CHAPTER II
LITERATURE REVIEW

This chapter is presented to highlight some theories functioning as the basis of the research. It covers about The Nature of Writing, Discovery Learning, Descriptive Text, Previous Study and Procedures of the Research.

2.1 The Nature of Writing

2.1.1 Definition of Writing

Regarding to Hyland theory, Brams states that writing is a productive skill and writing means to write, to try to produce or reproduce written message (Bram, 1995: 7). Writing is often seen as a means of practicing the grammar, vocabulary and discourse structures of the target language, particularly where the target language is the medium of instruction in the education system or more commonly in higher education (Harris, 1993: 64). According to Hedge (1998: 19), writing is a process. In fact, it is complex process with a number of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing

Based on the definitions of writing above, it can be concluded that writing is an activity to record and communicate the writer's ideas, consisting of main idea and key details, by using letters, words, phrases, and clauses to form a series of related sentences with the purpose to make the readers think of something, or do something, or both.

2.1.2 Process of Writing Skill

Harmer (2001:257) states that writing is not only about the product but also the process, when the teachers just concentrate in the product, teachers are only interested in the aim of the task and in the end of product. In addition, Brown (2001: 335) wrote that there are nine processes in writing approach i.e. (1) focus on the process of writing that leads to the

final written product; (2) help student writers to understand their own composing process; (3) help them to build strategies for pre writing, drafting and rewriting; (4) give students time to write and rewrite; (5) place central importance on the process of revision; (6) let the students discover what they want to say as they write; (7) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their work closer to the intention; (8) encourage from both the instructor and peers; (9) include individual conferences between teacher and student during the process of composition

Based on Harmer (2001: 113), the process of writing involves planning, drafting, reviewing and editing. In this approach, students are taught planning, drafting, revising, editing, and publishing strategies at each stage of the writing process to help them to write freely and arrive at a product of good quality. Based on Nunan (1999: 274) there are some steps in producing a written text as illustrated in Figure 2.1.2
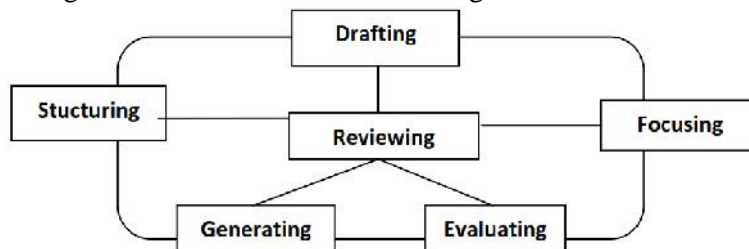

Figure 2.1: Procedures involved in producing a written text

1.1.3   Aspect of Writing

Nunan (1998: 373) mentions six characteristics of successful writing, those characteristics are: (1) mastering the mechanics of letter formation; (2) obeying conventions of spelling and punctuation; (3) using the grammatical system to convey one's intended meaning; (4) organizing content at the level of paragraph and the complete text to reflect given new information and topic/comment structures; (5) polishing and revising one's initial efforts; and (6) selecting an appropriate style for one's audiences.

According to Peha (2002: 3), writing has all the things below: (a) Ideas those are interesting and important. Ideas are the heart of what the writers are writing about and why the writers choose to write about it; (b)

Organization that is logical and effective. Organization refers to the order the writers' ideas and the way the writers move from one idea to the next; (c) Voice that is individual and appropriate. Voice is how the writers' writing feels to someone when they read it. Voice is the expression of the writers' individual personalities through words; (d) Word choice that is specific and memorable. Good writing uses just the right words to say the right things; (e) Sentence Fluency that is smooth and expressive. Fluent sentences are easy to understand and fun to read with expression; (f) Conventions those are correct and communicative. Conventions are the ways to use punctuation, spelling, grammar and other things that make writing consistent and easy to read.

