

CHAPTER II

THEORETICAL BACKGROUND

A. Theoretical Studies

1. Writing Ability

Ontario (2005) states, “Writing is a powerful instrument for students to use to express their thoughts, feelings, and judgements about what they have read, seen, or experienced (p.3). It means that writing is a tool for students to express their idea in written form.

A 2005 review by Urquhart and Mclever explained that “writing is about expressing knowledge and you want your students express their knowledge as thoughtfully and clearly as they can.” (as cited in Desy, Eusabinus, Sumiyati, 2013, p.1). It means that writing is a tool of students to express what they think on the paper. Unfortunately, students’ ability in writing are still far from what is being expected.

Luh Sri Dani (2014) states, “Writing is an ability to make a form of words that in general it may have a higher truth value than fact that it has set it down. Writing is a series of activities in expressing ideas and thought which presented through written language understand able to reader” (p.6). It means that writing is students ability in expressing their ideas and thought on the paper that can be understood by reader.

A 1996 review by Ur state that “writing ability is a skill or quality of someone to explore their ideas or concept to communicate it with

somebody else through signs or symbols in written form.” (as cited in Nurhasanah, 2014, p.10). It means that writing ability for students is the quality of students to explore their ideas to communicate with reader through signs or symbols in written form.

2. Writing Process

A 2000 review by Brookes et al state that “tackling one by one the elements which determine what we write down is what process writing is about.” (as cited in Vayye, 2010, p.21). It means that writing process is process of write with tackling one by one elements in order to produce something on written form that can understand by reader.

Harmer (2004) states, “writing process that is the stages the writer goes through in order to produce something in its final written form” (p.4). It means that in writing process the writer can make something in written form based on the writer thought for communicating with the reader. Ontario Ministry of Education and Training (2005) stated, “the writing process is the means by which students learn how to approach and carry out a writing task” (p.10). It means that students learn step by step process of writing and in the end of process of writing, students produce of the product in written form.

Ontario Ministry of Education and Training (2005) state that writing process teaches students how to develop their ideas and record them in written form. The process involves the following distinct steps:

a. Planning

The first step of the writing process, sometimes referred to as rehearsal, result in a plan to guide students as they write. Students generate ideas based on prior knowledge or personal experience. They may be prompted to visualize or draw their story and then tell a friend. After brainstorming with other students, they evaluate their ideas, narrow their focus, and select a topic. Some students may be provided with a generic graphic organizer. As students create a plan, they need to consider why they are writing (the purpose), and who will read what they write (the audience). At this point, students may determine the form their writing will take. It means in this step the writer help students for organizing their ideas, select a topic what they will write, determine the purpose of writing, and determine who will read it.

b. Writing a Draft

Following the development of their plan, students write a first draft. The intent of this draft is to get ideas down on paper. It means for this point more focus on the message that students convey. Once the draft is complete, students need to read what they have written and decide if it says what they want it to say and if they like what they have written. It is crucial that they understand that not all writing will be developed beyond this point. It means that writing a draft is the way to know what students want to continue writing this piece.

c. Revising

Vayye Langen Dyan (2010) states, “Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a pieces of writing. In revising, the writer should criticize their rough draft in order to check wether or not the purpose is clear. The writer also checks the aspect involved in writing activity such as: spelling, diction, grammar, punctuation, paragraph, development, etc. This revising can be done several times until all of the important aspects in writing are well constructed” (p.22).

d. Editing

In this step researcher as a teacher doing the evaluation to the students in clear away their text as they prepare the final draft. They edit their own peer’s work for grammar, spelling, punctuation, diction, and sentence structure.

e. Publishing

Luh Sri Dani (2014) states, “The point of publishing is having someone read the writer’s work. In theacing writing to the students, the process of publishing can be done through group discussion, school newspapers, websites, outside school, or portfolio”(p.10). In this step writer use a website such as facebook for publish what the students write.

3. Descriptive Writing

Descriptive text is a kind of text that presents the characteristics of something in order to make clear impression of a person, place, object or event. The aim of descriptive is to convey the reader what something looks like. It attempts to paint a picture with words.

