

CHAPTER II

THEORITICAL REVIEW

A. Writing

1. The Definition of Writing

Writing, one of the four skills of language, is an extended form of thinking. It is a personal achievement and is valuable almost in every occupation. It is a continued process of discovery involving a series of steps. Through writing the writers express their ideas and thinking.¹

Marianne has stated that writing as a communicative needs to be encouraged and nurtured during the language learner's course of the study.² Writing is used as a tool for interaction and it can change people life. It can help people makes sense of the information that assault they every day and present ideas so that others will take they seriously. And it can broaden their world by enabling them to communicate effectively with people they have never met.³

¹ Emeliya S. Dara Damanik, *Using Of Call Method In Writing*, Available online at Loquen: English Studies Journal, Vol 11, No.1, (State Islamic University of Sultan Maulana Hasanudin Banten:LOQUEN, 2018) p.36

² Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, 3rd ed., (Boston: Heinle, 2001) p.207

³ Robert K. Miller, *Motives for Writing*, 5th ed., (New York: McGraw-Hill Companies, 2006) p.1

According to Harmer's book that writing is used as practice tool and aide memory to help students practice and work with language they have been studying.⁴ Therefore, writing is very important to communicate through media such as: letter, short message, diary, etc. With writing, people are able to communication and put their feelings and deliver their ideas to someone, giving information, expressing their thoughts or feeling, on paper as their own.

Alice Oshima and Ane Hogue have stated that writing is a progressive activity.⁵ In the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.⁶

It means that when someone tries to write something down, they have already been thinking about what they are going to say and how they are going to say it. Then after they have finished writing, they read over what they have written and make changes

⁴ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2007) p.112

⁵ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 2nd ed., (Addison Wesley Longman, 1997) p.2

⁶ David Nunan, *Practice English Language Teaching* (New York: McGraw Hill, 2003) p.88

and corrections. Therefore, writing is a process that have several steps.

The researcher concludes from the ideas previously that writing is the process of write and delivers ideas on the paper and it can help students to aide their memory about language they have been studying. The process of writing begins by thinking or choosing a topic and collecting ideas about it, and it needs a hard work. In writing they have to produce words, phrase, sentences, and paragraph at the same time.

2. Types of writing

The form of writing used to tell or relate is called narration, used to describe is called description, that used to explain or interpret is called exposition (or explanation); the form of writing used to persuade or argue is called argumentation.⁷ The types of writing which have to be taught in junior high school are:

a. Narration

Narration is most generally described as a story told by the narrator. There are three key concepts to defining a

⁷ George E. Wishon & Julia M. Burks, *Lets Write English: Revised Edition*, (Publisher: Atlantis, 1980) p.378

narrative includes discernible layers, the elements that make up the content of the narrative, and the agent.⁸

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and news stories, as well as large part of our everyday social interchange in the form of letters and conversation.

Based on the definition above, it can be conclude that narrative is a kind of writing that tell us about story or something that happened. It can be used in an abbreviated form to introduce or illustrate a complicated subject.

b. Description

Description is used to create visual image of people, places, even of units of time-days, time of day, or seasons.⁹ The descriptions means to tell, to describe and to illustrate something. Description is a strategy for presenting a verbal portrait of person, place or thing. The purpose of descriptive is

⁸ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australis: Mac Millan, 1998) p.3

⁹ Wishon & Burks, *Lets Write English*, p.379

to convey to the reader what something looks like. It attempt to gain a picture with words.¹⁰

Descriptive or description writing is a type of text that is widely use in everyday life on describing object, places, people, animal, etc.¹¹ Descriptive text is one of text type that must learned by students especially in Junior High School at second grade. According to Bullock and Geoggin, the descriptive text contains sensory perceptions. They summarized the sensory perceptions are what the writer looks, hear, and taste.¹² . It means that descriptive writing tells how something looks, feels, sells, tastes, and sounds.

According to Siahaan and Shinoda that descriptive text is a text in which the writer describes an object. The object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.¹³

Knapp and Watkins have stated that descriptive text is a text that describes an object based on experience and

¹⁰ Elizabeth Cow, *Writing Brief Edition*, (Texas: Scoot, Foresman, and Company), p. 148.

