

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

2.1.1. Definition of writing

Many Experts have provided a few definitions for the writing skill. In language instruction, writing is one of the four language skills in addition to listening, speaking, and reading.

According to Fatoni (2012) , writing is an activity in expressing feeling, thoughts, and idea of the writer. It means if the writer able to share her/his messages in right to order the readers. To put it another way, writing is the act of writing ideas, thoughts, or feelings down on paper. Students must have sufficient ideas, organize them effectively, express them, and organize them into statements and paragraphs that will be clear to a reader when they write.

Gaith (2002: 1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. This means that writing is a way to share information in a way that readers can understand. Therefore, the author ought to be able to convey meaning to the readers through his or her sentences.

According to Sudaryanto (2001), a person's writing skill is their capacity to convey their thoughts and feelings through written language and graphic symbols so that readers can comprehend the content. According to this statement,

writing is a skill in which a writer can express an idea in words, sentences, and paragraphs that readers can easily understand.

In the meantime, according to (Randal : 2004), writing is the ability to form words in a way that, in general, may have a higher truth value than the fact that it has been written down. This indicates that, in order for readers to benefit from the writing, the product must be truly acceptable to them. Additionally, it must contain meaningful values.

According to Nura (2003), writing is an activity. Writing is more than just a representation of spoken language. Writing allows a person to express themselves and integrate into society. The writer's way of thinking will become clear to readers through their writing. This indicates that writing cannot be distinguished from genres, particularly when writing learning activities are taught. Writing activities can be present in a classroom in this instance.

According to Muhammad Yunus (2007:1) Writing can be defined as an activity of conveying messages (communication) using written language as a tool or medium.

According to Gaith (2002), writing is a complicated process that enables writers to explore thought and ideas and render them tangible on paper. Writing provides a one-of-a-kind opportunity to investigate concepts and gather data.

By writing, one can better communicate with others by expressing himself

The researcher can conclude that writing is an activity of expressing one's thoughts, information, feelings through writing. In other words, writing is not only assembling it but also having to organize it into good sentences so that it is interesting and the writing is interconnected with other sentences. Writing is an activity of thinking after expression through symbols of communication.

Written using good language will certainly make the reader interested and enjoy the contents of the writing.

2.1.2.The Importance of Writing

Harmer (2004) states that there are numerous significance of picking up composition:

Writing is not often time-bound in the way conversation. Recorded as a hard copy activity,the understudies have additional opportunity to figure then they do in talking exercises. They can express what they know to them, and, surprisingly, the understudies use word references,syntax books or other reference material to help them. Composing enough urges understudies to zero in precise language use. It is a decent way for understudies to foster their language when they record what they think or express their ideas with exact language.

Writing is frequently used to reinforce previously thought language. When teaching writing, the instructor frequently prompts the student to compose a sentence or paragraph using newly acquired grammar. During the learning process, students ought to make a note of what they have learned. It helps students comprehend the language that has been considered.

Writing can frequently be used as a means of preparing for other activities. Writing can be incorporated into a larger activity that focuses on something else, like language practice, acting out, or speaking. Students can also practice acting out their dialogue in oral activities when they write a short dialogue. In activities involving questions and answers, writing is also used.

When teaching writing, the instructor frequently asks the students questions. For instance, it concerns their knowledge or previous content. In order to find the answer, students first prepare by writing it down and then presenting it to the class. Students are also asked to write their responses as part of the exam.

The researcher concludes, based on the preceding explanations, that writing skills should be learned. Writing allows someone to explore their thoughts, feelings, and ideas in writing. In addition, writing aids in solving problems and developing other language learning skills.

2.1.3. Process of Writing

A way of looking at what people do when they write is through the lens of the writing process. The writer of a written text must take into account the steps necessary to produce a good text and the ability to write is not complex and shorttime , but must continue and practice Harmer (2007:79). Harmer suggested the four primary writing steps. These are the steps: a) Planning, drafting, editing, and the final draft

1. Planning

- a. Planning Experienced writer plan their writing beforehand. The researcher must consider three main issues when planning. The writer must first think about their purpose. It has an impact not only on the kind of text they produce but also on the language they employ and the information they select. The audience is the next factor, which has an impact on the style of writing and language used. The structure of the content is the final thing the writer needs to think about. It includes the best way to arrange the information, concepts, or argument.

