

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. English Writing Skill of Junior High School

##### 1. The Definition of Writing Skill

The skill that should be developed more by students is writing. writing is the last stage of learning English skill after listening, speaking and reading. So it can be said that writing is the indicator either the students can mastered the other skill or not. Before the students have to write they should be able to listen, to speak and to read.

According to (Ismayanti, 2021, p. 6) According to the definition given, "writing is a method of connecting with others in which the writer sends his providing readers with written views and opinions." To help the readers comprehend what the writer is trying to communicate in this situation, the authors should create a clear statement and a series of words. Mandal as cited (Ismayanti, 2021, p. 8) states that through writing process the students get opportunity to share ideas and convey their feelings. It means that writing is a tool that commonly used by a writer to give information to the readers. Furthermore, according to (Ramadani, 2013, p. 22) The process of writing involves recording thoughts complex planning, writing, and reviewing and revising and also teach the students how to use those complex processes

According to Spratt, Pulverness, and Williams (2005:26) state that

writing and speaking belong to productive skills. It means that writing belongs to productive skill rather than perceptive one. They said that speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will produce an output as an indicator that students have learn both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types. The importance of writing skills for junior high school students, namely writing challenges students to relate old knowledge to new knowledge, writing students investigate and understand something in depth, writing trains students to detail what is being studied and compare ideas or data to be written.

Zheng in Sohli and Eginli (2020) argued that acquiring writing skill in a second language is considered to be more challenging than the other language skills. Writing consists of cognitive strategies and background knowledge of the target culture encouraging teacher to teach many components to the students. Writing also includes several processes requiring the writer to produce a comprehensible, clear, and informative written expression (Yuce and Atac, 2019). This skill involves the process of discovering ideas on the text not only by putting the words on the paper but also by selecting and organizing the ideas by considering several components.

From opinion above, writing is the way to share the information and

what the writer think or opinion from the writer to the reader.

## **2. The Purpose of Writing**

According to Penny Ur (1996, p.163) “the main purpose of writing is express ideas, convey messages to readers. So ideas themselves should arguably be seen as the most important aspect of writing.” That is, when the author does his writing, of course it has a specific purpose. They should consider the purpose of their writing as this will affect, not only the type of text they want to produce, but also the language they use, and the information they choose. according to Robert Keith, (2006) there are four general purposes of writing, namely:

### **a. Writing to Inform**

In a lot of writing that writers will do, they simply intend to inform the reader about a subject. Informing is conveying the necessary information about the subject to the reader, and usually this means simply informing the reader of a fact that has occurred. While informative writing is the simplest type of writing, it is also one of the most important, as information lays the groundwork for other writing purposes. When writers write to inform, they want to keep two big issues in mind; select the right information and organize it effectively.

### **b. Writing to Explain**

Writing to explain means writing to pick up the unclear and clarify. In explanatory writing, a writer who understands a complex topic must make sure that his readers understand it well. We all use some

common method of explaining things to others in our daily conversations, and these same techniques can provide basic strategies for organizing written explanations.

**c. Writing to Persuade**

The most important writing we ever do in our personal lives, our work lives, and perhaps our school lives is probably persuasion. Complaint to the rental board about our landlord, letter job applications, essays about exams most likely involve persuasive writing. Your job in persuasion is to convince your readers to accept the main idea, even if it may be controversial.

**d. Writing to Entertain Others**

Writing for entertainment requires that you focus on other readers rather than yourself. You can enjoy the experience and be proud of what you've accomplished, but you can't be content with entertaining yourself alone. Writing to entertain gives you the opportunity to bring joy to others. Seize the opportunity and make the most of it. If you find pleasure in writing to entertain, it will come from knowing that you have succeeded in bringing joy to others. When writing to entertain, your main goal is to make the reader enjoy self. You can be funny, but you also have to have a good sense of humor. This means being more sympathetic to human weakness than insulting anyone or anything that seems different from what you're used to.



### 3. The Characteristic of Good Writing

A good writing is a product of careful thinking. There are several characteristic of a good writing. There are four characteristic of a good writing :

- ❖ The appeal to a target audience. It is mean that the writer should know that his or her writing is wanted to read by many readers and it appropriates with the readers' desire.
- ❖ A coherence, it means that writing have organizational scheme or outline.
- ❖ A smooth, detailed development, it means that a writer should build his idea like discussing the idea in detail.
- ❖ An appropriate, well-articulated style, it means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.

