

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Writing as a Language Skill

Writing is considered one of the linguistic skills in English. Experts provide explanations regarding the definition and purpose of writing. Murcia defines writing as the skill of articulating one's thoughts in written form using a second or foreign language. Using the above definition as an example, pupils have the ability to record unfamiliar words, transcribe grammar rules, and complete written assessments (Marianne C Murcia, 1991).

Raymond also provided an additional argument, stating that writing serves as a means of both remembering and thinking effectively. From the aforementioned argument, it can be inferred that writing is the key proficiency in the English language. Furthermore, students will require writing skills in order to think clearly and enhance their cognitive abilities (Penny, 1998).

According to Tarigan, writing is a linguistic ability that is employed for direct communication. Furthermore, Ur also asserts that writing serves the purpose of articulating ideas and communicating a message to the reader. The sentence above emphasizes the importance of writing as a language skill that students require for their development (Raymond, 1980).

Expressing one's emotions, thoughts, and ideas through written words can be advantageous. The pupils will also experience a sense of liberation in generating novel ideas and innovating via the act of writing. Therefore, the researcher proposed

the idea that writing is a valuable language ability in the process of learning (Tarigan, Henry, 2012).

Writing serves as a tool and a pen that records vast knowledge throughout various parts of life. It is crucial for students to develop their writing skills in order to preserve and retain knowledge, as information might be lost if it is not documented in written form. The age of a human can also impact the extent of their information retention. In their old age or for future generations, individuals can retain information through their notes and written texts. Therefore, it is crucial in life for individuals to be able to recall and have a positive influence on others.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۚ

*Meaning: Noon. I swear by the pen and what the angels write*

Qalam has established an order of the poem above specifically for human beings. In this context, "*qalam*" refers to a writing instrument specifically designed for individuals who are learning. The researcher's conclusion is that writing is a linguistic skill that must be acquired. It provides a cognitive advantage. In this world, it is impossible for a student to acquire knowledge without documenting what they have learned. Indeed, every individual have a tendency to occasionally forget or experience events in their life. Provide information or expertise. For this reason, as a learner, it is necessary to enhance our memory through writing. Furthermore, by writing, we can acquire knowledge about any subject in this world effortlessly. When we comprehend something through reading, it is preferable for us to transcribe our understanding in written form, either in a text or a book.

Islam advises humans to gain a deeper understanding of something, particularly in the realm of knowledge, not only by reading but also by physically



the purpose of achieving a certain goal. A text form refers to a linguistic expression or a documentation of a communicative action that has a practical purpose (Zuhriah, Siti, et al. , 2011). Texts that have similar meaning and structural components are classified as belonging to the same text type. A text genre refers to a specific category or style of written or spoken communication (Wishon, G.E., J.M Burks, 1980).

In addition, Gerot and Wignell classify genres into 13 distinct types, specifically spoof/recount, recount, report, analytical, news item, anecdote, narrative, process, description, hortatory exposition, explanation, discussion, and reviews. Descriptive text is a type of writing that is taught in the second grade of junior high school (Gerot, Wignell, 1994).

### **2.1.2 Descriptive Text**

Wadirman states that descriptive language is a component of factual genres. Its social function is to provide a description of a certain individual or object. Descriptive writing conveys sensory experiences, such as tactile sensations, auditory perceptions, gustatory experiences, and visual observations, using language. The objective is to provide the readers with information regarding the appearance of something or someone. According to Gerot and Wignell, the act of describing involves crafting a verbal representation of individuals, locations, items, and feelings by meticulously choosing specific information in order to leave a lasting impact on the reader (Badger, White, 2000). Junior high school pupils are required to learn several types of English texts, including recount, narrative, process, spoof, descriptive, and more. The significance of instructing these books has been documented in Depdiknas (Wadirman, 2008).

*Salah satu rumusan standar kompetensi dan kompetensi dasar untuk mata pelajaran Bahasa Inggris di SMP adalah kemampuan menulis yang harus dimiliki*

*oleh peserta didik sebagai hasil dari mempelajari Bahasa Inggris. Kompetensi ini mencakup kemampuan mengungkapkan makna dalam teks fungsional pendek dan esai sederhana dengan berbagai bentuk, seperti recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, dan review, dalam konteks kehidupan sehari-hari.*

When creating descriptive text, it is essential for a writer to be familiar with and comprehend certain rules in order to produce high-quality content. The two main components of descriptive text are the generic structure and the language features, which include grammatical features.

