# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 1.1  The Concept of Writing

Writing is an activity that people always do. It can be for private or public purpose. Writing diary is one of the writing activities that people do in their daily life. Writing is not the same as speaking. Writing is including in written language because people communicate in write form.

Writing is an activity to express idea opinions or feeling in writing form. It involves structure, vocabulary, and other aspects such as spelling, capitalization, punctuation as well. Writing activities are about delivering some information to the readers in writing form. It is about the skill of arranging the words into sentences, and sentences into paragraph. Writing activities need the researcher's understanding about writing components to produce good writing. According Oberman and Kapka (2001), state that writing process could be used in teaching appropriate strategies to enhance ability of students in writing, especially in education environment. Tarigan in Faisal &Krisna Suwandita (2013). Explain the definition of writing as a skill of language. he said that writing is one if the language skill which is used to communicate indirectly, without having face to face with other people.

According to Hyland (2003: 3) writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. As we know that grammatical and lexical knowledge include to the language structure, as a basis for teaching writing.

Writing is not only arranging words into sentence but it is also arranging sentence or paragraph. Then, it is neither an easy not spontaneous activity. In writing, students do not

only have to keep the idea in mind and then write it, but must need to have creativity to express and develop good writing.

According David and Lane (2005) : stated there are aspect of making good writing, there are:

**1. It's Clear**

A good working definition is that it's writing that your intended reader can understand in one reading.  How to make writing is clear here are two suggestions. *First*, you should ask someone else to read your draft. And *second* is all writer, editors, and proofer should remember that it's not enough to write so that you can  be understood; you must write so that you cannot be misunderstood.

**2. It's Concise**

According to writing teacher Walt Skretch, " Means saying the same thing-*once."*

**3. It's Correct**

When we say that our writing must be " correct", we usually mean that it is must be reasonably free of errors in grammar, punctuation, spelling, and word usage. That not a bad working definition .but it might help if we also take a look at what we don't mean by the word.

**1.2  The Components of Writing**

According to Hughes (1989; 91), there are four aspect in making a good writing. They are :

**1.   Grammar**
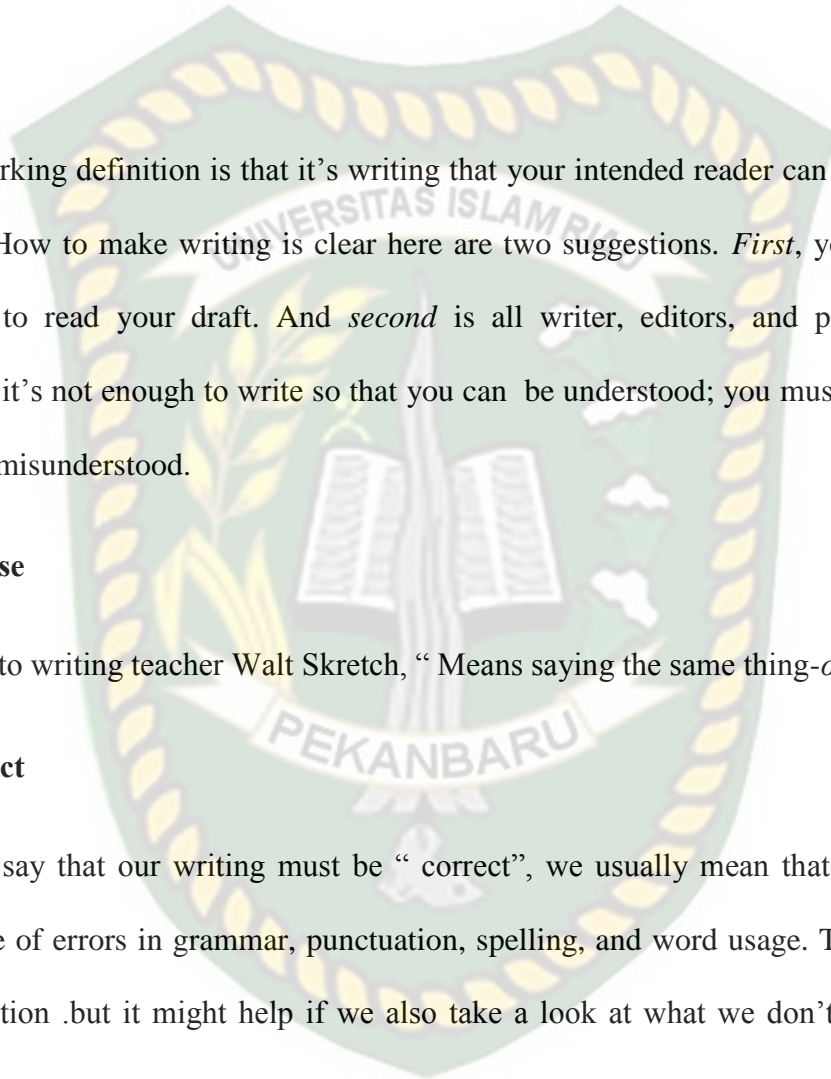
It is important to the students to master because it is basic to understand a language. the basic grammar helps students to compose a text. In this case, we use the passive voice.