2.1.4 Teaching Writing

Teaching how to write effectively is one of the most important life-long skills teachers impact to their students. When teaching writing, teachers must be sure to select resources and support materials that not only aid them in teaching how to write, but also help them learn to write. English writing has always been a challenging skill to teach. They have to master not only their competence in writing but also the capability of applying and adapting the relevant teaching approaches or methods appropriate for the particular context and the students concerned.

Teaching writing to the students is to get things done and to form and maintain the social relationship. In reality, the teacher can teach the students such as letter, memo, note, announcement, brochure, report, essay, and many others. Knowing and practicing such kind of writing text can be applied in their daily life on the next day. Teaching writing is a way of conveying message or just to keep a record of what is in our mind.

Brown (1994: 320-321) states that teaching writing should: (a) Focus on the process of writing that lead to the final written products; (b) Help students understand their own composing writing process; (c) Help them to build repertoires of strategies for pre-writing, drafting, and rewriting; (d) Give students time to write and rewrite; (e) Place central importance on the

process of revision; (f) Let the students discover what they what to say as they write; (g) Give students feedback throughout the composing process (just not on the final product) to consider as they attempt to bring their expression closer and closer to intention; (h) Encourage feedback both from the instructor and peers; (i) Include the individual conferences between teacher and student during the process of composition

Harmer (1998: 73) states there are four reasons for teaching writing to students: (a) Reinforcement. Some students acquire language in purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it; (b) Language development. The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of ongoing learning experience; (c) Learning style. Writing is appropriate for learners who take little longer time at picking up activity instead of the rush and bother of interpersonal face to face communication; (d) Writing as skill. Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement etc. they also need to know some of writing's special conventions such as punctuation, paragraph construction etc.

To achieve the goal of teaching writing, of course, practices will make them perfect. The more the students practice writing with a systematic and graded way, the better the result will be in that students. They will sharpen their sensitivity in choosing the diction, using the appropriate grammar as well as writing styles and genres. In this process, a students-centered activity will give the students more chance to improve their writing.

2.1.5 Testing and Scoring in Writing

A writer should pay attention to the precision of choosing and using words, appropriateness to the title, text cohesion, and paragraph unity to make a good writing. Meanwhile, Genesee and Upshur (1997: 206) mention

there are two general types of scoring students' writing. They are holistic and analytic scoring. In holistic scoring, a single score is assigned to a student's overall test performance. It represents the teachers' overall impressions and judgments of students' writing. Genese and Uphsure then emphasize that this type of scoring provides no detail about specific aspects of performance so that it is not very useful in guiding the teaching and learning process of writing.

On the other hand, in analytical scoring, different components and features of students' writing are given separate scores. The components are content dealing with the appropriateness to the title, organization dealing with the text cohesion and paragraph unity, vocabulary dealing with the precision of choosing and using word and language style, language use dealing with grammar, and mechanics dealing with spelling, capitalization, and punctuation.

Brown and Bailey (1984: 39-41) in Brown (2004: 243 – 245) propose Analytic scale for rating composition in the following table 2.3.

Table 2.1 Analytical scale for rating composition tasks

	20-18 Excellent to good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not college – level work
I. Organization: Introduction, Body, and Conclusion	Appropriate tittle, affective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader; supporting evidence given for	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but traditional expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interface.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

	generalizat ions; conclusion logical and complete.				
II. Logical Development of Ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Developm ent of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right.	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.	Essay is completely inadequate and does not reflect college – level work; no apparent effort to consider the topic carefully.
III. Grammar	Native-like fluency in English grammar; correct uses of relative clauses, preposition s, models, articles, verb forms, and tense sequencing ; no fragments or run-on sentences.	Advanced proficiency in English grammar; some grammar problems don't influence communic ation, although the reader is aware of them, no fragments or run-on sentences	Ideas getting through to the reader, but grammar problems are apparent and have a negative effect on communic ation; run-on sentences or fragments present.	Numerous serious grammar problems interfere with communicatio n of he writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
IV. Punctuation, spelling and mechanics	Correct use of English writing convention s; left and right margins, all needed capitals, paragraphs indented, punctuatio n and spelling; very neat.	Some problems with writing convention s or punctuatio n; occasional spelling errors; left margin correct; paper is neat and legible.	Uses general writing convention s but has errors; spelling problems distract reader; punctuatio n errors interface with ideas.	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers.	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problems.