## **2.2 Language feature of Descriptive text**

There are several features in a descriptive text that require careful consideration, namely: The descriptive text is typically identified as the primary idea or general statement of a paragraph. It serves to explain and provide supporting details for the main idea or general statement. Another aspect is the grammatical element of a description. Factual descriptions typically incorporate the following grammatical elements: (a) present tense verbs, (b) adjectives to depict the characteristics of the subject, and (c) topic sentences to initiate paragraphs and structure the different aspects of the description (Bamanti, Ikhsan, Oktaviani, Dwi, R., 2011).

When composing descriptive language, pupils must take into account many variables. Proficiency in the subject matter, familiarity with the established norms and conventions of the genre, and an understanding of the intended audience's background are essential prerequisites for effective writing.

The linguistic qualities employed in composing descriptive text are straightforward and more readily taught. The writer typically employs the present tense. Descriptive text includes adjective clauses. However, occasionally the past

tense is employed when describing something that no longer exists. Davies provides a definition of the grammatical characteristics of descriptive writing and categorizes them into four types. Their identities are:

- a) Descriptive language frequently employs adjectives, numerical references, and categorization. For instance, it possesses a remarkably impressive feature of having a dense coat of fur.
- b) The frequently utilized tense is the simple present tense. However, on certain occasions, the past tense is employed when describing something that no longer exists, such as actions like going, flying, cooking, and so on.
- c) Descriptive text employs cognitive verbs (such as believe, think, etc.) and verbs related to emotions (such as feel).
- d) Descriptive language utilizes adverbs to provide information about a character or adjective that is being described. For instance, it is exceedingly elevated, it unquestionably surpasses, etc (Davies, 2000).

This is an illustration of text that provides detailed information:

Cats, sometimes referred to as domestic cats, are four-legged carnivorous mammals. The average weight of a cat ranges from 10 to 20 pounds. The lifespan of an individual depends on their sex and age, as they have the potential to reach a maximum age of 6 to 8 years.

Cats can consume either wet or dry food starting at the age of 3 months. Additionally, male cats exhibit a higher level of aggression compared to female cats. Male cats are commonly utilized for hunting small animals. On the other hand, they actively seek out obstacles within their environment. Once cats reach the age of 6 or 7 months, they become capable of mating and experience sexual desire. At this stage, the cat displays a clear indication of its desire to mate and is capable of attracting a female cat. Furthermore, it diverges from the female feline, which

displays limited enthusiasm for hunting and lacks excessive aggression. They have a preference for caring for kittens and safeguarding them from predators.

### **2.2.1 Generic Structure Analysis**

- a) Identification: Cats, commonly referred to as domestic cats, are four-legged carnivorous mammals. The average weight of a cat ranges between 10 and 20 pounds. The lifespan of an individual depends on their sex and age, since they have the potential to live for up to 6 or 8 years.
- b) Description: Cats have the ability to consume either wet or dry food starting at the age of 3 months. Furthermore, male cats exhibit a higher level of aggression compared to female cats. Male cats are commonly favored for their hunting abilities, particularly when it comes to capturing tiny creatures. On the other hand, they actively seek out obstacles within their environment. Once cats reach the age of 6 or 7 months, they become capable of mating and experience sexual desire. At this stage, the cat is displaying an indication of wanting to mate and is capable of attracting a female cat. Additionally, it differs from the female cat, which exhibits minimal interest in hunting and lacks aggression. They have a preference for caring for kittens and safeguarding them from predators.

### **2.2.2 Language Features Analysis**

- a. Utilizing adjectives: weighty, diminutive, companion, distinct, intrigued, assertive, renowned.
- b. Utilizing the numerical values of 10 and 20 pounds, with a duration of 3 months, and an age range of either 6 or 8 years.
- c. Utilizing classification: A mammal that primarily consumes meat.
- d. The verb tenses used include simple present tense and past tense: Called, depends, grow up, eat, enter, wants, taking care, defend.



### 2.3 Techniques in Teaching Writing

Typically, the writing process can be divided into two distinct ways. The two approaches are the process approach and the product approach. Brown asserts that the disparities between the process method and the product approach lie in the fact that, when engaging in the product approach, the learner must concentrate on the ultimate outcome of the learning process (Brown, 2000). At this stage, the student is expected to become proficient and skilled in using the language. Nunan argues that the process approach stresses the utilization of numerous classroom activities to support the development of skilled language use (Nunan, 1999).

Therefore, the method or approach in writing involves the process approach. The student will progress through several stages in writing and employ a diverse range of techniques or methods in the classroom. Leki asserts that the product approach and process approach should be treated in a balanced manner. Indeed, while the end result holds significant importance, it is also crucial for the writing process to be more investigative, less harsh, less discouraging, and for the students to feel less isolated. Moreover, the writing process requires tactics or strategies to assist students in enhancing their writing skills and personal growth in writing activities (Leki, Ilona, 1996).