**2. Vocabulary**

In order to write well the ability to choose and use the appropriate vocabulary should be mastered. So, they can explore more deeply about what ideas they want to express properly.

**3. Mechanic**

Mechanics include some matters such as spelling, punctuation and capitalization. Spelling is important in order to make a meaningful writing. The meaning will be changed if a word is misspelled. Punctuation is a command for the reader to raise his voice or drop his speed and stop reading. If the writer missed it, the meaning will be changed.

**4. Content**

Content is both information and communication.

**5. From ( Organization )**

It is important for a paragraph to have from (organization), which means that all of the sentence in it discuss only one main idea, the paragraph has to have good from (organization).

**1.3 The Purpose of Writing**

Oshima and Hogue (1991), states in literary writing, the purpose is often to entertain, whereas journalistic writing usually intends to inform or persuade.

In addition, According to McMahan,et al. (1996:8) there are four purposes of writing. There are :
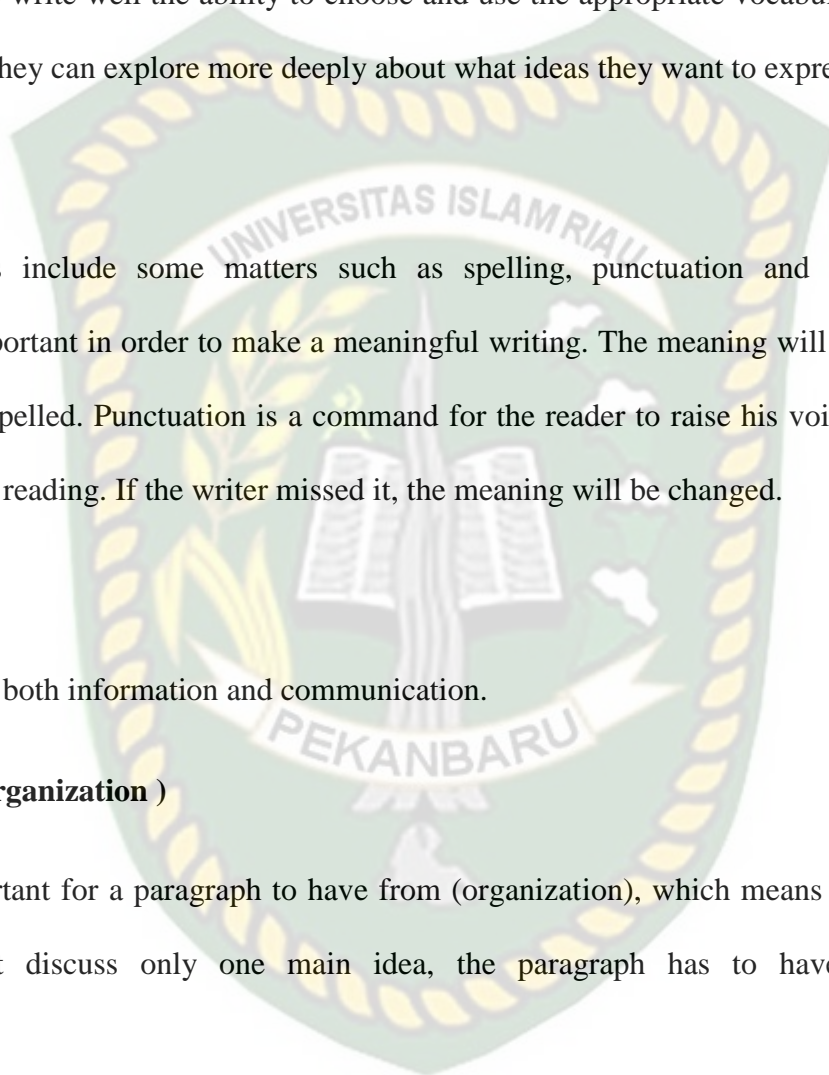
### a. To express the writer feeling

The writer wants to express the feeling and thought through the written form, as in a diary or love letter. It is what is so called as expressive writing.