V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good.	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.	Some vocabulary misused; lacks awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lacks variety of structure.	In appropriate use of vocabulary; no concept of register or sentence variety.

The analytical scoring of essay may be appropriately suited, since the curricular goal and the variety of the students' need. Level of proficiency can make significant difference in emphasis. Since writing is a composing process, the composition test is essay form as the final test for the students. The table of specifications in testing writing skill is suitable with the indicators used in the lesson plans in teaching writing skill. They are three micro skills (grammar, vocabulary, and mechanics) and two macro skills (content and organization). The scoring rubrics ranges analytically from 5 to 1 for excellent to good (5), good to adequate (4), adequate to fair (3), unacceptable (2), and not high school- level work (1) of the students' composition works based on every criteria stated above As suggested by Jacobs, et al. (1981 in Brown, 2004: 246), in the analytical scoring profile, five slightly different categories are given the point values as follows:

Table 2.2 Analytic Scoring (Language Assessment: Principles and Classroom Practices)

Categories	Maximal Score
Content	30
Organization	20
Vocabulary	20
Grammar	25
Mechanics	5
Total	**100**

2.2 Discovery Learning

2.2.1 Definition of Discovery Learning

Based on the 2013 curriculum, the definition of Discovery Learning method is a learning theory which is a learning process that occurs if students are not presented with lessons in final form, but students are expected to organize themselves.

Bruner using the method called Discovery Learning, where students organize the material learned with a final form (Dalyono, 1996: 41 in Mendikbud, 2013). Discovery Learning is a method to understand the concepts, meanings, and relationships, through intuitive process to finally come to a conclusion (Budiningsih, 2005: 43 in Mendikbud, 2013) .

Discovery occurs when an individual is involved, especially in the use of mental processes to find some of the concepts and principles. Discovery is done through observation, classification, measurement, prediction, determination and inferring. The process is called cognitive while the discovery process itself is the mental process of assimilating concept and principles in the mind (Sund in Malik, 2001: 219 in Mendikbud, 2013).

According to Murphy, Malloy, and O'Brien (2010), Discovery learning is a learner centered mode of teaching most widely discussed by John Dewey and Jerome Bruner. In discovery learning students become active participants in learning by exploring concepts and answering their own questions through testing and experience.

Discovery Learning refers to various instructional design models that engage students in learning through discovery. According to Joolingen (1999: 285), Discovery Learning is a type of method where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of method is that because learners can design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge. Because of these constructive activities, it is assumed they will understand the domain at a higher level than when the

necessary information is just presented by a teacher or an expository learning environment.

  In line with Joolingen, Borthick & Jones explain that in discovery learning, participants learn to recognize a problem, characterizes what a solution would look like, search for relevant information, develop a solution strategy, and execute the chosen strategy. In collaborative discovery learning, participants, immersed in a community of practice, solve problem together. From the several definitions above, the writer draws the conclusion about the definition of Discovery Learning method. It is a kind of method where the students discover the materials by themselves without being taught by the teacher before. Discovery means from nothing to get something which they never know before. It emphasizes on the students' full participation through observation, classification, measurement, prediction, determination, and inferring until they discover their own concept.

