

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains some points that relate to the research. They are definition of writing, writing process, types of writing text, descriptive text, teaching writing, RAFT and TREE strategies in teaching writing descriptive text, and the previous study.

#### **2.1 Definition of Writing**

Writing is the important skill that should be learnt by students in language learning. In Harmer's view (1998:79), writing is a basic language skill, as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. Hyland (2004:23) states that writing is activity that involves skills in planning and drafting, as well as knowledge of language, contexts and audiences.

Writing is a process of communicating a writer's idea to the readers in written form. Carroll and Wilson (1993:13) state that writing is a process. It means that writing is a process to write some ideas or describe a language that can be understood by the readers. Writing process needs several time in order to get a good written. People should know and understand what they want to write about, so the readers can understand the writer's purpose.

According to Hedge (2005:10), writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers. Therefore effective writing requires several things such as a high degree of organization regarding the development and structuring of ideas, information, and arguments. Furthermore, Hedge (2005:7) mentions features such as, a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order

to create style, tone and information appropriate for the readers of one's written text.

From some experts' opinion above, it can be concluded that writing is a process of collecting some ideas about something and realizing it into a written form. Therefore, writing also can be summarized as the process to express some words or sentences of the thoughts and ideas that can help to explore our ideas and feeling in order to be able to select relevant information and arrange the sentence to produce a correct paragraph.

## **2.2 Writing Process**

According to Oshima & Hogue (2007:16), in writing process there are some steps which are important to be understood before starting to write. There are four steps of writing process are Prewriting, Organizing, Writing, and Polishing (revising and editing). They further explain about four steps of writing process below:

### **2.2.1 Prewriting**

It is a way to get ideas. The students are expected to choose one of topic for their composition. Then, the students collect some ideas to explain the topic that they have chosen before.

### **2.2.2 Organizing**

It is a way to organize the ideas into a simple outline. The students are expected to write a sentence of topic and then tell the main ideas which related to the topic.

### **2.2.3 Writing**

It is using the outline as a guide. The students are asked to write everything on the piece of paper without stopping to think about grammar, spelling, or punctuation. This step also includes the process of drafting in which they should develop the outline into a good paragraph and make it coherence.

#### 2.2.4 Polishing (revising and editing).

It is a way to polish what has been written. This step is also called revising and editing. Before the students finish their writing as a final writing, they write the draft of their writing which can be shared to another person to be revised and edited becomes a good writing. They are expected to check and revise their composition about grammar, spelling, and punctuation.

Those four steps of writing process should be applied in every writing text includes writing descriptive text. By understanding about the process of writing, hopefully the students can compose their writing and organizing their idea easily.

### **2.3 Types of Writing Text**

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, and procedure. These variations are known as genres. Each of them has different style, language features, and aim to be reach by the writer when writing certain genre.

#### 2.3.1 Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story. (Munand, 2015)

#### 2.3.2 Recount Text

Recount Text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. (Rosyadi, 2011:1)

### 2.3.3 Descriptive Text

Descriptive Text is one of the text types where the writer describe something, perhaps a place, an object, and person in details to make the reader be able to imagine the description (Ministry of Education and Culture, 2004)

### 2.3.4 Report Text

Report Text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

### 2.3.5 Procedure Text

Procedure Text is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of series. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps. (Learningself, 2015)

## **2.4 Descriptive text**

Descriptive text is one of text that should be learn by the students in the school not only in junior high school, but also senior high school even university students. Descriptive text is a text which says what something is like. According to Kane (2000:352), Description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Its purpose is to describe or reveal a particular place, person, or thing.

In another opinion, descriptive is a piece of text that describes a particular person, place, or thing. It is also used in all forms of writing to create life impression of person, place, object, or event. Its purpose is to tell about the subject by describing its feature in order to the readers know what the writer wrote.

In descriptive text, there are two generic structures. They are identification and description. First, Identification is about introducing what or who the subject is being described. It can be a person, thing, animal, or place. In this section, it will describe the general information of the subject. Second, Description is about

describing the phenomenon in parts, qualities, and the characteristics of the particular thing, person, or place to be described. In this part, it should be described the detail information of the subject.