### b. To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing. The examples of this kind of writing poetry, writing prose, etc.

### c. To inform the readers

It is use to give information or explain something to the readers as in announcement or descriptive text. It is a kind of informative writing.

### d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept .it is called as persuasive writing can be in form of descriptive paragraph.

According Halliday in Nunan ( 1998:84) state that written language is used for action such as public signs, product labels, television, and radio guides, bills, menus, telephone directories ,ballot papers, computer . information such as a newspaper , magazines.

According Meanwhile ,Brookes and Grundy (1990:14) classify the purposes of writing into three, there are :

### a. Informing

Most writing task require writer to inform something. This informing purpose means that the writer has to posit an imaginary reader with slightly eccentric in knowledge, for example writing a descriptive text, procedure text, etc.

### b. Persuading

Persuasion purpose maybe of two kinds. It can be persuading people to believe something like depending our argument or persuading people to do something like to buy our products, for instance writing an descriptive text.

### c. Clarifying

It well find that putting ideas into diagrammatic form clarifies or data. For example, when a research present his survey result in diagrammatic , it would ensure clarity of thinking and would also make the facts of the survey easily available to others.

## 1.4 The Process Of Writing

There are some main stages in the writing process : prewriting, planning writing ( send a-problem) and revising draft. According to Alice Oshima and HannHouge (1998) the first free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will spark another idea. Purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness grammar, spelling, and organization.

Harmer (2004) the process of writing consist of 4 steps : (1) planning, (2) drafting, (3) editing ( reflecting and revising), and (4) final version. According to Yunus (1988) explains that in writing there are three phases which are necessary to be noticed, that is the free writing phases, the writing phases and the post writing phases.

## 1.5 Teaching Writing

## 1. The important of teaching writing

As writing is one of the four basic skills in learning English, it becomes so important. Raimes ( 1983:3) states that writing make our brain and sense work together to help us learn. We can see words appearing at the same time that we are thinking about the ideas, feeling our finger write the words or press the keys, and perhaps even hearing ,our selves muttering words and phrases as we work . this coordination of the physical ,the visual, and the mental means show that writing can help us learn.

To prove that many people think that writing is very important ,in America, a survey was conducted on teaching writing in January 3 to 16,2007 among a representative probability sample of 1501 adults residing in the united states. The survey showed that the American public believes learning to write is as important as learning to read, and they feel that writing well is essential to improving communication skills, grammar ,and critical thinking. Seven in ten American say that students should be given daily writing assignment and that writing should be taught in all subject. More that 80 percent of those surveyed say students should learning to write well as requirement for high school graduation. Two thirds believe that writing skills are essential to success in college. And 74 percent say there is a need to write well to succeed" regardless of  what type of job it is "( Bennett and Walcoff,2012).

Considering the explanation above. It can be said that writing skill is very important in our daily life .So, it is needed and must be learned by the students well .for the teachers, writing should be taught as well as other skills (reading, speaking, and listening) because many reason above including reinforcement language development, learning style and most importantly ,writing is as a skill in its own right ( Harmer,1998:79).

## 2. Approaches in Teaching Writing

There are some varieties of approaches in teaching writing which can be conducted by the teacher in classroom.

a.  The controlled approach

This approach stresses three feature of grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality. The controlled to free approach in writing is seqnential: students are first given sentence exercise ,then paragraph to copy or manipulate grammatically by,for instant ,changing questions to statement, present to past or plural to singular they might also change words or clauses or combine sentence . they work on given material and perform strictly prescribed operations on it.

b.  The free – writing approach

The emphasis in this approach is that intermediate –level students should put content and fluency first and no worry about form. Teachers begin by asking students to write freely on any topics without worrying about grammar and spelling. there is only minimal correction of error. Teachers just simply read the pieces of free writing and perhaps comment on the ideas the writer expressed or ask students to read aloud to the class. Concern for " audience " and " content" are seen as important in this approach , especially since the free writing often revolve around subjects that the students are interested in, and those subjects then become the basis for other more focused writing task.