2.3 Procedure of Discovery Learning

In Discovery Learning, teacher should must give a change to students to be a problem solver, mathematician, and historian. Lesson material is not given in the beginning of teaching learning, but students should must do some activities collect information, comparing, category, analyzing, integrating, reorganizing material as well as making conclusions.
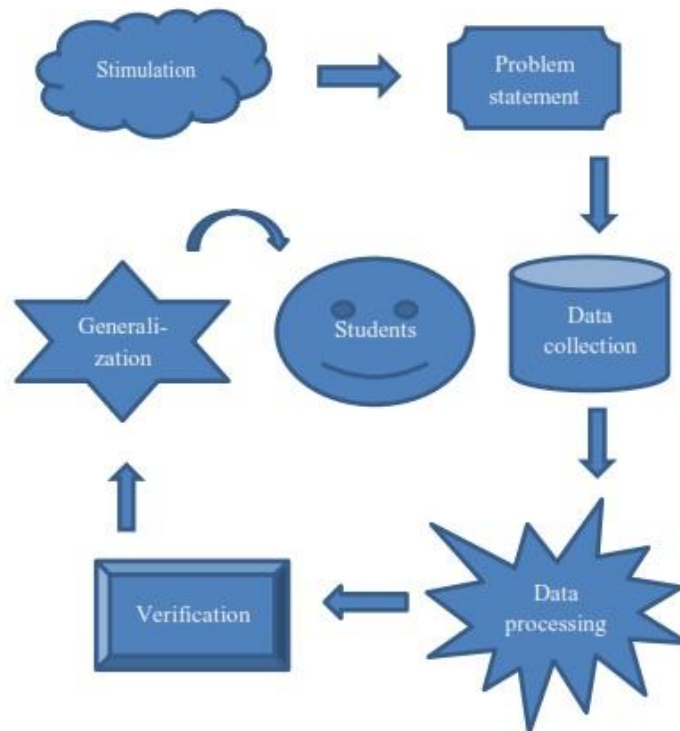

Figure 2.2 Procedure of Discovery Learning

a. Stimulation (Stimulation / Giving Stimuli)

Stimulation at this stage serves to provide the conditions of learning interactions that can develop and assist students in exploring materials. In this case Bruner in Mendikbud (2013) provides stimulation by using questioning technique. Asking questions to the students can expose students to the internal conditions which encourage their exploration. Thus, a teacher must master the techniques in providing stimulus to the students in order to enable students to explore the destination.

15

b. Problem Statement (Statement/Identify the Problem)

The next step is giving an opportunity to the student to identify as many agendas as possible which are relevant to lesson material, then one of them is selected and formulated in the form of hypotheses (answers while the question of the problem) (Shah 2004: 244), while the problem chosen then will be formulated in the form of a question, or hypothesis, i.e. statement as a temporary answer to the questions proposed.

In teaching writing for this stage, the teacher gives the opportunity to the students select one the picture of tourism objects and public places that they may ever visited. Each student should have one place to be selected. Selecting the picture of tourism objects or public places is based on their real experience with them. Then, the teacher asks the students to remember and imagine their experience in that place. The teacher also asks the students to make reason why they choose that picture. Finally the students write the problem statement, means their problem or experience with those places.

c. Data Collection

When the exploration is ongoing, the teachers also give the opportunity to the students to gather as much information as possible that is relevant to prove the hypothesis whether it is true or not (Shah, 2004: 244). At this stage, the answer of hypothesis questions will be looked for to prove the truth of the hypothesis itself.

In this stage, the teacher asks students to write a list what are their experiences, what are their activities in that place, or when it happened. By looking up to the picture, it will help the students to easily remember their experience. The teacher asks the students to free write everything about the students' experience with that place.

d. Data Processing

According to Shah (2004: 244) data processing is the activity of processing the data and information that has been obtained by the students either through interviews, observation, or others. All the information as a result of readings, interviews, observation , and so on then will be

processed, randomized, classified, tabulated, even if it is calculated in a certain way and interpreted on a given confidence level (Djamarah, 2002: 22).

Related to teaching writing, in this step the teacher asks the students to process their free writing to become a draft. Process here means classifying which sentence is able to be developed and which one is unable.

e. Verification (Proof)

At this stage the students perform a careful examination to prove whether true or not the hypothesis determined by finding the alternatives and associated with the outcome of data processing (Shah, 2004: 244). Verification intended to make the process of learning will run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule or understanding through examples that the might be encountered in their life .