¹¹ Nada Raudhothul Muthoharoh & Anita, *Using Feedback In Teaching Writing Descriptive Text*, Available online at Loquen: English Studies Journal, Vol 11, No.2, (State Islamic University of Sultan Maulana Hasanudin Banten:LOQUEN, 2018) p.46

¹² Richard Bullock and Maureen Daly Goggin, *The Norton Field Guide to Writing with Reading*, (New York: W.W. Norton & Company, 2013) p.367

¹³ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure, 1st ed.*, (Yogyakarta: Graha Ilmu, 2008) p.89

observation objectively or subjectively, for example describing a picture or thing, character of a place and animal.¹⁴

The example, when the students want to describe a person, the students describes the name of person, age, body, clothes, style, and environment. When the students want to describe an animal, the students describes the structure of body, color, food, and environment.

Description text uses simple present tenses, detail noun phrase, use kind of adjectives, and uses relating verb to give information's about the subject, uses thinking verb and feelings verbs to express the opinion on the subject, uses action verb. Example: see, live, enjoy. Uses adverbial to give furthermore information, uses figurative language, like, simile, and metaphor. The general structure of descriptive text are identification and description.

Based on the explanation above, the researcher can assume that descriptive text is a text that tells about the subject, particular person, place or thing by describing its features in detail. The reader can imagine the object, place, or person

¹⁴ Peter Knapp and Megan Watkins, *Genre., Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales Press Ltd, 2005) p.97

based on their mind and what the people see, hear, smell, touch, and tastes. A good writer that who can paints a picture that can be seen clearly in the mind of the reader.

c. Exposition

Exposition is used in giving information, making explanation, and interpreting meanings. It concludes editorial, essays, and informative and instructional material.¹⁵

The researcher can conclude that the exposition is kind of writing that use in writing information like newspaper, magazine, article, and journal. So it can be used to give a conclusion of editorial, essay, and discussion.

d. Argumentation

Argumentation is used in persuading and convicting. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.¹⁶

Writing argumentation has to be able to change the argumentation of reader about things that reputed important and still can to discuss. Therefore, writing argumentation is a character of persuading or allurements.

¹⁵ Wishon & Burks, *Lets Write English*, p.382

¹⁶ Wishon & Burks, *Lets Write English*, p.382

3. The Process of Writing

According to Sakolik in young learner's book that writing is combination of process and product.¹⁷ The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to read. Written product is the result of thinking, drafting, and revising procedures.

Supporting this statement, in writing pedagogy that focuses to students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text appropriate grammar, and how to produce a final product.¹⁸

According to Harmer's book, the process of writing has four main elements:¹⁹

a. Planning

Planning or pre-writing is an activity that aimed to stimulate the writers' idea to write. Planning also brings them to have many ideas to write. In this stage, before starting to write, the writers are given opportunities to decide what they are going

¹⁷ Caroline T. Linse, *Practical English Language Teaching: Young Learners, Series ed.*, (New York: McGraw-Hill Companies, 2005) p.98

¹⁸ H. D Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy 2nd ed.* (New York: Longman 2007) p.335

¹⁹ Harmer, *How to Teach English*, p.113

to write, to collection their thoughts and their ideas.²⁰ When make planning, the students should to think the purpose of their writing.

b. Drafting

Drafting is simply one of the stages of the writing process, and experienced writers usually compose more than one draft of what they write.²¹ In this stage, the writers will focus on the content and the purpose of the writing. After they have done planning, the next step is putting all ideas and thoughts in a pieces of paper.

The writers write down all of their ideas. They do not worry about form or correctness or even the order. Then, the students put their ideas together in the form of a paragraph as quickly as possible based on the topic. The students may be encouraged to deliver their message to different audience.

c. Editing and Revising

Revision affords the writer to get the meaning right and involves considerably more that fixing the spelling and punctuation before you pass your writing on to a reader.²² As

²⁰ Nunan, *Language teaching*, p.102

²¹ Miller, *Motives for Writing*, p.23

²² Miller, *Motives for Writing*, p.27

the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choice that have created a piece of writing.

Editing is essential part of preparing a piece of writing for public or publication. Editing is another aspect of writing and requires recognizing problems in grammar, syntax, and mechanics.²³ The writers are focused on tidying up their works as they prepare the final draft. Once a writers have produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing.

Richards and Willy have stated that in editing writer check grammars, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.²⁴ The initial piece of writing is examined and reworked so that the ideas are logical and flow together. After the writer doing editing, they are a copyeditor and fixing all spelling and grammar errors. And then the writer should make their writing interesting and comprehensible to the reader.

