

CHAPTER II

THEORETICAL REVIEW

A. Writing

1. Definition of Writing

Writing skill is one of the productive skills that should be mastered in using a language, writing as important as the other basic English skills such as reading, speaking and listening. Writing is an activity where the students write, share and express what in their mind on a piece of paper or other media digital. The students usually use writing as a media to conclude the teacher's explanation in the class to make notes, to do their assignments or exercises, to summarize the lessons, and to write their daily activities.

According to John Langan, Writing is a skill, it is a skill like driving, typing, or cooking, and like any skill, it can be learned¹. In addition, Sara Cushing stated that Writing becomes more important as tenets of communicative language teaching, that is teaching language as a system of communication rather than as an object of study, have taken hold in both second and foreign language settings.²

The definition of Writing stated by Acep and Prayitno, Writing is the other way to communicate with others. You speak your mind to others through writing. Your written communication is vital to you. If you wish to find a job or receive the promotion, you will need the ability to communicate through writing and speaking skills³.

Still in Acep and Prayitno's book, they said that "Writing is a many side challenge. You need to plan and compose effective message that require you to put the principles into practice. At first you need to think and use them

¹ John Langan, *Exploring Writing: Sentences and Paragraphs* (New York: Mcgraw-Hill, 2010), 10.

² Sara Cushing Weigle, *Assesing Writing* (Cambridge: Cambridge University Press, 2009),1.

³ Acep Unang Rahayu and Joko Prayitno, *How to Make an Academic Essay Writing* (Bandung : Alfabeta, 2014), 6.

consciously, later on you will master them and use them easily. Every writer should be able to produce a written message that accept two goals :

- a. Your writing should have complete structure.
- b. Your writing should achieve its purpose quickly, clearly, and effectively.”⁴

The definition about writing has given also by Eulis Rahmawati who stated that writing is a complex skill progressing from the level of copying familiar words or phrases to developing an awareness of text structure, genres, the process of drafting and editing.⁵ In addition by Wikibooks.org stated that Writing is a complicated and often mysterious process. Although we may think of it as little more than arranging letters and words on a page, a few moments' reflection reveals that it is much more than that.⁶

Based on the descriptions above, It can be conclude that writing is an important part of language learning which is usually to express what's in students mind through a written form, develope and maintain their understanding on what they get. Writing needs enough time to think about the specific topic, analyze and classify what students want to write in writing, there are the components of writing that should be considered by the students because the components result a good writing.

2. The Reasons for teaching writing

There are many reasons for getting students to write, both in and outside class, according to Jeremy Harmer mentioned in his book.

Firstly, writing gives them more ‘thinking time‘ than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing - that is thinking about the language whether they are involved in study or activation.

⁴ Acep and Prayitno, *How to Make*, 6.

⁵ Eulis Rahmawati, *Teaching English to Young Learners: Principle and Strategies* (Serang: 2012), p.64.

⁶ John Barrett, Matthew D Barton, Lanette Cadle, Jeremy W Christenson, *et al.*, “Rhetoric and Composition”, in *Wikibooks.org*, ed. Dirk Hünigge (Florida: 2013), 8.

When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing. In the case of the former, writing is used as an aide-memoire or practice tool to help students practise and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing, activities like this are designed to give reinforcement to students. This is particularly useful for those who need a mix of visual and kinaesthetic activity. Another kind of writing-for-learning occurs when we have students write sentences in preparation for some other activity. Here, writing is an enabling activity.

Writing-for-writing, on the other hand, is directed at developing the student's skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real life' reasons for getting students to write such things as emails, letters and reports. And whereas in writing-for-learning activities it is usually the language itself that is the main focus of attention, in writing-for-writing we look at the whole text. This will include not just appropriate language use, but also text construction, layout, style and effectiveness.

It is clear that the way we organise our student's writing and the way we offer advice and correction will be different, depending on what kind of writing they are involved in.⁷

Students write what they have studied from the teacher become a writing. Students can improve their writing skill if they write and write more then student will get their pronunciation and vobabullary well if they always do their writing activities.

⁷ Jeremy Harmer, *How to Teach English* (Essex: Pearson Education Limited, 2010), 112.

3. The Process of Writing

One way of focusing attention on different aspects of writing is to look at writing as a process. One possible division of the writing process contains the following seven subprocesses stated by I.S.P Nation.

