

CHAPTER II

THEORETICAL FRAMEWORK

A. The meaning of writing

1. Definition of writing

Writing is the activity of person in pour of ideas, or thinks on written expression. Everyone can pour the expression in writing, writing is not easy, writing need braveness and knowledge so that the written apprehensible of the reader, and can be motivated of the reader. If we have idea, knowledge and information about everything we can produce many a good hand such as: narrative text, recount text, short message announcement, etc. and writing also can give many advantages to measure our knowledge whether or not we comprehend something we read.

James W. Hefferman and John, E Lincoln define that writing is a means of communication you must

consciously learn.¹ In writing we must focus and consciously and the result we get will be good and maxima. The writing of EFL students is affected not only by their first language (L1), but also by the educational context where they learn to write.² In writing not only first language who can write but English foreign language also can write to develop the ability, so everyone can write to learn writing.

Mc Crimmon defines that writing is opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity and learn something you didn't know.³

It means that writing as a process of recording language in the form of conventionally visible marks or graphic signs on a surface, and it is an idea to people

¹ James A. W. Heffernan and John, *Writing a College Handbook*, (New York: W. W. Norton and Company, 1986), p.3

² Rosa M. Manchon, *Writing in Foreign Language Context*, (Canada: Multilingual Matters, 2009), p. 23

³ James Mc Crimmon, *The Writing Process*, (Boston: Houghton Mifflin Company, 1983), P.2

beyond your immediate vicinity and learns something you didn't know.

2. The proses of writing

The five-step process writing approach described by Donald Graves (1983) is presented here. This will provide a context for the writing activities found in the next chapters.⁴

Step 1: Prewriting.

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

Step 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

⁴ Andrew P. Johnson, *Teaching Reading and Writing*, (UK: Rowman & Littlefield Education, 2008), p. 179

accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps.

Step 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.

Step 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.

Step 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.

3. The purposes of writing

If we will to write, we must know the reason and the purposes of writing from the experts.

According to Reinking and W. Hart:

- 1) To inform
- 2) To persuade
- 3) To express yourself

4) To entertain⁵

According to Caroline Coffin, etc. the purpose of writing are: “as assessment; as an aid to critical thinking, understanding and memory; to extend students learning beyond lectures and other formal meetings; to improve student communication skills; and to train students as future professionals in particular disciplines.”⁶

To start the writing someone must pay some attention to formal aspect: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary and also must write explicitly and clearly.

4. Types of writing

According to Wishon, there are four types of writing. Which will be easier for reader to understand the

⁵ James Reinking and Andrew W. Hart, *Strategies for Successful Writing*, (prentice hall: new jersey, 1986), p.3

⁶ Caroline coffin, *Teaching Academic Writing*, (Routledge: London and new york, 2003), p.20

writing form: “they are: narration, description, exposition, and argumentation.”⁷

1). Narration

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 sequences. Types of narration include short stories novels, and new stories, as well as a large part of our everyday social interchange in the form letters and conversation.

2). Description

Description produces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places; even of units of time-days, time of day, or reasons. It may be used also to describe more

⁷ George E. Wishon, *Lets Write English Revised Edition*, (new york: American book company, 1980), p. 378-383

than the outward appearance of people. It may tell about their traits of character or personality.

3). Exposition

Exposition is used in giving information, making explanations, and interpreting meaning. It includes editorial, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, exposition may be developed in a number of ways.

4). Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found with it. Argumentation is made a case or to prove or disprove a statement or proposition. Study the following paragraphs. They are basically exposition but they use argumentation.

5. Assessment of writing

In assessment writing, the first things that determine that do is rating scale. A score in a writing assessment is the outcome of an interaction that involves not merely the test taker and the test, but the test taker, the prompt or task, the written text itself, the rate(s) and the rating scale. The scale that is used in assessing performance tasks such as writing tests represents, implicitly or explicitly.⁸ There are three main types of rating scale as follow:

a. Primary trait scoring

Primary trait scoring is most closely associated with the work of Lloyd-Jones for the National Assessment of Educational Progress (NAEP), a large-scale testing program for schools in the US. In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment.