2. Drafting

A draft is the first draft of a piece of writing. Several drafts may be produced prior to the final version as the writing process moves into editing.

3. Editing (Reflection and Revision)

In order to produce high-quality writing, the drafts that have been written was edited. It's possible that the order of the information is unclear, hazy, or confusing. Other

readers (or editors) who comment and offer suggestions often aid in reflection and revision.

4. Final Version

After editing their draft and making any adjustments they think are necessary, authors produce their final version. Due to changes made during the editing process, this may look very different from the original plan and the first draft.

2.1.4. Types of Writing

There are some kinds of writing relevant to the types of text (Greenberg, 1985). Those are: (a) Narrative, (b) Persuasive, (c) Argumentative, (d) Descriptive, and (e) Recount.

a. Narrative

Narrative Writing tells a story about a personal or fictional experience, or it tells a story about an event, process, or process in a certain time frame based on a real or imagined event. There are two main parts to this writing: action and time. The primary objective of narrative is to clearly convey information about a process's phrase, steps, and chronological order.

b. Persuasive

Writing that tries to persuade the reader to accept a particular point of view or take a particular action is called persuasive writing. Persuasion aims to win readers over or get them to agree. Because it requires a lot of emotion, this paragraph's weakness is that it is illogical.

c. Argumentative

The purpose of an argumentative essay is to persuade the reader to believe whatever the author wants. In order to persuade the audience, the author must make efforts to provide logical reasons and evidence

d. Descriptive

A descriptive paragraph describes something in detail so that readers can see, hear, feel, and touch it or participate in the event themselves. A writer must be able to describe an object based on its particular characteristics in this instance.

e. Recount

Recount can be used to tell stories about past experiences or events. The purpose of this text is to inform or entertain its readers.

2.1.5. Writing Assessment

Students are required to achieve certain writing achievements. According to Hornby (1995), the term "achievement" refers to something that has been accomplished successfully, especially with effort and skill. Putting in a lot of effort during the teaching and learning process is one way to achieve writing success. Students and teachers collaborated to create and perform a fun, effective, and communicative situation in the classroom to improve writing achievement. Teachers' efforts to assist students in studying writing effectively included the creation of innovative media, a prepared lesson plan, and effective classroom management. When teaching writing, the teacher makes every effort in the classroom to improve students' achievement by providing a good lesson plan and media.

According to Haris (1969), there are five components in writing assessment, there are: (a) grammar (b) form/organization, (c) content, (d) style, and (e) mechanic.

a. Grammar

The use of syntactic pattern and grammatical form. Writing should follow the rules of grammar regarding tenses and time order.

b. Form/Organization

The organization of the content. Writing should content logical or associative connection and transition which clearly express the relationship of the idea described

c. Content

In order for readers to comprehend the message and gain information from the writing, the content should be clear to them. The content of a piece of writing needs to be well-organized and complete for it to be of high quality. This is commonly referred to as unity and completeness, which are hallmarks of good writing.

d. Style

Style The structure of lexical items chosen to convey a specific tone or flavor should engage the reader with original insight and precision.

e Mechanism

The language's use of graphic convention. Writing must be correct in spelling, punctuation, and organization

2.2 The Concept of Descriptive Text

2.2.1. Definition of Descriptive text

Descriptive text is a text which describes person, place, mood, situation, and etc. Descriptive text is likes describe fruits, animal, white house etc. (Mukarto : 2007). From the Mukarto statement the conclusion is Descriptive text is a text to describe something.

In addition, According to Anderson, descriptive text is a type of factual descriptive describing a particular place, person, or thing. With the aim of telling about the subject by describing its features without including personal opinion (Anderson, 2003:26).