According to Pardiyo (2007) on his book "Teaching Genre-Based Writing" said that to produce effective written text, a writer should:

- Have the knowledge of content and nature of text. It includes the purpose of writing, the genre of writing, rhetorical structure, grammar, and textual devices (cohesion and coherent). Cohesion: related to the use of appropriate grammatical patterns, substitution, elliptical construction, preposition, conjunction to relate among the clauses within paragraphs, and references. Coherent: related to the topic flow or flow of thoughts through the use of transition signals to establish interrelation among the

sentences and paragraphs.

- Have the knowledge of basic sentence patterns.
- Have the knowledge about textual devices. It includes: Linguistic realization. It means the sentence is grammatically correct and realized by cohesive devices. Topic flow. It means the sentence is realized by coherent devices.
- Identify the role of written text. In the side of writer, written text has function. In the other hand, in the side of reader written text has meaning. From the two roles can be concludes into three roles of function or meaning. They are: ideational meaning, interpersonal meaning, and textual meaning.

#### **4. The Procces of Writing**

There are several goals of writing to generate various form, to make the writing required the process of becoming a correct writing. According to Harmer (2014, p.4) there are four main elements in the writing process, namely planning, drafting, editing (reflecting and revising), the final version (final draft).

##### **a. Planning**

In planning, the author should think about three main issues. First, how writers choose language for the purpose of their writing, benefits and information from writing. Second, the audience (readers) about whom this article is intended. For example, for educational staff, writers must be able to use language that is in accordance with the concept of educational in

their writing. Third, the structure of the fact, ideas, or arguments they have decided to include Harmer (2004, p. 5).

**b. Drafting**

The next step is preparation. According to Hardiyani (2015, p.13), in Mayers, there are several steps in the preparation, namely; (a) say something about what before you write it (b) perform quick writing tricks by hand or computer (c) with only side of the paper you can do it (d) provide wide margins and double space to create different spaces (e) keep doing activities every ten or fifteen minutes in front of the computer.

**c. Editing**

Next drafting, next is editing, the writer looks at the use of the phrase if there is something confusing. Then in grammar, as stated by Harmer (2004, p.5), reflecting and revising are often assisted by other readers (or editors) who provide comments and suggestions while other readers' reaction to an article will help the writer to make appropriate revisions.

**d. Final version/final draft**

In the final version the author is ready to send his writing to the audience. But before that, the writer should check grammar, articulation, verb form, punctuation, and spelling. Based on the writing process above, basically writing is the activity of making a text. A text can consist that has a communicative purpose. Make sure the transfer of information, ideas or messages fluent, it is needful to master the structure and texture of the author.

## **5. How to Increase Junior high school Students' in Writing**

### **a. Start by cultivating reading habits in students**

This is one of the most important things that can be done to encourage students to be more passionate about writing and be able to write well. Someone who diligently reads will certainly become familiar with writing techniques and writing styles that match his personality. Students can also explore more various types of writing.

### **b. Don't limit students' imagination**

When students are already interested in writing, don't limit the theme of the writing they want to make. Let them develop and then be channeled into writing. Whether it's about their favorite superhero, their ideals, or maybe something else. Limiting imagination students will find their freedom to develop their ability or creativity in writing.

### **c. Facilitate students by writing media**

In every writing that students make, of course there is always something that you can praise. Although there are still things that are less than perfect, appreciate their efforts for trying and putting their skills into their writing. Assess the process and don't judge the result alone. Good or bad results from student writing must be rewarded by giving praise.

### **d. Always respect and support student writing**

Procedures are texts that describe how to do something to the reader or listener. It aims to guide people to do something, do



something, or get anywhere. Examples of procedure texts are recipes, itinerary, manuals, and instructions.

**e. Take advantage of technology**

Currently, most students would prefer to play with gadgets. Well, this can be used by the teacher to be something positive, because playing gadgets does not always have a negative impact on students. Give positive feedback so that they can take advantage of the habit of playing gadgets to learn to write. Many social media such as google+, facebook notes, or blog platforms such as wordpress and blogspot that can be accessed through gadgets.

Based on the theories above, the researcher concludes that writing skills in English for junior high school students in the context of this research is a thinking process to find ideas and think about how to express those ideas in good writing to arrange them into a paragraphs.

