teaching*. Third Ed. (London:Longman, 2001), 134

impression that the speaker has organized his/her subject and knows so much about it that he/she needs only to be reminded what to discuss next. These cards hold considerable information, and they do not terrify an audience as much as a great sheaf of paper does. Further, they can be managed with one hand and do not rustle in a microphone. Finally, they give the audience a visible cue whenever the speaker turns to a new topic.

Besides, cue cards also known as note card, with word written on them that help students remember what they have to say. Cue card as note card is the main way in which the content and structure of the talk can be controlled. Without note cards, most talks are formless ramblings. With note cards can be an orderly set of points, with clear sequence and coherence which the students can rely on. Cue card is interesting due to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. Cue cards are more for learning as a problem solving process, and an aid while the person develops awareness of antecedents and options during and after high risk situations.

Cue card is sometimes known 5' x 3' or 8' x 5' postcards or index cards, which contain pointers to remind students what they are talking about. According to Mulyana, students use cue card enable to remind them what to say, which cue cards should consist of keywords, key facts, thoughts, and headings, not full sentences.

The positives for using cue cards are smaller than a full size script and therefore can be held unobtrusively in one hand. Because you are not using a stand, you are not blocked off from your audience. This means you are free to meet them. You can use a lot of eye contact and direct your speech where you wish. And because you are not following a word-for-word script, you are free to be more spontaneous.

Cue card is as a media that can help establish the condition for the students to identify or describe someone or something in learning process. Cue cards are very important in helping learners to acquire a foreign language. Cue cards also make it easy to add new material, since a whole new card can be prepared, and slipped in between the others. Cue cards are easy to carry around. They can be fitted into a pocket. Cue card is easier to hold, and you will not find yourself fumbling with trembling sheets of paper which show an unconquerable attraction for the floor, and blow about in breezes from any open window.