Meanwhile, according to Angela, descriptive focus on factual phenomena (people, object, relationships). Linguistically descriptive texts are characterized by stative verbs, usually in the present tense, presentative there, and other ways of introduction adjective, or noun phrases that identify or characterize references (Rotwell 1998, p:25).

2.2.1.1 Descriptive Text purpose

According to Friedman (2010), Descriptive details mean to take attention of the reader. A descriptive text is a consider simple and easy writing form to compare with narrative, recount, or procedure particularly for the beginning writers.

Another purpose of writing descriptive text is to make the readers follow what the author wrote. The main purpose of descriptive is to enable the reader to imagine what the author, so that the reader experiences what is described and makes the reader explore what is described.

2.2.1.2 Descriptive text language features

In the general structure, there are special characteristic of language in the text namely there are two generic structures in descriptive text namely : Kiston (2009: 79).

Identification is identify or introducing the character to be described. Usually there is an object name, object type, and so on.

A. Description is the part that describes the characteristic, qualities spesificaly.

2.2.1.3 Types and examples of Descriptive text

There are three types or kinds of descriptive text namely

A. Place description

To describe a place, student must describe a place clearly. Each part of place describe must be describe in detail so that the reader can imagine the place desribed.

B. Object Description

To describe the object students can describe as a whole about the object being described.

Students are given direction to describe object as real as posible so that the readers are interested in imagining the object drown.

C. Description of people

To describe people we use more specific information such as height, age, hair colour, hair style, facial appearance, body shape, expressions and also the way of speaking. Students can describe everyone such as parents, brothers, sisters, friends, and teachers.

2.3 Spidergram Theory

2.3.1 Definition of Spidergram

Spidergram is a type of gram that looks like the body leg of a spider. In a spidergram, information about a topic is written down in circles connected by radiating lines to the topic's central circle. tehniqye mapping is a process for constructing visual displays of categories and their relationship. The forms of semantic mapping consist of: star diagram, spidergram, fishbone map, cluster diagrams, tree diagram, chain diagrams, cycle diagrams and the researcher focus to use,a spidergram. In this spidergfram diagram will shows words, concepts, a task, or any other thing connected to a central key word or concept.

A spidergram, spider map, or semantic map is a type of graphic organizer that helps students organize their thoughts by investigating and listing various aspects of a theme or topic. Given its name, it has a similar appearance to a web. A spider diagram, for instance, can be utilized to identify strategies that support students' study skills (such as note-taking, reading, and memorizing), as well as to investigate the factors that go into carrying out each strategy.

According to the preceding explanation, a spidergram is a diagram that organizes information using lines and circles. Additionally, it is a mind map strategy that is utilized to generate, visualize, and classify ideas. Spider diagram and spider web are two other names for the spidergram.

A character could be described using a spidergram. Children are able to use their memory instead of their imagination when describing the character when there is a picture in

the center of the diagram. When researching a subject for a non-fiction piece, a spidergram could be used. Children are prompted to arrange various pieces of information in boxes using this spidergram so that the information is already "sorted" before they begin writing paragraphs.

Spidergram is a great way to get students to write down their thoughts without having to worry about punctuation or writing in full sentences. They are either utilized as a method of planning a "neat" piece of writing or as a stand alone activity to encourage students to externalize their thoughts and provide the instructor with an opportunity for assessment. Story maps, story flowchart, and story mountains are three additional literacy planning and comprehension diagrams that are utilized in primary education. They are also used in science to determine how much students know about a subject before beginning a unit work.

The researcher concludes from the preceding explanations that the spidergram is a teaching diagram that makes it simple for teachers and students to divide problem-solving tasks. Students were designed to complement one another using the spidergram, which makes it simple for them to share information with one another using their respective parts.