- a. Considering the goals of the writer
- b. Having a model of the reader
- c. Gathering the ideas
- d. Organizing ideas
- e. Turning ideas into written text
- f. Reviewing what has been written
- g. Editing ⁸

Meanwhile, according to Harmer the process of writing involves **Planning** what we are going to write, **drafting** it, **reviewing** and **editing** what we have written and then producing a final (and satisfactory) version. Many people thought that this is a linear process, but closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things again and again, sometime in a chaotic order. Thus we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc. Before we produce our final version.⁹

In addition There are some process of writing according to Wikibooks.org:

1. Planning and Prewriting

Writers generally plan their documents in advance. This stage, often called "prewriting," includes everything from making a tentative outline, brainstorming, or chatting with friends or colleagues about the topic.

2. Collaborating

While there is a long history of thinking of writing as a wholly individual act, most work place compositions (and composing in many disciplines) involve collaboration. If you're working on a collaborative text, this chapter

⁸ Nation, *Teaching ESL/EFL*, 114.

⁹ Jeremy Harmer, *How to Teach English*, 113.

will help you develop a collaboration plan, establish strengths and weaknesses in the group, assign roles, and do what ever else will help in producing a co-authored text.

3. Researching

Writers frequently require reliable information to support their documents. Seeking out the information required to support your writing is called "research," and it comes in many forms. One form of research is the interview, in which you call up or meet with someone who has information on the topic you are pursuing. Another type, "field research," involves travel to places where the topic can be studied first-hand. You might also circulate a survey. These three examples are all part of what is called "primary research" research you conduct yourself. While many writing teachers assign primary research to their students in the process of writing a "research paper," much of the research that writing at the college level do is "secondary research" exploring other people's writing in the form of books, scholarly journals, newspapers, magazines, websites, and government documents.

4. Drafting

Drafting means writing or adding to a piece of writing composing it. It may seem like a straight forward process, but can often be made difficult by writer's block or other anxieties.

5. Editing

You can't edit what hasn't been written. That's why editing comes after drafting. For our purposes, it's important to distinguish between deciding what needs to be improved and actually making the changes. We'll call the decision making process "editing" and making the changes the "revising" process. Unlike publishers, who hire professional editors to work with their writers, student writers do most of their own editing, with occasional help from peer reviewers.

6. Reviewing

Having other people review your writing is essential to producing the best piece you possibly can. We often don't make the best readers of our own work because we are so close to it. Reviewers, on the other hand, bring valuable perspective we can't get any other way. A reviewer is anyone who is willing to look at your work and provide feedback.

7. Revising

Revising is making the changes you or your editors determined were necessary during the editing process. Revising is hard work, but it's probably some of the most valuable work you can do to become a better writer. Dive into the task with the willingness to wrestle with your writing and bring out the best in it, and you will learn why revising is often considered the "meat" of the writing process.

8. Publishing

What's the point of writing if no one will ever read it? The Internet has introduced countless new ways for writers to publish their own documents electronically, but print publishing is still the preferred avenue for most professional writers.¹⁰

From the explanation above, the writer conclude that to make a good writing we should have to pass several steps, we can't make a good writing if we just do a single step.

¹⁰ Barrett, *et al.*, *Rhetoric and Composition*, 8.

4. Writing Assessment

There are five criteria assessing writing on descriptive text that adapted by Sara ¹¹ :

Table 2.1 Writing Assessment

No	Aspect	Score	Criteria
1	Content	30-27	Excellent to very good : Knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	Good to average : Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	Fair to poor : Limited knowledge of subject, little subject, inadequate development topic.
		16-13	Very poor : Does not show knowledge of subject, non substantive, or not enough to evaluate.
2	Organization	20-18	Excellent to very good : Fluency expression, ideas clearly, started/supported, succinct, well organize, logical sequencing, cohesive.
		17-14	Good to average : Somewhat choppy, loosely organize but main idea stands out, limited support, logical but complete sequence.
		13-10	Fair to poor : Non fluent, ideas confused, or disconnect, lack logical, sequencing development.
		9-7	Very poor : Essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.

¹¹ Cushing Weigle, *Assesing Writing*, 115.

3	Vocabulary	20-18	Excellent to very good : Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
		17-14	Good to average : Adequate range, occasional errors of word/idiom form, choice, usage but meaning most obscured.
		13-10	Fair to poor : Limited range, frequent errors of word/idiom for choice, usage, meaning confused or obscured.
		9-7	Very poor : Essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.
4	Language Use	25-22	Excellent to very good : Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronoun, preposition.
		21-18	Good to average : Effective but simple, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronoun, preposition but meaning seldom obscured.
		17-11	Fair to poor : Major problem in simple/complex construction, frequent errors negation, agreement, tense, number, word order/function, articles, pronoun, preposition or fragments, run ons, deletion, meaning confused or obscured.
		10-5	Very poor : Virtually no mastery of sentences construction rules, dominated by errors, does not communication, or not enough to evaluate.