## **2.5 Teaching Writing**

Teaching writing is an activity that the teacher do to help the students to convey their ideas in written product. Harmer (1998:79) states that teaching writing to student as foreign language have several reasons. The reasons for teaching writing to students here include reinforcement, language development, learning style, and writing as a skill. The explanations of the important reason in teaching writing is discussed below:

### **2.5.1 Reinforcement**

Students can practice the use of language features they have learned in writing. The final product of writing will give them visual demonstration how language works. Finally, students get the benefits by seeing how language written down.

### **2.5.2 Language Development**

When students try to think and make appropriate sentences which express their ideas, mental activity is needed to help them in acquiring the language.

### **2.5.3 Learning Style**

Writing helps students who have learning style which need more time to think and produce a language in a slower way to reflect what they have learned.

### **2.5.4 Writing as A Skill**

Writing is one of language skill to be mastered by the students in order to communicate, express, or share their ideas in a written form.

In other words, the purpose of teaching writing is not only teach students to produce something by exploring and delivering their ideas into meaningful sentences but also guide them to pass the teaching writing process. So that, the

teacher must have a skill to improve students' skill in writing. The teacher has to motivate the students, so the students can create a good writing. In helping the students to pass the teaching writing process, the teacher has to find a good teaching writing strategy.

## **2.6 RAFT and TREE Strategies in Teaching Writing Descriptive Text**

When the class starts, the teacher has to explain how to use RAFT and TREE strategies to help students in writing descriptive text. The teacher introduces this activity by explaining the RAFT and TREE acronym.

RAFT is first introduced by Santa in 1988. The acronym stands for Role, Audience, Format and Topic. RAFT strategy gives students a choice to consider earlier to drafting their work. First, they need to consider what is the role that they author will be when writing the text. Second, they have to consider their audience that they will address. After that, they should think what the format of their writing is. The last one, they also need to think the topic for their writing.

RAFT strategy has purpose to make students easier in the writing process. In the realization and in order that the purpose that has procedure must be followed by writer. There are some experts who explain about procedure of the RAFT strategy. According to Syrja (2011) in Undariati (2012:2), the procedures of RAFT strategy are:

Teacher explains the material on the learning process. After that, the teacher explains about what is the component of the RAFT to the students until they understand about the strategy. Then, using the RAFT strategy to help students in determining the role which they take in writing.

In the first step before, the teacher must explain the component of RAFT, and then the teacher and the students make the graphic of RAFT. After that, the teacher asks the students to decide who the students will be in their writing (the Role of the writer) and decide to whom the writings will be given (Audience). After deciding those two component, the teacher asks the students to determine what the format of the writings will be written. The last, the teacher asks the students to

decide a topic that they want to share in their writing and collect the information about the topic.

Graphic of RAFT:

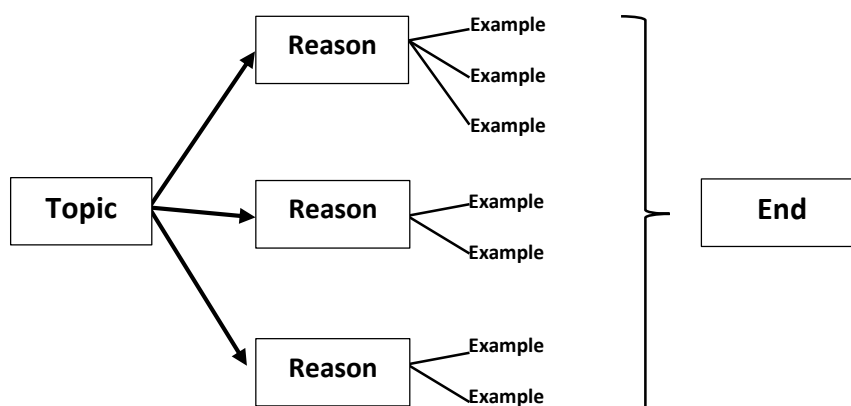
<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>

After giving the brainstorm to the students, the teacher asks to each student to complete their own RAFT organizer with what they want to write.