⁸ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), P. 109

A scoring rubric is created which includes: (a) the writing task; (b) a statement of the primary rhetorical trait (for example, persuasive essay, congratulatory letter) elicited by the task; (c) a hypothesis about the expected performance on the task; (d) a statement of the relationship between the task and the primary trait; (e) a rating scale which articulates levels of performance; (f) sample scripts at each level; and (g) explanations of why each script was scored as it was.⁹

b. Holistic scoring

In a typical holistic scoring session, each script is read quickly and then judged against a rating scale, or scoring rubric, that outlines the scoring criteria. The existence of a scoring rubric distinguishes holistic scoring from its earlier, less reliable predecessor, general impression marking in which criteria are never explicitly stated. A well-known example of a holistic rubric in ESL

⁹ Sara, *Assessing*, p. 110

is the scale used for the TOEFL Writing Test, formerly known as the Test of Written English.¹⁰

c. Analytic Scoring

In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a simple score. Depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar or mechanics. One of the best known and most widely used analytic scales in ESL was created by Jacobs et al. In the Jacobs et al. scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics.¹¹

B. Descriptive text

1. Definition of Descriptive Text

Descriptive is intending to describe something, especially noun. In descriptive composition you are

¹⁰ Sara, *Assessing*, p.112

¹¹ Sara, *Assessing*, p. 115

generally required to describe people, objects, or scenes, your description may take the form of the personal impression or may be purely imaginary. Whatever the case, try to include interesting details. Descriptive text is a text which describes a particular person, place or thing. In a descriptive text, the writer usually uses the simple present tense.¹² Descriptive is avoiding a plot it's simply described.¹³ Its functions to describe a particular thing, place or person.

Descriptive writing appeals to the sense, so it tells how something looks, feel, smells, tastes and four sounds. A good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind.¹⁴ So, the writer can conclude descriptive text uses the presents tense.

¹² Joko Siswanto et all, *Let's Talk Grade for Junior High school*, (Bandung: Pakar Raya, 2005), p. 130

¹³ Garth Sundem, *Improving Students Writing Skill*, (USA: Shell Education, 2006), p.130

¹⁴ Alisa Ligon, *Written English In Context*, (united States of America: Saddleback Educational Publishing, 2002), p. 35

Descriptive is technical description to describe something such as: people, place, feeling or other. Thomas S. Kane said, description about sensory expression how to something looks, sounds, tastes. Descriptive writing is of two broad kinds:

a. Objection description

In objection description the principle which guides selection is the thing itself. The writer must ask; which details are essential to seeing and understanding this object, events, person, experience? Which are accidental and of lesser importance?

b. Subjective description

When describing objectively, the writer is a kind of camera, recording precisely and impersonally. When writing subjectively, he or she no longer an impartial observer, but rather enters into what is perceived.¹⁵

¹⁵ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2003), p. 352

2. Generic Structure of Descriptive Text

The generic structure of descriptive text,
(Gerot and wignell) they are:

- a. 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 taste, 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. ¹⁶

¹⁶ Lilies Setiasih Dadi, *How To Write A Short Essay In English Academic Writing*, (Bandung: Alfabeta, 2015), p. 172

➤ Language features

This a language features of descriptive text (Gerot and Wignell).

- a. Using simple present tense
- b. Using action verbs
- c. Using adverbs
- d. Using special technical terms.¹⁷

3. The Purpose a 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 stands alone. A descriptive paragraph usually has a concluding sentence. The concluding sentence summarizes the topic and may express the writer's feeling about it.¹⁸

Based on explanation above, the writer can conclude the purpose of a descriptive text is to

¹⁷ Lilies, *How To Write*, p. 172

¹⁸ Alisa, *Writing*, p. 34

describe and reveal a particular person, place and thing.

4. Scoring Criteria

Content	<p>30-27: Excellent to very good: knowledge, substantive, through development of thesis, relevant to assigned topic.</p> <p>26-22: Good to average: some knowledge of subject, adequate, range, limited development of thesis, mostly relevant to topic but lack detail.</p> <p>21-17: Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.</p> <p>16-12: Very poor: does not show knowledge of subject, not substantive, not pertinent or not enough to evaluate.</p>
Organization	<p>20-18: Excellent to Very Good: fluent expression ideas clearly stated/supported, succinct, well organized, logical, sequencing, cohesive.</p> <p>17-14: Good to Average: somewhat choppy, loosely organized, but main ideas stand out,</p>