Spidergram's Role

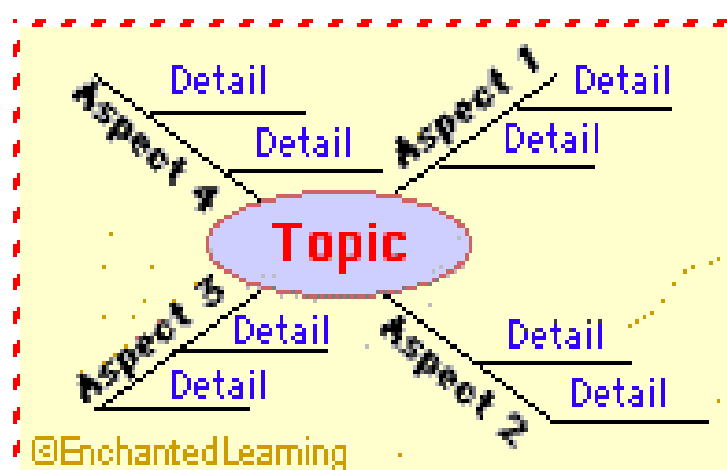


Figure 2.1. Taken from ("Enchanted Learning", 1996).

2.3.2. Kinds of Spidergram

Technique Spidergram can be used to explore almost any topics in writing and also used in every kind of writing including the writing of a formal or in informal. As Young (2009:10), stated that mind map is an alternative strategy to write formal outline, it forms of brainstorming that allows people to get ideas down in a quick and spontaneous way.

Drawing a word diagram with lines, boxes, arrows, circles, words, and phrases to show how new words and ideas relate to the topic is a prewriting technique. Spidergram technique is a process for constructing visual displays of categories and their relationship.

From Dila Charisma also give forms spidergram, There are three kinds of spidergram with :

1. A spider diagram with four arms (with 2 levels of detail on each).

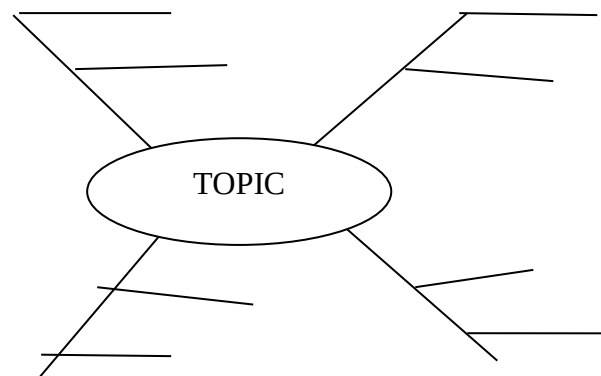


Figure 2.2. Spider Diagram (a).

- 2 A spider diagram with four arms (with 3 levels of detail on each).

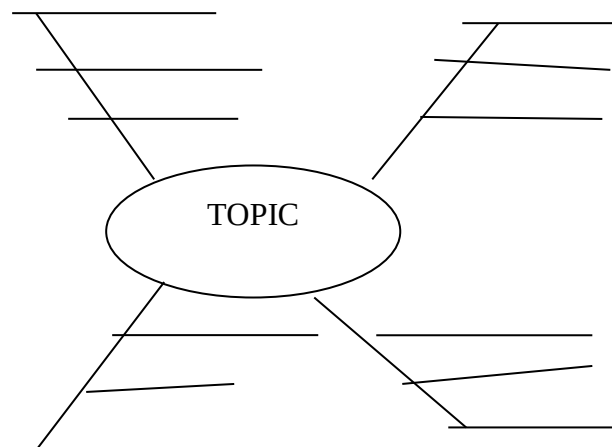


Figure 2.3. Spider Diagram (b)

- 3 A spider diagram with four arms (with 4 levels of detail on each).