The teaching writing approach which was conducted in this research for experimental class was using Send A-Problem technique, while control class was taught using guided writing technique.

## 1.6 Definition of Descriptive Text

A descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text

is really different from the other kinds of text. Descriptive text is the text that describes something.

Wyrick (1987:227) states, "The writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader." From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting.

Based on the national curriculum KTSP (School Based Curriculum) 2006, the aim in teaching writing at senior high school is that the students are able to write a simple descriptive text. The skill to write descriptive text is taught at the first year. Sudarwati and Eudia (2007:113-137) state that "the targets of teaching writing descriptive text for the first year students of senior high school are (1) the students are able to describe animals and people, (2) the students are able to describe their school, (3) the students are able to describe places".

### 1.6.1 Generic Structure Descriptive Text

The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of descriptive text. They are identification and description.

Gerot and Peter (1994:208) mention that "there are two components in the descriptive text: first, identification; identifies phenomenon to be described, and description; describes parts, qualities, and characteristics". The identification usually occurs in the first paragraph

and the description stated in the continuing paragraph. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

Sudarwati and Eudia (2005:27) mention that "there are two components of the generic structure of descriptive text. They are identification; identify phenomenon to be described and description; describes parts, qualities, and characteristics". They add that "the language features for descriptive text are focus on specific participants, use of attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present tense.

### 1.6.2 Language Features of Descriptive Text

According to Jenny (1992), Descriptive text often uses 'be' and 'have'. Tense which often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore, significant grammatical features:

a. Uses of simple present tense.

b. Uses of descriptive adjectives.

c. Uses of detailed noun phrases to give information about the subject .

d. Uses of action verbs " material process"

e. Uses of adverbs to give additional information about behavior

### 1.6.3 Example Descriptive Text

a.  The text below is the one of the examples from describing place.

My Classroom.

I want to tell you about my classroom.

My classroom is next to the school library. It is a big and clean classroom. I has two black doors and six brown windows. The walls are green and there are some picture of them. There are twenty tables,  Forty chairs and two white boards. The air is cool because my classroom is air conditioner room.

b.  the text below is one of the example from describing people.

**Michael Douglas**

Michael Douglas is a very famous and popular in American actor. He is about sixty years old. He is a slim person and he is average height. He has got light brown eyes and short fair hair.

His wife is a very beautiful British actress who is named Catherine Zeta Jhons, she has got green eyes and long straight black hair. They have got a daughter who is two years old. They all live in the united states America.

c.  The text below is one of the example

**My dog, Brownie**

I have a pet. It is a dog and I call it Brownie.

Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get a long well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

## 1.7 Send A-Problem Technique

Send a problem technique is a kind of group discussion to solve a problem. It is one of cooperative learning technique. This learning concept allows small groups of students work together to help themselves and their teammates to learn ( Barkley,et.Al.,2005:177). The students have to work in group and each group member must be responsible for their work or learning. So, the students are positively interdependent.

in addition, according Angelo & Cross(1993) Send-a-Problem: Each group member writes a review question on a card. They then take turns asking the group to solve the question. If there is a consensus on the answer, it is written on the back of the card. After all questions are answered, the card stack is sent to the next group, who repeats the process without looking at the first group's answer until they have reached a consensus. Time required: 2-3 minutes per person for each group that works through the card stack.

Moreover, Send-A Problem technique is a teaching technique which brings the students to work a group working in group , the students have opportunity to practice together and learn form each other the thinking skills required for effective problem solving. Once each group is given the problem, they freely express their idea, explore their knowledge related to the problem, and share it to other members. Here, the students are trained to think critically

and creatively to solve the problem. They will achieve the objective of the teaching learning process through learning each other during the discussion.

This technique also develops the students' communicative skill. In solving the problem, they have to learn the right way in expressing the idea and working together in group because they are required to share their idea. So , a good communication is absolutely needed.