In this phase, the role of the teacher is giving the materials and example about recounts text to each of the student. Then, the teacher asks students to observe and study by themselves. By this step, the students have experience in discovering the concept, theory and rule by themselves. The teacher also lets the students to find out other information and other example about recount text from other sources. It can be from book or internet. By finding other information, it will help the students to strengthen their idea in developing their draft.

f. Generalization (Interesting Conclusions / Generalization)

The generalization / draw the conclusion stage is that the process of drawing a conclusion which can be used as a general principle and applies to all events or the same problem, with regard to the result of verification (Shah, 2004:244). Based on the results of the verification, it is formulated the principles underlying the generalization. After draw conclusions, the students should pay attention to the process of generalization that stressed to the importance of mastering the lesson over the meaning and rules or principles underlying the extensive experience of a person.

In this stage, the students draw the conclusion about descriptive text and ready used their own finding to develop their draft into a text. The role of the teacher is by giving instruction to the students to write 3 paragraphs about their own experience with the place that they already chosen. They should pay attention for the grammatical, content, vocabulary, organization, and mechanic of the writing a descriptive text.

2.4 Descriptive Text

2.4.1 The definition of descriptive text

The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows teacher to know them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also a central feature of narrative texts providing the means for developing characterization, sense of place and key themes.

2.4.2 Grammatical feature of descriptive text

1) Present tense

When describing things from a technical or factual point of view, the present tense is predominantly used; for example, has, eats, sings, lays, swim.

2) Relational verb

Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example, 1) Eric the Red is an old man. Eric the Red has a greatcoat.

3) Action verb

Action verbs are used when describing behaviors/uses; for example, 1) An ant has three body parts. Some ants have wings. The queen ant *lays* the eggs. Ants *live* in colonies.

4) Mental verb

Mental verbs are used when describing feelings in literary descriptions; for example, 1) She *felt* unhappy. 2) He *liked* dancing.

5) Adjective

Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example, 1) It is grey and brown.

2.5 Previous Research

Writing is an interesting field for research. Many researchers have conducted researches on writing skills. Related to this study, the writer chooses some literatures about previous researches which are relevant to the teaching of writing descriptive text.

There is previous research related to this study:

Nawawi, Bagus, Muhammad. (106014000405), Tarbiyah and Teachers Training Faculty, Syarif Hidayatullah State Islamic University, Jakarta, 2011. In his Thesis entitled "Improving Students' Writing Skill of Descriptive Text through Guided Questions" He found that the students still do not understand clearly what the descriptive text is, how to describe person, places, and things in English writing. Students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic. And the objectives of the study are: (1) to provide useful information for English teachers in writing skill of descriptive text using questions at SMP PGRI 1 Ciputat. The differences between her research and the researcher's is method of learning. Her research used Guided Questions to teach writing descriptive text, while the researcher's used discovery learning as a learning model to improve students descriptive text writing. The similarity is both of his research and the researcher's is improve students' writing skill of descriptive text.

The research is entitled "The Effect of Using Discovery Learning Strategy in Teaching Grammatical Rules to First Year General Secondary Student on developing Their Achievement and Metacognitive Skill" by Prof. Dr. Abdelrahman Kamel Abdelrahman Mahmoud, Professor of curriculum and teaching methods, Faculty of Education, Fayoum University, Egypt. The purpose of this research is to determine the effectiveness of discovery learning strategy in the teaching of grammatical rules in the development and skills beyond the knowledge of students in the first grade secondary. The result of this research is Discovery learning strategy succeeded in teaching grammatical rules in the development of skills beyond the knowledge of students in the first grade secondary school year, which is reflected in the level of the students in the test scores. The differences between his research and the researcher's are the subject and research method. He used discovery learning teaching grammatical rules, but the writer used discovery learning to improve students' descriptive text writing. While the research method, he used experiment research, the writer used classroom action research. The similarity is both of his research and the researcher's used discovery learning.