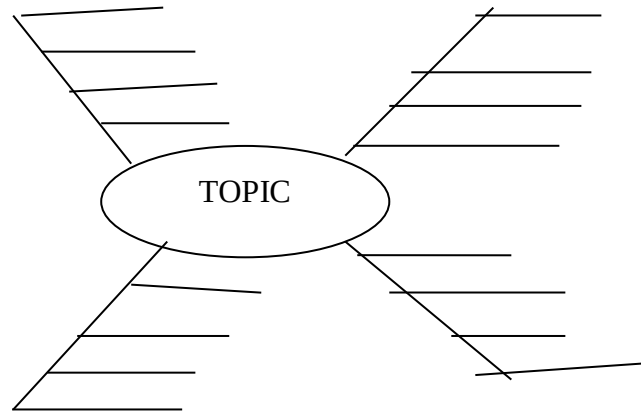


Figure 2.4. Spider Diagram (c)

In addition, Yulianti give a form of spidergram with the topic class:

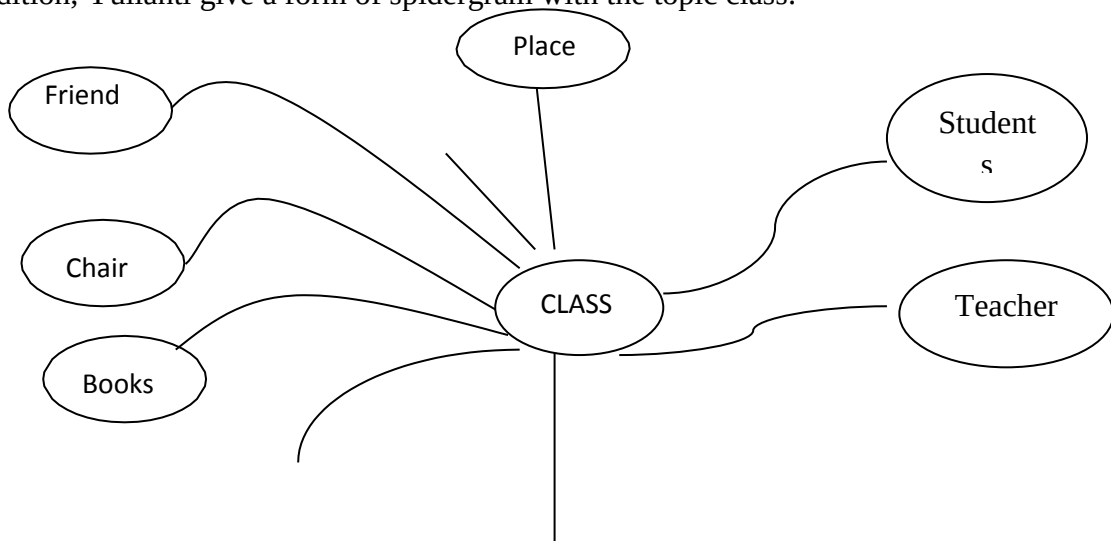


Figure 2.5. Spider Diagram About Topic Class

2.3.3 Teaching Procedure Using Spidergram

According to Syamsuarni in her paper, there are four procedures in teaching spidergram. They are as follows: 1) The teacher asks students to move from usual structure of hand written note, 2) The students start to organizing their thoughts using spidergram, 3) The teacher asks the students to make a big step forward in improve the quality of their thinking, and 4) The students' take the position their ideas in relation their central topic. While from the situs of "Teacher's Note", some contains of seven procedures. They are: 1) Draw a spidergram on board or on a large sheet of paper, 2) Put a key word or phrase in the centre and ensure that everybody understands what they want to write, ask for this diagrams in students home languages. 3) Write these, in categories if possible, in the surrounding circles until all ideas have been gathered, 4) Learners should create their own writing page from the spidergram, either copying the one created in class, or organizing the students writing

