

## CHAPTER II

### LITERATURE REVIEW

#### A. Writing Capability

The term "writing" has a lot of different definitions. According to Ken Hyland, writing is a means of communicating personal meanings, and writing schools emphasize an individual's capacity to form his or her own thoughts on a topic (2003:29). Furthermore, the skill of an agent is assessed by how close he or she comes to achieving the goal. Furthermore, an ability is a type of knowledge that is only manifested when it is applied to a certain activity (1996:87). It indicates that something is being processed with the goal of achieving a specified goal.

Writing an extended text at an advanced level involves not just the language system. It poses significant challenges to our cognitive systems for memory and thinking as well. Indeed, writers can put to use virtually everything they have learned and stored away in long-term memory. But they can only do so if their knowledge is accessible, either by rapidly retrieving it from long-term memory or by actively maintaining it in short-term

working memory. Thinking is so closely linked to writing, at least in mature adults, that the two are practically twins. Individuals who write well are seen as substantive thinkers, for example. The composition of extended texts is widely recognized as a form of problem solving. The problem of content - what to say - and the problem of rhetoric-how to say it - consumes the writer's attention and other resources of working memory.

All writers must make decisions about their texts and at least argumentative texts call upon their reasoning skills as well. Finally, the written text serves as external form of memory that others can read and reflect upon, providing a scaffold for thinking and writing in the historical development of a literate culture.

Descriptive text is the text about the way of things, people, or places. In descriptive texts, the students can use imagination and percept-kive sense to make reader hear, taste, smell, see, and feel as they present a good word of the subject. P. Josep Canavan stated "students may be describing a sunset, an individual, or a sinking ship. Whatever the subject, a writer

purpose in description in the same; to appeal the imagination, the emotion, and the senses.

Writing becomes the most difficult skill when it is learned by the foreign language learners. According to Rass (2001:30) said, "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues such as organization, content, purpose, vocabularies, audience, and mechanics such as spelling, punctuation, and capitalization", it is because there are some aspects that the students should learn to make a good writing.

Writing abilities, according to Bridgeman and Carlson, are even more vital for professionals than academic achievement (1984:7). To put it another way, being able to write is one approach to make written materials more meaningful. The adjective "ability" means "talent" or "power." Writing ability is defined as the ability to express ideas, thoughts, and feelings to others through written symbols in such a way that other people or readers can understand them.

In writing, students must understand and know about vocabulary, grammar, sentence connection sentence structure, etc. Sometimes the students can speak English fluently but they can not understand in Writing or making article. But the real, most of Indonesian students could not learn English well, especially in Writing. It is usually showed when they write article, paper, or thesis in English. Many students make mistake when they write essay or article. Not all students have some abilities in pouring the ideas when they write essay or article, it is because they do not have interest in studying writing ability.

### **1. Definition of Writing**

Harmer defines writing as "a means of creating language and conveying ideas, feelings, and opinions" (2007:31). Individuals combine thoughts and assess how to explain and organize them into a declarative and comprehensible paragraph during the writing process. This means that the writers must explain their ideas and organize them into the well article. Furthermore, writing introduces the writer's opinion in the analysis of a dilemma given to the reader. It also entails the creation of a

logically worded definition. Writing, according to Bram, a person who generates or copies written messages it a method of actively arranging ideas on paper in preparation for the construction of advertisements. As a conclusion, before we sit down and write, we should first think.

For one, writing reinforces what we have all been teaching our learners about grammatical structure, idiom, and vocabulary. Second, they have the opportunity to experiment with language. They became inexorably associated with the new language in the third place. A unique strategy for reinforcing learning is the attempt to explain concepts and the constant employment of eye, hand, and brain. Anyone can use writing to express a feeling, an idea, or an opinion by organizing the expression according to the rules of the language system to convey meaning to a reader who can decipher the written message. Writing is a type of functional communication that allows children to envision and create their own worlds. Writing is the most challenging of the four abilities since the writer must be able to communicate effectively.

Despite the fact that it must be recognized as a secondary mode of communication, writing is a primary means of remembering speech, according to Byrne (1984:7). Writing is a crucial medium of communication just because it allows us to interact and share our ideas, experiences, and opinions in known to ensure a positive relationship with our society.

Writing is found to be extremely important in communicating, conveying the author's thoughts, and providing readers with perceptions based on the above criteria, according to the researcher. Some steps are done during writing. The first stage is to gather and write down your thoughts, feelings, and ideas. Second, go through a revision process to develop a text that is well-structured and organized. The last step is to produce writing in the form of meaningful text.

## **2. Theory of Writing**

The concept of writing has been proposed by a number of scholars. In the opinion of Saleh Abbas (2006: 125), Writing abilities, on the other hand, are the ability to communicate ideas,

thoughts, and sentiments to the other party via written language. The precision with which concepts are expressed must be backed up by the precision with which the language is utilized, including vocabulary, grammar, and spelling. Writing ability, according to Ahmad Rofi'uddin and Darmiyati Zuhdi (1999: 159), is the ability to utilize written language to communicate thoughts, ideas, opinions about something, reactions to an expression of desire, or expression of sentiments. Writing skills, according to Henry Guntur Tarigan (2008: 3), is "one of the productive and expressive language skills that are used to communicate indirectly and indirectly with the other person face to face." Meanwhile, according to Byrne (Haryadi dan Zamzani, 1996: 77), essay writing talent or composing is the process of putting thoughts into written language through sentences that are formed in a complete and clear manner so that they can be successfully transmitted to readers.