Mukharomah, Laelatul. Education and Teacher Training Faculty. Walisongo State Islamic University, Semarang, 2015. In his Thesis entitled "The use of discovery learning model to improve students' descriptive text writing" She said that students got difficulty when they were asked to write. Students assumed that to write is afraid, they have to face, because they have to master all about grammar and make them confused. The teacher use way method in their teaching English and the result of pre action, there were no students who got required mark that had been determined in KKM based on the school. The students feel bored of teacher's method. They state that they was confused when they were asked to start to write, they said that they did not understand about grammar because the teacher English rarely used new method in teaching learning. And the objective of the study are : (1) To describe the implementation of Discovery Learning model in teaching descriptive text to improve students writing skill at VII A Class of MTS NU 08 Gemuh in academic year of 2014/2015; (2) To identify whether discovery learning model can improve students' descriptive text writing at VII A Class of

MTs NU 08 Gemuh in academic year of 2014/2015; (3) To describe the improvement of students' writing skill in teaching descriptive text after being taught using Discovery Learning model at VII A Class of MTS NU 08 Gemuh after taught in academic year of 2014/2015. The differences between his research and the researcher are the objective and the year of the study and his research are focus score based in KKM, but the researcher's focus in final score by student ability. The similarities are, both her research and the researcher's focus on improving students' writing skill in descriptive text with discovery learning and also conduct a Classroom Action Research.

2.6 Procedures of the Research

This action research consists of some cycles, and each cycle must consist of some steps, as follows:

1. Identifying problems

The writer, as a researcher, identifies problem first before planning the action. The research problems deal with the students' writing skill. In identifying the problems, the researcher uses test and non-test techniques. For test techniques, the researcher uses Pre - Activity in the beginning to know the students writing skill. Meanwhile for non-test techniques, the researcher uses observation, interview, and questionnaire.

    a. Using test

        The researcher gives writing test to know the students' skill in writing descriptive text. The test is done twice in a cycle, namely Pre - Activity, in the beginning, and post action, in the end. The post action of the first cycle will be the data for the next cycle, and so on.

    b. Observation

        The writer does pre-observation research by observing the teaching and learning process in class VII to know the students' attitude toward English lesson and students' problems before implementing the action.

c. Questionnaire

The writer gives the students questionnaire sheets which deal with the students' problems in writing, what they have done to overcome the problems, and the techniques that will be used in the action.

d. Interview

The researcher also interviews the teacher and students to know the problems that they face during the teaching learning which will support data got from pre-observation and to get more detail information of the questionnaire result.

2. Planning the action

In this step, the researcher prepares anything needed in the action, such as: (a) Preparing materials for the teaching; (b) Making lesson plan; (c) Preparing students' worksheets; (d) Preparing draft for the interview; (e) Preparing teaching media (picture series); (f) Preparing test.

3. Implementing the action

The researcher implements the teaching learning activity using discovery learning. She teaches students writing by using discovery learning as a media in conveying the materials and in enhancing the students' motivation. In every action, the writer arranges general plan as follows: (a) Giving speech as introductory of the lesson; (b) Giving the materials (descriptive text served by using discovery learning) dealing with the topic; (c) Explaining any things dealing with the materials; (d) Giving tasks for the students; (e) Reviewing the lesson

In the end of each cycle in which the technique of using discovery learning is implemented, the writer conducts test to measure the students' writing ability. It's compared to the students' ability before the action is implemented.

4. Observing the action

The observer observes all activities in teaching learning process while the technique of teaching writing by using discovery learning is carried out. In this

step, the researcher is helped by the teacher. They note events happening in the teaching learning process. The observation is written down as field notes.

5. Reflecting the action

The researcher makes a reflection towards what the observer has observed to find the weaknesses of the teaching activity having been carried out. The weaknesses can be seen from the students' reactions toward the teaching learning process.

6. Revising the plan

Based on the reflection, the researcher revises the plan to be implemented in the next cycle. It is used when the result of the reflection is not satisfying. It is needed for the researcher to implement the plan after being revised to be used in the next cycle.