A 2007 review by Kristono state that “descriptive writing has also the generic structure: the first, identification is identifies phenomenon to be described. The second, description is describe parts, qualities, characteristic, etc.” (as cited in Irwan Kurniawan, 2009, p.38). Moreover, a 1998 review by Mark and Kathy state that “descriptive texts divide the structure into three parts: the first, a general opening statement in the first paragraph that consists of the statement introduces the subject of the description to the audience and Brief information about the when, where, who or what of the subject. The second, a series of paragraph about the subject of the consists: Each paragraph usually begins with a topic sentence, the topic sentence previews the details that will be contained in the remainder of the paragraph, each paragraph should describe one feature of the subject, and These paragraphs build the description of the subject. The third, a concluding paragraph (optional) it means that descriptive text also has grammatical features namely: verbs in the present tense, adjectives to describe the features of the subject, topic sentences to begin paragraphs and organize the various aspects of the description.” (as cited in Irwan Kurniawan, 2009, p.39). It means that descriptive text is a text that describe something in

details and describing something using a certain sequence to facilitate the reader understand what the the writer wants to tell to the reader.

4. Guided Writing

1. Definition of Guided Writing

Guided writing, by definition, is a form of teaching writing in which learners are given step by step instruction. A 2004 review by Tyner states, “guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice.” (as cited in Yosep Dwi Anggara, 2013, p.21). It means that guided writing activities make the teacher can interact with students individually as well as with the entire during writing process.

Oczkus (2007) states, “guided writing is an esesntial tool a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, srtudents are supported during the different stages of the writing process” (guided writing, para.1). It means that through guided writing, the teacher provide support that is going to help students to improve their writing and to work with increasing independence. A review by sischa (2017) “explained guided writing is the researcher guides student by asking question, picture and discussion.”

Ontario Ministry (2005) states, “guided writing is a strategy that gives students the opportunity to review a recently taught writing skill in

a small-group setting and then to apply the skill through independent writing” (p.3). It means that guided writing enables the teacher to tailor teaching writing process by make a group in order to easy in guide.

2. Stages of guided writing

Guided writing can take place at any stage of the writing process. Primary National Strategy (2007) explained stages of guided writing: The first, before writing (to support children’s planning and drafting of their work) this should refer back to and build on the previous shared writing session. Activities might include: Supporting children as they formulate their ideas – this is may incorporate drama or role-play, reviewing objectives for writing and/or the children’s targets, the teacher modelling the process of planning and drafting (this may include rerunning part of the shared session for targeted groups of children), developing sentence construction and punctuation, retelling a known story in the correct squence and as a writer, in complete sentence (look at speaking and listening objectives), planning a piece of explanatory writing drawn from a model discussed in the shared session, oral rehearsal that consist in particular, those children who have poor literacy skills and children with poor language skills.

The second, at the point of writing is support can be provided to groups as they begin to write or when they have alreday started to write independently (in order to support the revising process). Children can be

supported to: Write the first or next paragraph of an explanation text and be invited to read it aloud to the group, reread for clarity and purpose, use alternative vocabulary, use greater precision - choice of phrase, use of complex sentences, use greater cohesion – use of connectives, consistency of tense, time, person, and so on, remember objectives for writing and be supported in checking their work against the success criteria. Throughout, these sessions should be used to acknowledge and praise in order to facilitate constructive discussion with the intention of improving the writing. The teacher will invite comments and lead the discussion.

The third, after writing (feedback sessions) is after children have worked independently on their writing there should be opportunities for them to assess their writing – the use of peer support here is useful. After writing, you could: Supporting children to check their work against success criteria, edit, proofread, and reflect on the impact on reader, review progress and targets, discuss next steps in writing and set new targets where appropriate (p.11). It means that guided writing explains how to observe which stage of writing developmental phase, and how to provide specific teaching that helps them achieve goals they can not reach alone.

3. Benefits of Guided Writing

Oczkus (2007) state, There are some benefits of guided writing: Guided writing enables the teacher to tailor the teaching to the needs of the group, guided writing facilitates the teaching and learning of individual students, although guided writing the teacher is able to observe and respond to the needs of individuals within the group, guided writing provides the teacher with the opportunity to extend and challenge more-able groups of students, guided writing encourages the children to be active participants in discussions about writing, guided writing builds confidence – the group are all grappling with the same issues, guided writing allows the teacher to give immediate feedback on success and opportunity to discuss further areas for improvement (guided writing, para.1). It means that guided writing technique is a important tool for helping student to become a better writer and will make easier the teacher to teach writing.