After the students finish their graphic of RAFT, they should continue to make a graphic of TREE. Graham et al (2003:11) states that TREE helps students formulate basic elements of persuasion: (1) write a convincing Topic sentence, (2) write at least three Reasons why you believe, (3) write Explanations to support each reason, and (4) wrap it up with a good Ending sentence. According to Westwood (2008) in Undariati (2012:3), mentions that step of TREE strategy has some steps:

- 2.6.1 First, the teacher asks the students to write topic sentence based on their idea that have been writing.
- 2.6.2 Second, the teacher asks the students to give at least three reasons to support the topic sentence or state their opinion about the topic.
- 2.6.3 Third, the teacher asks the students to explain the reason more details with give some examples on the reason.
- 2.6.4 The last, the teacher prompts the students to end their writing with a good conclusion.

Graphic of TREE strategy:



After the students have finished both graphics of RAFT and TREE strategies, they may continue to write down their outline into a paragraph. They are asked to write a descriptive paragraph based on their outline that they have made using RAFT and TREE form before. Both these strategies are expected can help students to increase their ability in writing descriptive text.

## 2.7 The Previous Study

There are some previous studies that related to this research. First, the journal teaching by Nur Kamilasari (2013) entitled “Teaching Writing by Combining RAFT (Role, Audience, Format, Topic) and POWER (Plan, Organize, Write, Edit, Revising) Strategy at Senior High School”. The research was about teaching writing by combining two strategies to improve students’ ability in writing. The research used a qualitative method in implementation of RAFT and POWER strategies. The result of this research showed that the students were more interesting in writing after having class using those both strategies. They felt easier to share their ideas in written text because both RAFT and POWER strategies can help students to organize and explore their ideas quickly as soon as it comes to their mind. The similarity between this research and the first previous study is both of them using the same strategy, RAFT strategy in teaching writing at senior high school, but in Nur Kamilasari’s research, she used qualitative method in



implementation of RAFT strategy. Otherwise, quantitative research was designed in teaching writing using RAFT strategy in this research.

Second, the final project of English education by Faiqotul Himmah (2015) entitled “The Effectiveness of Writing Diary for Students’ Grammar Mastery at Tenth Graders of Yapita Senior High School Surabaya”. The research was about teaching grammar through writing diary for senior high school students. This research was designed as quantitative research which related to quasi experimental research. She took two classes which were experimental and control group. The data were collected through pretest and posttest. The result of this research showed that the students who were taught grammar through writing diary got the significant progress in their writing skill. They think that grammar is easier to be understood after they used to writing diary. Both of this research and the second previous study have the similarities and the differences. The similarities are both of them were designed as quantitative research. Both of these researches took experimental and control group as the sample. All the data also were collected through pretest and posttest. Although both of these researches were designed as quantitative research, but both of them have the difference method. In this previous study used quasi experimental research, but this research used true experimental research. Another difference is the previous study focuses on teaching grammar through writing diary, but in this research the researcher focuses on teaching writing descriptive text.

Third, the journal teaching of English education by Delgusri Wiyanti (2012), entitled “The Effect of Using POW+TREE Strategy toward Students’ Writing Skill at Eleventh Grade Students of SMAN 4 Padang”. The research was about teaching writing using POW+TREE strategy. The research used a quantitative method using experimental research with an aim to measure the effect of using POW+TREE strategy toward students’ writing skill at eleventh grade students of SMAN 4 Padang. In her research, she chose two groups which were control and experimental groups. The control group was taught using Quick Write and the experimental group was taught by using POW+TREE. The result of this research shows that there was significant differences were found between control and experimental groups. So that, POW+TREE strategy gave the positive effect to

the result of students' writing skill. This last previous study used by the research here also has the similarities and differences with this research. Both of these researches used a quantitative method using true experimental research with pretest and posttest in experimental and control group. These two researches here also focus on the students' writing skill at senior high school. The POW+TREE was designed as the main strategy to improve the students' writing skill in these two researches. The difference of these two researches is the previous study only used one strategy, POW+TREE in teaching writing, but in this research the researcher used two strategies by combining RAFT and TREE strategies in teaching writing especially descriptive text.

Based on the three previous studies above, the researcher got the idea to write this research by combining RAFT and TREE strategy in teaching writing descriptive text. The researcher uses quantitative research using true-experimental design in this research. The researcher wants to measure the effectiveness of RAFT and TREE strategy in teaching writing descriptive text at tenth graders of SMA Wachid Hasyim 1 Surabaya.