During the writing process, it is necessary for writers to adhere to each stage in order to get a favorable outcome. The quality of a written work can be assessed based on its comprehensiveness, unity, and coherence. In order to produce a satisfactory outcome in writing, the student must take into account several factors such as content, organization, language proficiency or grammar, word selection, vocabulary, and mechanics, including capitalization, punctuation, spelling, and so on. However, attaining a favorable outcome is challenging and requires a lengthy and intricate process (Arumi, 2015).



### 2.3.1 Guided Question Technique in English Writing

Heley suggests that the learning technique is a mechanism that students can employ to comprehend the teacher's explanation of the learning material using certain approaches. The tactics employed by pupils vary depending on their individual character and learning style in the classroom. Here is a method that can facilitate the learning process in the classroom. The learning methodology is determined by the methods employed by pupils, which are organized according to the chosen strategy (Heley, Krown, 2004).

The objective of this strategy is to enhance the student's comprehension of the learning material. Particularly in the context of English language acquisition, pupils greatly benefit from the implementation of this learning strategy. In addition, this strategy not only benefits students but also facilitates the teacher in explaining the content. During the process of English writing, students might employ several learning approaches in the classroom. The student has the ability to utilize a learning approach when it comes to writing. One strategy that might be used is the guided inquiry technique (Fauziati, Endang, 2010).

A guided questioning strategy is a method used to direct pupils in their writing by providing them with specific questions. The questions provide students with a simple method to create a descriptive paragraph that is relevant to the topic, in order to reduce errors committed by the students (Faiz, 2019).

According to Bramer and Sedley, the act of posing and responding to inquiries is an effective approach of uncovering specific aspects of one's personal encounters. Assigning questions to pupils is intended to provoke their thinking and enable them to construct a paragraph by responding to the supplied question. By being directed by the question, the pupils are able to write proficiently. In order to ensure clarity in the questions and answers, the teacher should focus on the

characteristic of the questions, which should be 'WH' questions based on the features of descriptive text. Consequently, when the teacher poses a question, it will prompt the pupils to engage their cognitive faculties in order to generate their own ideas. Rivers further substantiates this notion by suggesting that a set of inquiries might be formulated, prompting students to compose a cohesive narrative as they respond to these questions (Bramer, Sedley, 2000).

The guided questions technique has several functions, which are as follows:

- a) Guided questioning shifted the writer's focus from examining basic physical aspects to uncovering hidden intricacies inside a topic, specifically the environment.
- b) Guided questions enable the writer to reassess their comprehension of a subject and perceive it from a fresh perspective.
- c) The writer has the ability to create writing materials.
- d) The writer have the ability to perceive the topic from an alternative perspective.
- e) Guided inquiries might assist the writer in elucidating their stance on a particular subject.

The technique of teaching English with guided questions involves the following steps:

- a) The instructor assigned a subject.
- b) The teacher facilitated the students in collecting the ideas.
- c) The teacher presented a variety of inquiries pertaining to the subject matter.
- d) The teacher instructed the students to respond to all of the questions.
- e) After responding to the questions, the teacher instructed the pupils to consolidate their answers into a coherent text.
- f) The teacher instructed the students to review and edit the text.

- g) The instructor provided feedback to the pupils (Pertiwi, 2021).

When teaching writing descriptive text using guided questions, it is insufficient for the teacher to simply instruct students to write a descriptive text based on a particular topic. The teacher should provide students with a predetermined set of questions that prompt them to create a descriptive text. These questions could inquire about the physical attributes or personality aspects of the subject being described. The provided questions are sequential and are based on the characteristics of descriptive text. The responses to the questions will stimulate students' imagination, resulting in more potent and innovative written work.

### **2.3.2 Procedure of Teaching Descriptive Paragraph Through Guided**

#### **Question Technique.**

Ried emphasizes the importance of certain methods that teachers must pay attention to when teaching descriptive writing. Thirty-nine The essential tasks that the teacher can perform in this approach are pre-writing, writing, and re-writing activities. During the pre-writing phase, the teacher has the option to engage in two distinct activities. Each paragraph contains identification and description (Ried, 2009).

### **2.3.3 Pre-Writing Activity**

#### **a) Identification**

In this stage, the teacher presents questions related to the topic that will be discussed in class. For example, consider the sentence "Jane is my best friend." The teacher might ask students questions such as who the person they want to describe is, what their name is, how old they are, and where they live. These questions help students begin to identify the subject they will describe.

b) Description

In this stage, the teacher guides students in describing the subject. For instance, when discussing physical appearance, the teacher may start with a statement like "She is very beautiful" and then ask, "What does she look like?" Further questions may be posed based on the students' responses, focusing on aspects such as the face, body, or other physical features of the person being described. Additionally, the teacher may explore the subject's personality traits by asking questions like "What does she like to do?" or "What is her hobby?" For example, students might describe her as a diligent or talkative girl.