4. Feedback on learning in guided writing

Primary National Strategy (2007) state, “Feedback is provided at every stage, this may take the form of self-assessment, peer-assessment or teacher-assessment. There are some feedback on learning in guided writing:Providing effective oral and written feedback to children in the group, developing peer-assessment, developing self-assessment, ensuring children are clear about the next steps needed to

improve their writing” (p.11). It means that guided writing will make student more easily and more learn if the teacher can guide their writing.

5. Picture

1. Definition of picture

Picture is One of them media can help the teacher, picture are really use ways to stimulate the students into writing texts. Teachers can use picture series based on the needs.

A 1992 review by Arthur and William states, “pictures help to comprehend and remember the text. When the texts were presented alone or with pictures the order in which the steps were described in the text, subjects tended to mentally represent the text. We argue that these results disconfirm motivational, repetition, and some dual code explanations of the facilitative effects of pictures” (as cited in Irwan Kurniawan, 2009, p.41). It means that picture is good media for help students organize their ideas in writing.

Brown (2004) states “the variety of picture cued controlled tasks has been used in English classrooms and the main advantage in this technique is in detaching, the almost ubiquitous writing connecting and offering instead a nonverbal means to stimulate written responses. Picture description refers to represent idea” (p.28). It means that picture is one of media or tool that can help students for enhance their writing.

2. The advantages of using picture

A 1976 review by Andre Wright states, “broad function of pictures used in teaching activities, especially for writing activities gives some advantages as follow: To motivate the students, to create a context within his written text will have meaning, to provide the students with information to refer to, including objects, actions, events, relationship, to provide non- verbal cues for manipulation practice, to provide non-verbal prompts to written composition” (as cited in Irwan Kurniawan, 2009, p.41). It means that picture is a good media to help student in develop their writing.

3. The criteria for the good pictures

In order to make the teaching learning activities optimal, the pictures which are used must be has good criteria. A 1992 review by Wright states, “there are some criteria in using picture as media: the picture should be easy to prepare, the picture should be easy to organize in the classroom, the picture should be interesting, the activity in the picture have to be meaningful and authentic, the activity in the picture should give rise to a sufficient amount of language.” (as cited in Yosep, 2013, p.28). It means that in using media picture the teacher should be smarter in choosing picture that will be given to student.

B. Study of Relevant Research

This research is relevant to this thesis was written by Irwan Kurniawan (2009) on his research, using Picture and Guided Questions in Teaching Descriptive Writing at the Odd Semester of VIII Grade Students at *SMPN 111* Jakarta. The result of Irwan Kurniawan explained that in teaching writing using picture can improve the students' ability in writing descriptive text and guided writing can improve the students' writing skills and can make them write easily.

The researcher chooses to review this thesis because it brings students to better in descriptive writing through picture. Also, the purpose was same with this research that was to enhance student's writing skill. During teaching learning process, the students made a paragraph based on sentences. It has a similarity with this thesis where the students make a paragraph in descriptive writing through picture during teaching learning process in the classroom. Both of them make students achieve competence. Besides that, this research has different between two relevant thesis. This research uses a guided writing and media picture to help students write descriptive text.

C. Framework

Writing is defined as the one of the language ability. It is important for student since it reveals how they use words to convey their idea or message effectively. In writing, the student should be able to apply the aspect of writing, that is vocabulary, sentence structure and organizing of ideas. Limited

vocabulary, sentence structure, and organizing ideas impedes the student to write especially in writing descriptive texts. Descriptive text is a kind of text that functions to describe something such as give a description about characteristics of thing, person or animal.

Writing descriptive texts involves their ability to portray the things which commonly involve the words that can appeal to enhancing students' writing ability through picture and guided writing. Using picture in teaching descriptive texts help them extend their ideas and experience. Using picture makes the student easy to get the information visually so that they will be able to write descriptive text effectively. Guided writing is activities make the teacher can interact with students individually through questions, picture series and discussion during writing process.

In other words, without vocabulary, sentence structure and organizing ideas the student' writing ability will be impeded. Therefore, picture and guided writing can help the student' writing ability in writing descriptive text.