The purpose of this technique is to challenge the students to think critically about an issue. The issue can be created by the teacher or by the students in an earlier class. The Send A-Problem technique concept does not need to be limited to issue only. For ESL teacher, the problem can be various things that can represent the target language.

Besides, by using this technique the students learn in less anxiety. Students often feel anxious to speak in front of the whole class. On the other hand, when they speak in the smaller group, there is less anxiety .in addition, when a student represents the group and reports to the whole class, she/he feels more support because the answer is not just from one student alone, but from the whole group.  Thus , Send A-Problem Technique in teaching writing gave the better outcomes than using other technique especially guide writing because in Send A-Problem technique the students freely elaborate their creative ideas in writing  and learn in less anxiety since they work together in group.

 The concept of Send A-Problem technique is solving a problem in group, finding the best solution, and then reporting it. This technique allows the students to freely develop their idea related to the topic. It also challenges the students to think creatively. The students with high creativity will try to find unique ideas to solve the problem. It is very possible that their solution will be unpredictable the best solution is the most unique solution that is reasonable and applicable. That is way, here, the students creativity's much needed. So, it is clear that Send A-Problem technique is more suitable to teach students with high creativity.

## 1.8 Teaching Procedure Send A-Problem Technique

According to (Barkley,2005:177) states procedure of Send A-Problem technique.

a. Form groups of two four students, and take time to describe the activity, give instruction, and answer questions.

b. Distribute a different problem to each group, asking each group to discuss the problem, generate possible solutions, choose the best solution, and record and place their response in the folder or envelope.

c. Call time, and instruct teams to pass to the next group ;each group receives a new folder or envelope.

d. Upon receiving new problems, students again brainstorm response and record results until time is called and they again pass the problem to a new group.

e. Repeat the process for as many times as seems useful and appropriate for the problem.

f. Students in the final group review the responses to the problem ,analyze, evaluate, and synthesize the information, adding any additional information they wish.

g. The activity concludes as teams report on the responses contained in the folder they evaluated. As group report out, add any points that groups missed and reinforce correct processes and solutions.

## 1.9 Relevant Existing Study

The following are same researcher about Send A-Problem technique for teaching English :

Intan Kris Amilia (2016) have done research " The effectiveness of Send A-Problem technique for teaching writing an analytical exposition text." Based on the finding of the study, Send A-Problem technique in the working hypothesis (Hi), there is significant difference in students' writing achievement between those who are taught using Send A-

Problem and those who are taught using conventional way. " Meanwhile, in the null hypothesis (Ho), " There is no significant difference in the students' writing achievement between those who are taught using send a problem and those who are taught using conventional way. " The population of this study was the eleventh grade students of SMA Negeri8 Semarang in the academic year 2015/2016. The total number of the sample was 60 students that consisted of 30 students of class XI IS 4 as the experiment group who were taught using Send a problem technique and 30 students of class XI IS 5 as the control group who were taught using conventional way. The design of this study was a quasi experimental study. The data were collected through the writing test. In the pre-test, the mean score of the experimental group was 62.80 and the control group was 62.77 after the treatment, the result of post-test of the experimental group was 75.57 while the control group was 68.57. the independent sample t-test used by the writer showed that there was a significant difference between post-test of control group and experimental group. Lastly, teaching writing analytical exposition text using send a problem technique is effective than conventional way. English teachers are suggested to concern better in their technique variety in teaching writing any kind of text especially analytical exposition text.

Tri Pujiani (2005), have done research " the effectiveness of Send A-Problem technique to teach writing of junior high school students viewed from their creativity." The result of data analysis shows that the mean writing score of the students who were taught by using send a problem (60.50) is higher than those who were taught using guided writing ( 57.30). Meanwhile, the mean writing score of the students with high creativity level (62.50) is higher than those who have low creativity level ( 54.50). when the writing score of high creativity students and the score of low creativity students in each class are compared , it is found that in experimental class the students with high level of creativity (65.90) have higher writing score than those who have low creativity level (58.30), but in control class the

students with high creativity level ( 53.10) have lower writing score than those who have low creativity level (55.67). Furthermore, it can concluded the student taught by using send a problem have better writing skill than those taught by using guided writing. High creativity students have better writing skill than low creativity students, and there is interaction between the technique and the students' creativity. Should teachers implement Send A-Problem technique ,they must consider students level of creativity.