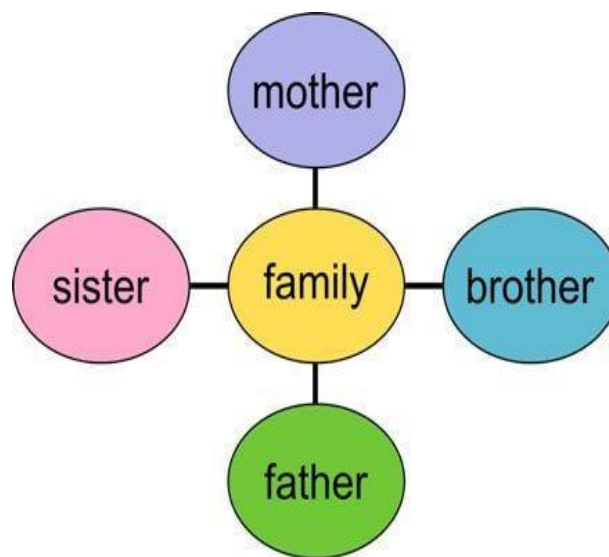


Figure 2.6 Teaching Procedure Using Spidergram

Visual approach is essential when brainstorming or organizing information because many students are visual learners. Graphic organizers appear to be an effective teaching and learning strategy. When using a spidergram, students are required to think in multiple directions, making learning an active and meaningful process. Students can use Spidergram

to create graphic representations of information and mental images to accompany it. The spidergram can be used to share opinions starting with a central idea and working your way up to more diverse big idea.

Based on the explanation above, the researcher concludes that improve students' writing skill through spidergram technique is a good strategy that can motivate the students' to learning in the class and some procedures of using spidergram technique in this research that include as follow:

- a) The first step is dividing the students based on their number. And then they study alone.
- b) The second step is giving the students copies of worksheet, one copy for each student and the sample of worksheet are shown in appendences as the treatment material.
- c) The third step is explaining what the students are going to do with they are focus on their spidergram worksheet and answer questions correlated the topic.
- d) The fourth step is asking the students to retell their answer in short talk in front of class.

Below is a form of spidergram in this study:

Topic: what do you think about class?

Fill in the the answer with the correlate words that you know

2.3.4 The Advantages of Spidergram Technique

There are advantages of Spidergram:

- 1 Spidergram is useful to generate the ideas, visualize, structure, and classify ideas.
Spidergram aids students to understand of the information by thinking through connected points.
2. Spidergram creates a unique visual image that is easier to recall than a written one.
3. Spidergram guides students to report without remembering the idea in their head.
4. Spidergram helps the students to focus on their ideas in reporting activity.

Based on the advantages above that spidergram technique can help students' in to improve their ability in writing. Because writing is the activity in conveying thought or idea. Through writing we can communicate idea, emotion, and desire. All the advantages are appropriate with the all problem of students' when they want to write.

2.3.5. Previous studies

Based on the title of this research, the researcher uses the related studies to support and prove the originality of her research.

The previous studies related of the titles are :

1. Ali umar,2018. *Improving students vocabulary through spidergram at second grade of SMP PMDS Putra Palopo*.from his research Umar conclude that students vocabulary mastery when make questionnaire test , it shows that most of students choose *agree* in positive questions while in negative questions, students choose *disagree* in all the statements, so it can be concluded that the students like to study about vocabulary through spidergram technique there was significant improvement of score and more effective than before. The research design that used was pre-experimental method.
2. Indrya(2019). *Improving students ability by using webbed learning method assisted by spidergram media*. From her research she conclude in her findings showed that there was an improvement of students 'scores after applying Webbed learning method assisted by Spidergram media and the students' activities performance increased. The design of her study was used classroom action reasearch
3. Nurhalimah.(2019). *Enhancing writing skill of tourism and manegement bussiness students through mind mapping* from her research nurhalimah conclude that this

technique was helped the students in generating and developing their ideas and help them easily in way of collecting information in writing descriptive text about tourism destination. There is a significant improvement from their score and their performance. She was use design reaserch is classroom action reasearch.

4. Rizka (2019). *Improving the students writing skill of descriptive text by using presentation,pratice and production method at Mts N 2 deli serdang. From her research* riska concluded that the students' skill in writing descriptive text using presentation, practice and production method was improved. It indicates that using presentation, practice and production method can improve the students' skill in writing descriptive text. The design of her study was used classroom action reasearch
5. Erdiana,Nira(2016). *Improving students writing skill though mind mapping.in her research* Erdiana was *findings of the study proved that the application of mind mapping technique in writing business letters was effective as the students' results of writing from cycle one had improved in cycle two and the students' understanding of the writing concept got improved as well. The results from students' writing tests showed that 78% of students (above the determined criteria of success) improved their writing ability and she was used classroom action research method*
- 6 Wahid(2017). *Improving students vocabulary achievement and active participation using spidergram of the VIII on SMPN 01 Sukorambi in 2016/2017 Academic yea. Wahid concluded in his research that the use of Spidergrams can improve students vocabulary achivement and active participation and when use the technique spidergram there is significan in score. Kind of his research in classroom action research.*
7. Anggraini(2017). *The effect of applying web graphic organize on the students achievment in writing descriptive text.*Anggraini concluded in her research that there was significant effect of applying web graphic organizer strategy on the students'