The indicators of the writing skills are:

- ❖ Ideas
- ❖ Vocabulary
- ❖ Grammar

**B. Fishbone Method In Teaching English**

**1. The Definition of Fishbone Diagram**

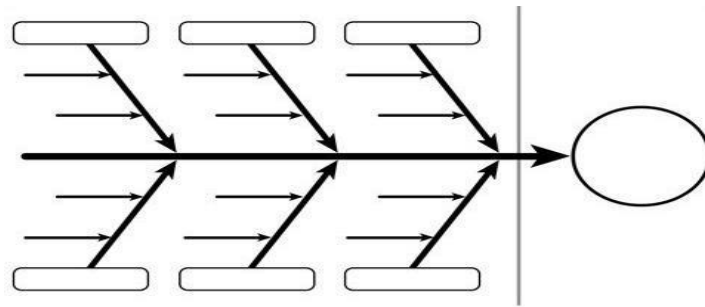
Fishbone diagram is a type of diagram that helps writers to organize ideas in writing. Setiawan (2014) explains that fishbone diagrams are used as a diagram-based approach to think through all the

possible arguments of a problem, and analyze situations based on those arguments. It is a tool where students can organize ideas in a unique form before starting to develop ideas into a text. Purwaningsih (2013) also notes that fishbone diagrams are very helpful for seeing the factors that are related to each other in dealing with a problem.

Fishbone diagram or fishbone diagram is one method to analyze the cause of a problem or condition. Often this diagram is also called a cause-and-effect diagram. The inventor was Professor Kaoru Ishikawa, a Japanese scientist who is also an alumni of chemical engineering at the University of Tokyo, in 1943. So, it is often called the Ishikawa diagram.

As the name suggests, a fishbone diagram looks like the bones or skeleton of a fish. The original fishbone diagram used in writing the causal text consists of three main parts: the head of the fish to discuss the effect or problem it represents, the main cause relating to how the main topic occurred, and the secondary cause providing a detailed description of a cause of a problem (Nasir: 2014). This structure can be used in writing text that contains cause and effect of a problem. However, fishbone diagrams can not only be used to organize ideas in writing cause and effect texts.

Fishbone diagram is one of methods in teaching writing that may support the expected situation. This method can help the students to determine the cause and effect of one problem statement by using a model like a skeleton of a fish.



**Figure 2.1 Fishbone Diagram**

## 2. Steps to make fishbone method

The fishbone method in an action and improvement step will be easier to do if the problem and the root cause of the problem have been found. The benefit of this fishbone diagram can help us to find the root cause of the problem in a user-friendly way, user-friendly tools are preferred by people in the manufacturing industry where the process there is known to have a wide variety of variables that have the potential to cause problems (Purba, 2008, para. 1–6). In making a Fishbone Diagram, there are several stages that must be done, namely:

### ❖ **Problem Priority**

Identify the actual problem being experienced. The main problem that occurs is then depicted with a box shape as the head of the fishbone diagram. Identified Problems that will be the center of attention in the fishbone diagramming process.

### ❖ **Main Factors of the Problem**

From the existing problems, the main factors that are part of the existing problems are determined. These factors will be the main

“bones” of the fishbone diagram. These factors can be in the form of human resources, methods used, production methods, and so on.

❖ **Find the Possible Causes of Each Factor**

From each of the main factors that become the root of the problem, it is necessary to find possible causes. The possible causes of each factor, will be described as minor “bones” in the main “bones”. Each possible cause also needs to find out the root cause and can be described as a “bone” on the bone of the previous possible cause. Directing the cause can be found by doing brain storming or analyzing the situation with observation.

❖ **Analyze the Results of the Diagrams That Have Been Made**

After making a fishbone diagram, you can see all the root causes of the problem. From the root causes that have been found, it is necessary to further analyze the priority and significance of the causes. Then you can find out solutions to solve existing problems by solving the root of the problem.

**3. Writing Descriptive Text Using Fishbone Diagram**

This is used in the pre-writing process. It helps students to focus on the main idea that they want to discuss. In the circle we can fill with the main topic that the students want to write. And in the box can be filled by the main idea in each paragraph. And the last the branches are the supporting idea to the main idea. Writing Descriptive Text Using Fishbone Diagram Garvey (2008) argued that there are four steps in



implementing fishbone method. There are as followed:

1. Identify the main thing that will become the main topic of descriptive text.
2. Identify the main idea about that thing.
3. List the sub idea in each main idea.
4. Analyse the diagram and write the text based on the diagram.