	<p>limited support, logical but incomplete sequencing.</p> <p>13-10: Fair to Poor: non-fluent, ideas confused or disconnect. Lack logical sequencing and development.</p> <p>9-7:Very Poor: does not communicate, no organization or not enough to evaluate.</p>
Vocabulary	<p>20-18: Excellent to Very Good: sophisticated range, effective word/idiom choice and usage, word form mastery appropriate register.</p> <p>17-14: Good to Average: adequate range, effective word/idiom choice, word/idiom.choice, usage but meaning not obscured.</p> <p>13-10: Fair to Poor: limited range, frequent errors of word/idiom for, choice, usage, meaning confused or obscured.</p> <p>9-7: Very Poor: essentially translation, litter knnowledge of English vocabulary, idioms, word form or not enough to evaluate.</p>
Language Use	25-22: Excellent to Very Good: effective

	<p>complex constructions few errors of agreement, tense, number, word order/function, articles, prronouns, preposition.</p> <p>21-18: Good to Average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number word/function, articles, pronouns, preposition, meaning seldom obscured.</p> <p>17-11: Fair to Poor: major problem in simple/complex constructions, freequent errors of negation, agreement, tense, number, word order/functions, article, pronouns, preposition and or fragment, run-ons, deletions, meaning confused.</p> <p>10-5: Very Poor: Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</p>
Mechanic	<p>5: Excellent to very good: demonstrates mastery of conventions, few errors of</p>

	<p>spelling, punctuation, capitalization, paragraphing.</p> <p>4: Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p> <p>3: Fair to Poor: frequent error of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.</p> <p>2: Very Poor: no mastery of convention, dominated by errors of spelling, punctuation, handwriting illegible or not enough to evaluate.¹⁹</p>
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C. Flip chart

1. Definition of flip chart

A flip chart is a stationery item consisting of a pad of large paper sheets. It is typically fixed to the upper edge of a whiteboard, typically supported on a tripod or four-legged easel. Such charts are commonly used for presentations.²⁰

¹⁹ Sara, *Assesing*, p. 116

²⁰ https://en.wikipedia.org/wiki/Flip_chart

Flip chart is the sheets of paper that put together using special objects (Tweezers, Spiral) so as to resemble an album or calendar. The sheets of paper are to be filled with information or messages in the form of images and symbols are listed in visual form.

Media flip chart is a collection of summaries, schematics, drawings, tables are opened in sequence based on the topic of learning materials. Materials usually flip chart paper size Plano easy-open-open, easy to write, and brightly colored. To appeal, flip charts can be printed with different colors and designs Vasari.

2. Type of media flipchart

Learning proces of flipchart divided into two forms.

That is:

a. White Flipchart.

White Flipchart are sheets of blank paper ready to be filled in information about learning. As with whiteboards that use stationery such as markers

b. Messages Flipchart

Messages Flipchart is a flipchart that contains messages that had been prepared previously learning the contents of which may include images, text, graphics, charts and others.

3. Aim of flip chart

Media Flipchart in achieving the objectives is one of the effective media. Flipchart that can effectively be used as a messenger in a structured and planned mainly on flipchart messages.

Indicators of effective goal achievement are reached purpose of the plan, to achieve the goal. Also, flip chart is very practical to use.

a. Learners

Flipchart is suitable for learning with the number of small groups of learners. It also can increase the activity of learning and attract the attention of learners.

b. Cost

In terms of cost factors, flipchart is one medium that is relatively cheaper.

c. Time

Use of flipchart is one way to save teachers time to write on the blackboard.²¹

²¹[http:// misnayetti 95. blogspot. co.id/ 2015/06 / flipchart - flashcard .html](http://misnayetti95.blogspot.co.id/2015/06/flipchart-flashcard.html)

4. Teaching descriptive text using flip chart

In learning activity using flip chart, there are many activities that can be applied in the classroom such as for presenting and practicing new word to involve comprehension, repetition, and describe about something. Although there are many activities to begin using flip chart, the writer chooses activity in learning process to begin use flip chart in teaching descriptive text. In this activity the teacher requires the students to describe what the students show in flip chart.

Ways to use flip charts (economic and educational journals).

1. Prepare yourself. The teacher needs to master the learning material well.
2. The right placement. Pay attention to the position of the flip chart, so that it can be seen well by all students in the classroom.
3. Student settings. Make sure all students get a good view.
4. Introduce the subject matter. The material presented first is introduced to students when they first open the lesson.

5. Present the picture. After entering the material, start showing sheets of flip chart images and provide sufficient information.
6. Give students the opportunity to ask questions.
7. Concluding material.²²

²² <http://dwines17.blogspot.com/2015/12/media-flip-chart.html?m=1>