5	Mechanics	5	Excellent to very good : Demonstrated mastery of convention of errors, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average : Occasional errors of spelling,punctuation,capitalization,paragraphing but meaning not obscured.
		3	Fair to poor : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting meaning confused or obscured.
		2	Very poor : No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

Assesment is really needed in the learning process, it needs to evaluate what happend in the learning process, is there an error of writing structure, in the grammatical and the meaning of text or it is error on the teacher. So the writing assesment, it can be the a tool to get student better in the next writing.

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which presents information about people, feeling, sounds, places, and things in detail. The descriptive text generally describes about the shape or phisical appearance and charracteristic. The purpose of descriptive text is to describe about something spesifically.

According to John langan Descriptive text is when you describe something or someone, you give your readers a picture in words. To make this “word picture” as vivid and real possible, you must observe and record spesific detail that appeals to your reader’s sense (sight, hearing, taste smell and touch). More

than any other type of writing, a descriptive paragraph needs sharp, colorful details.¹²

In addition by Barbara states that Description is important to the writing you do in your personal life. Your diary and journal entries might include descriptions of people and scenes. Description is often used on the job. Engineers and architects, for example, write descriptions of building sites. Campus admissions officials write promotional materials that describe the campus.¹³

From the explanation above, the writer focuses the study on the Influence of Four Square Method in teaching writing Descriptive, it will contribute to help students solves the difficulties and understand to write descriptive text well. The writer also want to know whether or not the four square method effectives in teaching writing descriptive text.

2. The generic structure of Descriptive text

In the generic structure of descriptive text there are identification and description that definitely should not be missed in this text. According to Wardiman there are :

- a. Identification : Identifies phenomenon to be described.
- b. Description : Describes parts, qualities, characteristics.¹⁴

Table 2.2 The Generic Structure of Descriptive Text

Generic Structure	Bongo the Orangutan
Identification	There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.
Description	She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.

¹² Langan, *Exploring Writing*, 92.

¹³ Barbara Fine Clouse, *The Student Writer: Editor and Critic* (New York: Lisa Moor, 2008), 115.

¹⁴ Artono Wadiman, Masduki B. Jahur and M. Sukirman Djusma, *English in Focus* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), 46.

3. The Characteristics / Language Feature of Descriptive Text:

There are some characteristics to write a descriptive text :

When describing things from a technical or factual point of view, the present tense is predominantly used. *For example : has, eats, sings, lays, swim.* Although present tense may be used in literary descriptions, it is past tense that tends to dominate. *For example : had, was, enjoyed, seemed, sparkled.*

Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have). For example : *My favourite toy is a teddy bear because it is cuddly and friendly. It is my friend too. Turtles do not have teeth, they have a sharp beak instead. Eric the Red is an old man. Eric the Red has a greatcoat.* And then there is an Action verbs are used when describing behaviours/uses. *For example : An ant has three body parts. Some ants have wings. The queen ant lays the eggs. Ants live in colonies.* In literary and commonsense descriptions, action verbs are used metaphorically to create effect. *For example : Mia bubbled with enthusiasm. Declan smashed the record.* And also Mental verbs are used when describing feelings in literary descriptions. *For example : She felt unhappy. He liked dancing.*

Adjectives, adverbs and Adverbial Phrase are used in descriptive text. Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text. *For example : Beautiful girl, Clean house, Polite man.* Adverbs are used to add extra information to verbs to provide more detailed description. *For example : Turtles swim slowly. She was always hassling her mother. He could think clearly.* Then, Adverbial phrases are used in descriptions to add more information about the manner, place or time. *For example : Walruses have hair on their lips. Place The student only worked diligently just before exams.*¹⁵

¹⁵ Peter Knap, Megan Watkins, *Genre, TEXT, grammar : Technologies, for teaching and assesing writing*, (Sydney: University of New South Wales Press Lt,2005), p.99-98.

4. The Purpose of Descriptive Text

The Purpose of Descriptive Text according to Barbara F Clouse¹⁶

Table 2.3 The Purpose of Descriptive Text

Purpose	Sample description
To entertain	An amusing description of a teenager's bedroom
To express feeling	A description of your favorite outdoor retreat so your reader understands why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade women)	A description of a degrading music video

From the explanation above the writer concludes that the purpose of descriptive text is to entertain, express feelings, relate experience, inform, and persuade people to buy the products, share our experience, to describe things about people such as your best friend, your family, and your idol.