The first step is identify what things that will be described. This is will be written in the head of the fishbone. Then identify the main idea about that thing, the main idea will be written in each branch of fishbone diagram. Next is list sub idea of main idea below each main idea.

#### **4. The Advantages of Using Fishbone Diagram**

There are some advantages of using fishbone diagram. They are:

- a. The fishbone technique is easy to implement and creates an easy to understand visual representation of the main idea, the sub-idea and the need.
- b. By using fishbone diagram, the students can focus on the group on the possible idea or need.

Based on the above theories, the researcher concludes that the fishbone method in teaching English to junior high school students in the context of this research is an alternative technique that can be applied in the classroom, especially in teaching english descriptive text

material using the fishbone method in learning English can solve students' problems in making descriptive texts and can increase students' interest in learning.

The following are some indicators related to the fishbone method, including:

1. Encouraging students' critical thinking
2. Solved problem
3. Increase student interest

### **C. English Descriptive Text**

#### **1. The Definition of Descriptive Text**

According to Tomkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

Diane A Wilbur (1966) said that descriptive writing is to create a clear picture or impression of person, place or object. Meanwhile Fred D White (1986) said that descriptive text is drawing in words.

Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warrier (1982: 327) said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details,

not action, to hold the reader interest.

From the opinion above writer conclude that descriptive text is a text that describe the characteristic of person, place, or particular things the way it is.

## 2. Guides in Writing Descriptive Text

According to Pardiyo (2007: 33) there are several things which should be known before writing descriptive text. They are:

- **Communicative purpose**

Descriptive is a type of written text, which has the specific function to give description about an object (human or non-human).

- **Rhetorical Structure**

As explained before, the rhetorical structure of descriptive text is identification and description. Identification is a statement of topic or subject which wants to be described. Description is the details of identification or the object.

- **Grammatical patterns**

The declarative sentence usually is used in the descriptive text. The use of conjunction is also needed to make coherence devices. The present tense is used dominantly because in the descriptive text includes fact, general accepted-facts, or reality.

After knowing about the explanation above, when a writer wants to write a descriptive text, he/she also should know the guides of

writing descriptive text. There are some guides to write a descriptive text. According to John J. De Boer(1982: 90), there are six guides for writing descriptions.

- a. Observe carefully and record your sense impressions.
- b. Select significant details that convey a dominant impression of the subject.
- c. Organize your description according to a unifying principle; for example, the order of space for descriptions of places.
- d. Choose either stationary or a moving vantage point which to describe a scene.
- e. Use concrete, vivid language. Use figure of speech and connotative language.
- f. In characterizing people give details of appearance of actions, use a person's own words when they serve to reveal character, and describe feelings and attitudes.

### **3. Generic Structure of Descriptive Text**

Descriptive text is one of the lessons at the high school level. According to Hardiyani (2015, p.20) that descriptive is a kind of text which is purpose to describe a certain person, place, or thing. Descriptive text must consist of generic structure, such as: identification and description. Pardiyono (2010. p; 44) in Iskandar (2017, p.60) stated that the descriptive text follows some stages.



**a) Identification**

Identification (introduction) is a statement or a short paragraph that identifies the object that is going to explain, it is usually interesting and able to provoke the reader to be eager to read the text. In identification writer introduce the story.

**b) Description**

In this part, writer will describe about topic that have been chosen. This part is used to give sufficient description about the object as mentioned in identification part. The description of the object can be done according to different angles, such as size, length, strength, color, height, condition, of the location, weather, qualities, shapes, etc.

Based on the explanation, it can be concluded that in the descriptive text has generic structure which in common there is two: identification to introduce what is in the text and description to describe something that is being told by the author. This makes it easy for the writer to describe something in order for the text to be structured.

**4. The Purpose of Descriptive Text**

Based on the definition of descriptive text above the purpose of description is to describe the characteristic of person, place, or particular things the way it is. Meanwhile Fred D White (1986: 61-62) said that there are several aims of descriptive text:

- 1) To see, it means to help the reader to see the object, person, and

situation you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.