### 2.3.4 Writing Activity

The teacher can undertake three steps in the student's writing activity.

- a) The teacher instructs the pupils to form small groups, with each group including approximately four kids, by selecting their buddies.
- b) The students commence composing a descriptive paragraph by responding to the provided question.
- c) As the pupils are engaged in writing, the teacher circulates among them, providing necessary aid and advice.

### 2.3.5 Re-Writing Activity

This assignment aims to assess and improve students' writing skills. Teachers have the ability to provide guidance and explanations for errors in students' writing.

- a) The teacher observes and supervises the students' actions.
- b) The teacher recognizes errors made by the students during the monitoring of the students.
- c) The teacher provides additional clarification regarding the errors made by the pupils throughout their monitoring.

- d) The teacher provides additional clarification regarding the errors made by the pupils in their written material and ensures that the students have comprehended the explanation. The pupils edit their papers if they have committed errors.

This research aims to synthesize several theories proposed by experts on the guided question technique in order to provide a novel approach. Building upon the aforementioned hypotheses, the researcher will now outline a series of processes that students will follow when creating descriptive prose. By providing pupils with a combination strategy and introducing new processes, it is expected that their writing skills will improve and their organization would be enhanced.

### **2.3.6 Advantages and Disadvantages of Guided Question Technique**

Prior to engaging in a writing activity, the writer might derive several benefits by employing directed inquiries. There are several benefits of using guided questions. The items are:

- a) It can enhance the instruction of writing for students by providing guidance through the use of topic-related questions, thereby preventing confusion about what to write.
- b) It enhances the coherence of their writing as they construct the paragraph in accordance with the question.
- c) It can reduce errors made by students in their writing (Iwan, 2014).

Following the researcher's explanation of the benefits of the guided question technique, it is important to note that there are also several drawbacks associated with this approach, implementing this strategy in the process of producing guided questions for large groups of students can be challenging. The difficulty in controlling the class is the root of this issue.

The pupils can derive numerous advantages from guided questions, as stated above. Writing a text or paragraph, particularly when it involves descriptive content, can be facilitated. Furthermore, it might provide additional information while composing a descriptive text (Wulandari, 2017).

## **2.4 Previous Study**

This study examines three prior studies that utilize Reid's step-by-step approach for teaching descriptive text. Reid's technique involves the use of guided questions to enhance students' skills in the following areas:

- a) The study conducted by Jamila Kahla about “The Effectiveness of Guided Question Technique Toward Students’ Writing Skill in Descriptive Text at the First Grade Students of MAN 3 In the Academic Year of 2015/2016”.

The focus of the study is on the students' ability to write descriptive texts. Writing is a complex linguistic skill that requires a lengthy process, beginning with brainstorming and culminating in the creation of a completed output. When teaching writing, a teacher need a methodology to enhance students' writing proficiency, particularly in the area of composing descriptive texts. Descriptive text is a type of text that students need to grasp, as it is commonly taught in schools, particularly in junior high school. The Guided Question Technique is widely used by professional schools worldwide as a prevalent current methodology.

- b) Improving Students’ Skill in Writing Descriptive Text by Using Guided Question Technique at Eight Grade in MTSN 3 Medan of 2019/2020, as conducted by Raisyah Anata. According to her, writing is a linguistic skill that pupils should strive to perfect. The writing proficiency of MTSN 3 Medan students remains inadequate. The pupils' proficiency in English can be observed through their writing score in the course. Out of all the pupils,

52.2% scored below 70, which was the minimal mastery requirement. To resolve the issue, the guided question technique was employed. The guided question approach is a teaching method that involves posing specific questions to pupils in order to lead their responses and foster the development of their ideas. These questions are carefully crafted by the teacher.

- c) Improving Students' Ability in writing Descriptive Text through guided question technique at the second grade of SMP Negeri 23 Bandar Lampung, Sahaja Talenta Imanisa emphasized that writing is one of the four essential abilities that students should acquire in their English lessons. Nevertheless, the majority of pupils encountered difficulties in their writing, particularly in the area of grammar. Their lack of interest in writing stems from the limited emphasis placed on it as a teaching tool for listening skills, as well as the insufficient amount of writing practice provided in the educational activities in Indonesia. However, the student's academic performance was subpar. Consequently, the researcher attempted to employ the guided question technique in order to address that issue. The utilization of the guided question technique can effectively address the challenges encountered in writing, particularly in the context of descriptive prose. This strategy can enhance their cognitive ability to concentrate on the question, enabling them to effectively respond to the teacher's inquiries and enhance their writing skills.