C. Four Square Method

1. The Definition of Four Square Method

Teachers have to find a method to make teaching learning process in the class runs well then to make the students can be more active and understand easily to get the knowledge. According to Gould and Burke stated that Four Square Method is a simple open-ended graphic organization method that was designed to help students focus, organize and support their writing with detail¹⁷

¹⁶ Clouse, *The Student Writer*, 154.

¹⁷ Judith S Gould and Evan Jay Gould, *Four Square Writing in The Content Areas: A Companion to The Four Square Writing Method* (Dayton: Lorenz Company, 2004), 61.

It means, this method can help the students in writing activity by creating a simple graphic organization to arrange and construct a good paragraph.

According to Judith and Evan The four square is an elaborate prewriting activity. It provides much of the material that will be applied in the drafting stage of writing.¹⁸ In addition according to Judith and Mary stated that A Four Square is like a map or set of directions for the ideas and thoughts you have for writing.¹⁹

Four Square Writing Method defined by Endang, Handoko and Dewi is a method of teaching basic writing skills that uses step by step approach that is built around a simplified graphic organizer as a visual framework for assisting students with formulating ideas in an organized manner prior to write texts²⁰. Similary, Vina also stated that Four Square Writing Method is a writing method which helps students in organizing concept to write by using a graphic organizer.²¹

From the explanation above it can be concluded that Four Square Method is a method that can help the teacher in teaching learning process of writing, where this method uses graphic organization as a media to lead student's idea and it makes them able to arrange their idea into a good paragraph. Then, this method can help the students to build their vocabulary while write the paragraph. By using this method the students can develop their idea into paragraph. So, the teacher can use this method as a new one of teaching method in writing process.

¹⁸ Judith S Goul and Evan Jay Gould, *Four Square Writing Method* (Dayton: a Lorenz company, 1999), 81.

¹⁹ Judith S Gould and Evan Jay Gould, *Four Square for Writing Assesment Secondary Level* (Dayton: a Lorenz Company, 2010), 7.

²⁰ Endang Sri Lestari, Handoko Pudjobroto, Dewi Sri Wahyuni, "Improving Students Writing Skill by Using Four Square Writing Method (FSWM)", *English Education Study Program*, Vol. II, No. 1, (February, 2013), 95.

²¹ Vina Agustiana, "Four Square Writing Method Applied in Product and Process based Approaches Combination to Teaching Writing Discussion Text", *Journal of English Education*, Vol. VI, No.1, (December, 2017), 89.

2. The Procedures of Four Square Method

Table 2.4 The Procedures of Four Square Method

<p>She was born in Pandeglang 25 of December 1996</p> <p>She lives in Cadasari</p>	<p>She is tall</p> <p>She has a pointed nose and slenting eyes</p>
<p>MY FRIEND PUTRI</p>	
<p>She is beautiful and kind</p> <p>She always smile to everyone</p>	<p>I have a friend, Her name is Putri. She was born in Pandeglang 25 of December 1996, she lives in Cadasari.</p>

From the table above, it can be conclude that there are several procedures that need to be followed by the teacher in using Four Square in the class. According to Judith and Evan, They are :

- a. The main, broad or general idea is placed in the center box of the four square (box 1).
- b. Boxes 2, 3 and 4 are used for supporting detail.
- c. The remaining box, lower right (box 5), will be employed to build a summary or concluding sentence. In practice, this is referred to as the “wrap-up” sentence because it encompasses all the ideas developed in the form of a series sentence²².

²² Gould and Gould, *Four Square Writing*, 66.

3. Characteristics in Four Square Writing Method

According to Siti Fatimah Four Square Writing Method has some characteristics as follow:

A. It uses step by step approach

In applying FSWM, step by step approach is used to make the learning systematic so the composition made by the students is well structured. The Four Square exercises can be published by the writing processes as follow:

- 1) Brainstorming : Generating ideas
- 2) Organizing : Four Square or other methods
- 3) Drafting : Rough or first draft
- 4) Revising : Revision of content and style
- 5) Editing : Editing for surface features, punctuation, spelling, capitals, etc.

They deal with the writing processes that have been discussed before.

B. It uses graphic organizer

The graphic that is used is in the form of four squares with one additional square in the center. The squares are numbered 1-5. The visual organizers help the students to conceptualize, understand, and structure a piece of written discourse successfully. It also makes the students do not feel bored.

C. It fits for any composition such as: narration, description, exposition, and persuasion.

The 8th grade students are given descriptive, procedure, narrative and report text at school. Four Square Writing Method may help them in writing the compositions. If they are able to apply the method as well as possible, it is not impossible for them to improve their writing skill. ²³

²³ Siti fatimah, "Improving Students Writing Skill Using Four Square Writing Method", (A Thesis, Sebelas Maret University, Surakarta, 2010), 34.