- 2) To explain, it means to explain the reader about the subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.
- 3) To persuade, it means the writer describes something to make the reader interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby persuade the jury that the accused committed burglary.
- 4) To re-create, it means to make a reader make something. For example: the description allows the reader to re-create the experience – particularly the sensory pleasures of that experience – in their own minds, thereby enhancing their delight in the subject at hand.
- 5) To demonstrate, it means the writer wants to demonstrate something to the reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non-observers can realize.

Based on the theories above, the researcher concludes in the context of this research that descriptive text in learning English is a text that describes or explains something in detail based on the topic or object. Descriptive text contains information about an object, person, place, or event.

Indicators in writing descriptive text:

- ❖ Grammar
- ❖ Object
- ❖ Vocabulary
- ❖ Descriptive text sentence structure

#### **D. Previous Study**

The researcher also seen from five previous studies. The first study by Christiana Evy Tri Widyahening (2018) "Increasing Student's Reading Skills" according to this study Not a few students have low motivation in reading English texts due to the unavailability of proper learning media in each class, teachers who do not use appropriate learning techniques. appropriate in explaining and guiding students to understand reading learning materials, learning to read, especially reading English texts, does require extra attention because it requires quite a lot of time, mastery of English vocabulary that is not small, and understands the existing components. Then this research uses the fishbone method so that in teaching it can make students not bored and students at the time of learning become enthusiastic.

Sandika Lumban (2021) "The Effectiveness of Teaching Materials For Writing Description Texts through Fishbone Diagram". Researchers make descriptive text teaching materials from outside local wisdom in the Dumai city area, because most of the learning descriptions in the text writing material are about places where students don't know the shape and location, mostly giving examples of famous tourist attractions in the province,

therefore the researchers tried to make local topics in Dumai City, because it will be easier for students to describe their own area and are expected to be more provoked to think creatively in making descriptive texts later. Based on this reason, the author is interested in researching "Development of Teaching Materials for Writing Description Texts through Fishbone Diagram Strategies for State Junior High Schools in Dumai City". This research is expected to be an innovation for learning Indonesian, especially for writing text descriptions. In this study, the preparation of teaching materials based on local wisdom in the city of Dumai, Dumai city has some local wisdom that students need to know, and of course with the local wisdom that exists students can more easily write and develop their writing. Teaching materials are not only needed by students but also needed by teachers, because teachers can more easily explain the material to students, of course with the hope of assistance from teaching materials to make it easier for students to understand the goals of student learning outcomes. So, the purpose of this research is to become a new finding about teaching materials for writing text descriptions, and hopefully the product development can be useful.

“Increasing Student's Reading Understanding with Reviews Using Ishikawa Fishbone Techniques At Smpn 1 Tajurhalang Bogor” Aprillia Putri Lisdawati (2018). This finding reveals that one of the review techniques that can make students understand their reading is the Ishikawa Fishbone technique. This technique can help students identify the identity of books, types of reading and grammar as well as increase students' vocabulary (English



vocabulary). Respondents have very diverse responses, but have the same tendency, namely the Ishikawa Fishbone technique can help them in understanding the reading. Therefore, we believe that the Ishikawa Fishbone review technique can improve students' reading comprehension. The purpose of this study was to determine the effect of reviewing using the Ishikawa Fishbone technique on students' reading comprehension abilities.

Reni Listiana Nurlela (2021) "Fishbone Diagram To Improve Writing Ability Of Exposition Texts For Class Viii Students Of Smpn 2 Cihampelas". The ability to understand and present expository texts in the current digital era is very important for students to be able to understand and convey information properly and correctly so that the information is not considered as false information or hoaxes. The results of statistical tests show that the use of Fishbone diagrams as a learning medium can improve students' writing exposition text skills. Research on the use of Fishbone diagrams as a learning medium to develop students' exposition text writing skills is still rarely done. Based on the literature review and discussions with colleagues, one of the learning media that can be used to improve the ability to write expository texts is fishbone diagrams.