achievement in writing descriptive text. The students had difficulties to understand the instruction so that the teacher had to repeat it three times even four times. kind of design research is classroom action research

8. *Nimah(2017). Enriching Students vocabulary in procedure text through spidergram.* The researcher conclude that was positive change on students in learning English. During implementing Spidergram in learning vocabulary in procedure text, the students gave attention and participation well. The research design that was used was classroom action research.
9. *Nurul(2014).Improving the students' writing ability through spidergram extension technique.*The researcher was conclude that the improving students,, writing ability through Spider Web Extension Technique in terms of content and organization are significantly Improved. The researcher was used classroom action research method.
10. *Silulu. R,Nasir (2022).The use of mind mapping technique in improving students' writing ability at SMA AL-Khazana tidore kepulauan.the researcher was concluded that mind mapping had positive effect toward students' writing ability. Mind mapping made students' more active and creative in shared their ideas in writing English.*The researcher was used classroom action research.

From those previous studies above can be used as a reference by the writer when writing and completing her research. This study has differences with other studies such as difference in place, time, population and sample. This research is the latest research in the research school. This spidergram technique has never been applied by the teacher concerned at the school. While the population and sample are different from other studies, which have a different number of samples. This spidergram technique is new for students because they have never had this technique in making paragraphs.

2.3.6. Conceptual Framework

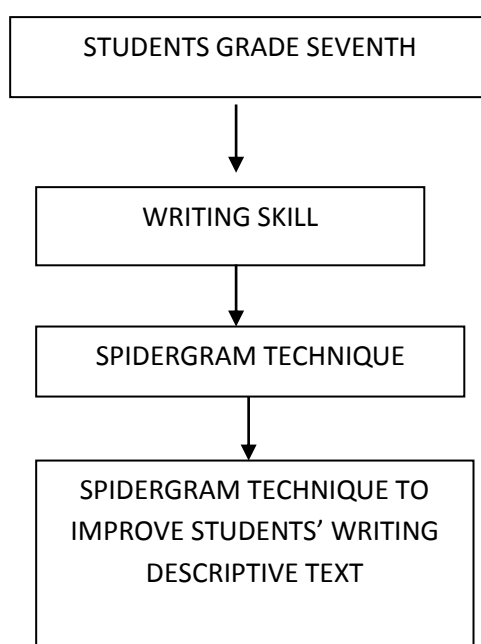


Figure 2.7 Conceptual Framework

Considering the aims of teaching english stated in the school base curriculum that the students should be able to communicate both in written or oral language, the researcher is convinced that the students should master the four english skills. in regard with this statement writing is one of the basic skills that should be mastered by the students. Writing is usually consider as a complex activity because there are many elements included in it, such as grammar, sentence strucure,vocabulary and type of texts that should also will understand by the students. Teaching and learning writing usually uses the monotonous technique; it makes students feel bored in learning English, especially writing needs a good and special technique so that the students would not feel bored and unmotivated. In this research will be observed the technique by using spidergram tin writing give motivation to the students. Spidergram is a technique, students will acquire what they are learning and give them opportunities to practice, so they will be able to use the structure in the communicative situation. Thus, to increase a student's learning writing ability, the teacher can use the spidergram technique. Based on the description above, the researcher assumed that using spidergram in teaching

writing descriptive text in the classroom will be attractive the students' interest and increase their motivation to express their idea in written form, it makes them more actively write something for their needs.