²³Jerry G. Gebhard. *Teaching English as a Foreign or Second Language* (USE: Cambridge university press, 1990) p.230

²⁴ Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002) p.318

d. Final version

After doing all the stage, 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 original plan and the first draft, because things have changed in the editing process. But the writer is now ready to publish the written text to audience.

Proses writing very important because it will organize a writing text. The kinds of writing like free writing not use proses writing because it used words. Proses writing can help a writer when writing text. People might decide to represent these stages in following way:

Planning -> Drafting -> Editing -> Final Draft

4. Writing Assessment

Assessing writing is very important, to know the understanding of the students of the material that given by the teacher. In this research, she takes the test in writing, then the criteria of assessment writing is adopted from Brown. There are four characters in assessing writing; they are content, organization, grammar, vocabulary, and mechanic.

Table 2.1
Rubric Assessing Writing²⁵

Aspect	Score	Performance	Weighting
Content (C) 30% -Topic -Detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connective	
	2	Identification is not complete and descriptions are arranged with misuse of connective	
	1	Identification is not complete and descriptions are arranged with	

²⁵ H. D Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy 2nd ed.*, (New York: Longman 2007) p.244

		misuses of connective	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and forms	1,5x
	3	Few misuse of vocabularies, words form, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word form, and not understandable	
Mechanic (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

$$\text{Score} = \frac{3C + 20 + 2G + 1,5V + 1,5M}{40} \times 10$$

5. Teaching Writing

Teaching writing is an inseparable part of teaching English. The process and product approaches followed in course materials can make the writing activities more challenging to the EFL students.²⁶ Through writing, English language learners are able to convey message to the readers across places and time using a written form from EFL.

Teaching writing to young learners, the teacher needs to provide an interesting stimulus which may enable the children enthusiastically to express their intention, expression and ideas.²⁷ The aspects of teaching writing in junior high school are as follows: copying the simple sentence that has been just learned in spelling punctuation correctly, writing the simple sentence, completing the simple sentence, and making the compound sentence.²⁸

While the techniques of teaching writing for students learning activities are as follows: note taking, letter writing, story or telling,

²⁶ George M. Nalliveetil, *Developing Competence in Basic Writing Skills: Perception of EFL Undergraduates*, International Journal of Applied Linguistics & English Literature, Vol 6, No.7, (Aljouf University Saudi Arabia:IJALEL, 2017) p.332

²⁷ Ninik Britiviliani & Eulis Rahmawati, *Use Of Picture Books To Expose Young Learners Writing Activities*, Available online at Loquen: English Studies Journal, Vol 11, No.2, (State Islamic University of Sultan Maulana Hasanudin Banten:LOQUEN, 2018) p.59

²⁸ J.B. Heaton, *Writing English Language Test* (New York: Longman, 2000) p.335

describing thing or person etc., completing form, sentence building, paragraph building, completing sentence by cards, etc.²⁹

Harmer has stated that there are several reason why teacher should teach writing. The several reasons will be presented as follow:³⁰

a. Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b. Language development

It seems that actual process of writing helps the students to learn. The mental activity in other to construct proper written texts is all part of going learning experience.

c. Learning style

Writing is appropriate for some learners. It is a reflective activity instead of the rush and brother of interpersonal face-to-

²⁹ Iskandarwassid, Dadang Suhendar, *Strategi Pembelajaran Bahasa*, p.292

³⁰ Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004) p.39

face communication. Because students expected that producing language in a slow way is invaluable.

d. Writing as a skill

The important reason for teaching writing is a basic language skill. It seems as important as speaking, listening, and reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement.

However, Harmer has stated that there are several strategies for the teacher in teaching writing includes the way to get the students to plan, the way to encourage the students to (draft, reflect and revise), and the way to respond to the students' writing.³¹

The researcher can conclude from the explanation above that teaching writing is challenging. It can be develop with other activities and suitable technique such as Games, Puzzle, Quizzes, Filling in Form, Card Sort, Writing Paragraph Based on Pictures, News Paper, Magazine, Articles, Advertisements, etc.

In teaching writing, the teacher must be sure to select the resources, support materials and strategies that not only aid them in

³¹ Harmer, *How to Teach Writing*, p.40

teaching how to write, but it will also be the most effective in helping their students learn to write.