“The Effectiveness Of Fishbone Method On Students' Writing Ability Of Argumentative Text” Meli Fauziah (2022) In learning English, there are two kinds of skill that should be mastered by the students, namely; productive and receptive skills. Productive skill is divided into two basic skills are speaking and writing In writing skill, Senior High School Students are intended to

master some genres of text. One of the genres is argumentative text. Argumentative text is a kind of text which refers to the writer's opinion about the surrounding phenomenon. There are some problems faced by senior high school students dealing with writing argumentative text such as the difficulties in organizing ideas, lack of intention in writing, and lack of technique in writing argumentative text. Therefore, the researcher tried to solve this problem by applying fishbone diagrams in order to make them easier to write argumentative text.

#### **E. Hypothesis**

Ha: There is a significant effect of using the fishbone method on students' writing skills.

H0: There is no significant effect of using the fishbone method on students' writing skills.

The assumptions of the hypothesis are as follows:

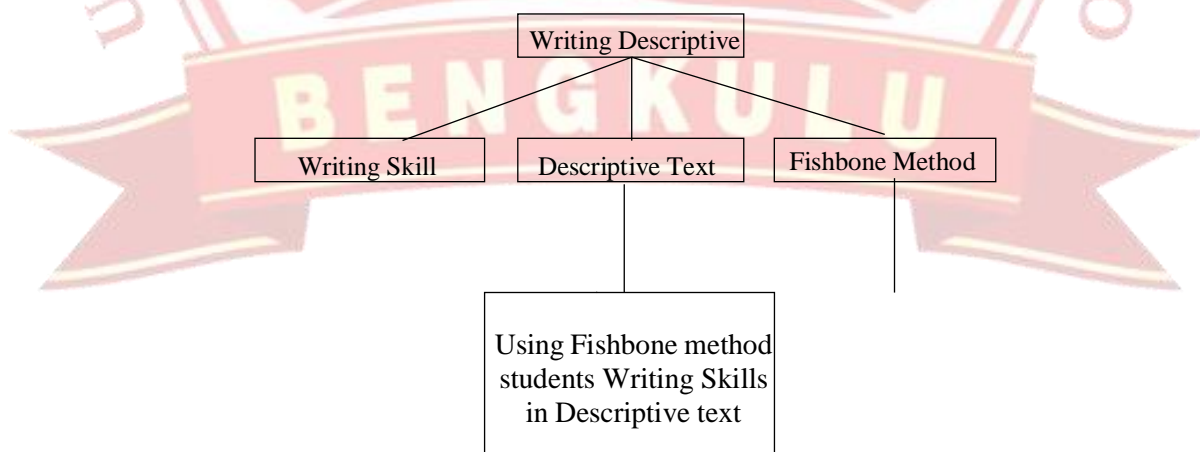
- ❖ If the  $t\text{-test} > t\text{-table}$  at a significant level of 5%, then the null hypothesis is rejected and the alternative hypothesis is accepted. This means that there is a significant difference between students' writing skills using Fishbone media and students' writing skills without using Fishbone media in 7th grade students of SMP IT Khairunnas, Bengkulu City. The use of the fishbone method is effective to improve students' writing skills.
- ❖ If the  $t\text{-test} < t\text{-table}$  at a significant level of 5%, the null hypothesis is accepted and the alternative hypothesis is rejected. This means that there is no significant difference between students' writing skills using the fishbone

method and students' writing skills without using the fishbone method in 7th grade students of SMP IT Khairunnas, Bengkulu City. The use of the fishbone method is effective to improve students' writing skills. The use of fishbone is not effective to improve students' writing skills.

#### F. Conceptual Framework

Writing skills in English for junior high school students in the context of this research is a thinking process to find ideas and think about how to express those ideas in good writing to be arranged into a paragraph.

Fishbone method in teaching English to junior high school students in the context of this research is an alternative technique that can be applied in the classroom, especially in learning English descriptive text material using the fishbone method in learning English can solve students' problems in making descriptive. text and can increase students' interest in learning.



**Figure 2.2 Conceptual Framework**

Descriptive text in learning English is a text that describes or explains something in detail based on the topic or object. Descriptive text contains about an object, person, place, or event.

Therefore, writing descriptive texts is very necessary, especially in English education to achieve a material such as writing comprehension. because writing must pay a lot of attention to correct grammar, grammar and more. Moreover, in the last two years students have gone online or studied at home, so many students have started to forget or not understand about learning English, especially descriptive texts. Therefore, using the fishbone method will make it easier for students to learn descriptive texts and make students interested in learning descriptive texts in learning English in junior high school.