B. Snowball Throwing

1. The Definition of Snowball Throwing

Snowball throwing (ST) or known as snowball fight is a learning technique which was adopted for the first time from physical games, which is throwing the clumps of snow with the aim to hitting other people. Snowball throwing is an activity used within education. In this learning context, snowball throwing is applied with throw a lump of paper with the intention of pointing learners who are assigned to answer the question from the teacher. This technique is used to provide conceptual understanding difficult material to the students and determine the ability of student in understanding the material.³²

Almenoar has stated that “snowball throwing is derived from the act of one group of students throwing their crushed of paper toward a certain designated direction and another group towards

³² Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014) p.226

another designated direction.³³ A snowball throwing activity usually starts from an individual task and progressively more people are brought in to work together on further tasks to problem-solve and build knowledge collaboratively until all voices are brought together.³⁴

Based on explanation above, snowball throwing brings the students more active writing participation in the classroom. This technique contains make a good communication where the students must be active to write down, deliver their ideas and gave the message to other students. On the other hand, snowball throwing also help the students in increase self-confidence, because every students have different role to write and they do not have to take the same responsibilities.

Snowball throwing as a technique of teaching are hoped can increase students' writing skill, because this technique is also give high motivation to the students for deliver their ideas based on their mind. Using snowball throwing for Junior High School students of

³³ Lubna Almenoar, *Snowballing using Quranic Verses in English*, (International Journal of Humanities Social Sciences and Education, Vol 1, No. 7, (Saudi Arabia: ISSN, 2014) p.52

³⁴ Chrissi Nerantzi & Sue Backingham, *Scaling up Open CPD for Teachers in Higher Education: A Snowballing Approach*, Journal of Perspectives in Applied Academic Practice, Vol 3, No.1, (Manchester Metropolitan University: 2015) p.113

the second grade is being considered as the alternative way to teach writing.

2. The Procedure of Snowball Throwing in Teaching Writing

According to Miftahul Huda, the use of snowball throwing technique is one of the active learning model for the direct attention of learners to the material presented. There are the steps using snowball throwing in learning process, as follow:³⁵

- a. The study begins with the introduction of the topic by the teacher. At this point, the teacher can write the topic or do question and answer to the students about the topic given. This step needs to be done so the students are more prepared to face the new material.
- b. The teacher divided the students into groups and call the group leaders of each group to give an explanation about the material and instruction being taught to their members.
- c. The group leaders returned to each groups and explained the materials and task to the members of their group.
- d. Each student are given a sheet of paper work, and the teacher ask them to write a question based on the topic are given by the teacher.

³⁵ Huda, *Model-Model Pengajaran*, p.227

- e. The teacher gives instruction for each students to take their roll sheet of paper into ball and paper snowball were thrown from one student to another student for 5 to 10 seconds.
- f. Then each student have one ball or one question and give the opportunity for them to answer question that are written in ball-shaped paper in turn.
- g. The teacher to facilitate learning by the students, the teacher helped them who have problems in answering the question.
- h. The teacher evaluates and closes the learning process.

The activity of throwing the question balls will make group to have spirit and be active. Because of this activity, students not only to thinking, writing, asking the question and talking but they also do a physical activity that is rolled paper and throw it to the other students. Thus, each member of the group will be preparing for their turn to answer questions from a friend that contained in ball paper.

3. Advantages and Disadvantages of Snowball Throwing

In every technique has advantages and disadvantages in every teaching learning process. When the teacher decides to use snowball throwing technique in classroom, some problems will come up when it is applied. In this case, in teaching writing by using

snowball throwing there must be some advantages and disadvantages based on Miftahul Huda's book as follow:³⁶

a. Advantages

The advantages of using snowball throwing in teaching students' writing skill is that learning technique used for material that requires that exchange of experiences and information between mind of learners. Snowball throwing provide opportunities for teaching learning process more attractive. It can inspire the students to express their feeling, make the class atmosphere more life and enhances students to use English in their communicative classroom. In other, this technique can provide the students to have better understanding the meaning of cooperation in finding a solution to a problem.

b. Disadvantages

Learning snowball throwing also have a few disadvantages. When snowball throwing applied, the teacher should control the situation of classroom, this technique will make situation more crowded because the student will scream when the ball running. This technique very dependent on the

³⁶ Huda, *Model-Model Pengajaran*, p.228

ability of students to understand the material so that what students master only slightly.

In conclusion, there is always advantages and disadvantages if snowball throwing is applied in the classroom. Thus, the teacher should be able to overcome the problem as well.