According to Coulmas (2003:1) Three different meanings of writing can be identified. First, writing is a system of recording language by means of visible or tactile marks. Visible or tactile

marks mean the writer can see the product of their writing by using their eyes. Second, writing is an activity of putting the ideas. The ideas are very needed in writing. Good ideas can add knowledge or information for the reader. Third, the result of writings activity is text. It means that writing is not only communicative skill but also productive skill that can produce a text such as descriptive text, procedure text, report text and narrative text.

### **3. Teaching Writing**

Children can enhance numerous versions or variants of their work while focusing on the writing process and obtaining feedback from peers as a result of teaching writing as a process. Harmer says that teaching writing to children learning English as a second language is critical (2007:7). While some students learn language completely through speech, the vast majority benefit greatly from seeing written language. Beginning to write sentences in a new language as soon as possible after learning it is often advantageous to students. The growing emphasis on process, on the other hand, must be viewed through the lens of a



process-product balance. Caswell believes that teaching writing is important.

#### **4. Purposes of Writing**

English language students should be taught to write for such a variety of reasons. Harmer claims that when students write, when students try out spontaneous dialogue, they get more "thinking time" (2007:112). Furthermore, whether they are learning or activating, this provides additional possibilities for language processing, or thinking about the language.

Six different causes exist for why people write. The first is writing to inform or clarify. In this kind of writing, when writing an announcement or an essay, for example, writers should know exactly what facts they wish to report. Persuasion writing is the second. It's frequently used in conjunction with a commercial. The author must use captivating phrases to spark the reader's interest in this type of writing. The third option is to write in school. It signifies that they used the writing component of their exam to answer the essay question. Business writing is the fourth type of writing. For example, when writing a formal letter, the

writer should use casual language. Social writing is the fifth type of writing.

## **5. Writing Components**

In writing, there are five necessary aspects. Content, structure, vocabulary, language use, and mechanics are the five components.

### **1.1 Content**

The content of the writing should be obvious to the readers so that they may understand the message and learn something from it. A excellent piece of content writing should have well-organized and completed content. This is a trait of good writing that is frequently referred to as unity and completion.

Each paragraph in a good paragraph has unity, which implies it only discusses one important topic. Start a new paragraph if you want to discuss a new idea. Every supporting sentence in the paragraph should also be connected to the main idea. Avoid including any information that does not directly support the topic sentences.

Completeness refers to the fact that the major idea must be fully described and developed, whereas comprehensiveness refers to the fact that these pieces of information have thoroughly developed the main idea. The degree to which the topic phrases are difficult or general is a matter of opinion. Comprehensive writing is supposed to produce clear and understandable content for readers.

### **2.1 Organization**

When organizing the work, the writer focuses on how to chronologically arrange and order the notions. They should also convey their ideas in a logical arrangement that flows from beginning to conclusion. There are numerous methods for organizing or arranging the writing. Order is the most well-known aspect of this organization.

Coherence in an incoherent essay indicates that all of the concepts are not connected. A paragraph that is cohesive is one in which all of the concepts are given in the correct order and are never mixed up. As a result, the writer's thoughts are organized into sentences and paragraphs in the essay.

### a. Vocabulary

Is a component of the writing learning process that deals with language. The writer considers placing words into sentences, then sentences into paragraphs, and so on, until a piece of writing is completed. As a result, mastering word choice can aid in the development of our writing abilities.

Writing vocabulary is all the words that can be employed in writing. Many written words did not commonly appear in speech, the writers generally use a limited set of words when communicating. According, Hadfield (2008:45) divides vocabulary into two kinds of vocabulary, there were :

- 1) Productive (active) vocabulary is words that they are able to produce themselves.
- 2) Receptive vocabulary (passive) is words that they understand but may never produce.

### 3.1 Language use

Correct use of language or grammatical norms is required when writing. It is mostly concerned with verbs, nouns, and agreements. Strong verbs and specific nouns create a mental image of description in the reader's mind. Adjective modifiers,

adverbs, and participle forms can all be used to characterize this unique noun. A phrase is a type of modifier. Verb usage mistakes are prevalent, as are grammatical faults. Mistakes in writing work, on the other hand, are considerably more significant, especially since we have the chance to go back and reread and amend what we have written. In the case of nouns and pronouns, Verbal forms, subject-verb agreement, and pronoun-antecedent agreement, among other things, should all be avoided.

#### **4.1 Mechanics**

Writing mechanics are concerned with proper capitalization, punctuation, and spelling. This is highly significant because it allows the reader to immediately grasp or realize what the writer is trying to say. The application of advantageous mechanics in writing will make it easier for readers to comprehend the conveyed thoughts and other messages presented in the writing.

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanic is when writing the first word of a

paragraph, it must be intended. The rules of mechanic try to make the writing seem consistent and clear. The convention may seem arbitrary. In fact, it was developed from thousand of experiences. The mechanic represents the economic and efficient way of writing. There is a discussion about punctuation in the mechanic. This subject is a little bit complicated. Some punctuation is cut-and-dried, while the others fall into the area of usage or style. The purpose of taking punctuation in writing is making the text clearer and reading easier. There are four function of punctuation, those are: a) Classifying or enclosing (e.g. parentheses enclosing extraneous information). b) Separating (e.g. a period separating sentences). c) Impacting the meaning (e.g. a question mark making an otherwise declarative sentence interrogative) d) Connecting (e.g. a hyphen connecting a unit modifier). The function of punctuation mark is the basic rule governed and determined whether it is needed or not. The modern tendency is to punctuate the prevent misreading (open style) rather than to use all punctuation that is allowed by the grammatical structure (close style).

a. Capitalization

In writing, capitalization can serve to explain a concept. If the sentences are not capitalized correctly, there will be confusing

meaning and confusion. Correct capitalization also aids the reader in distinguishing one sentence from the next.

b. Function

It can be used as a unit of meaning to describe how the units of the system are related to one another.

c. Spelling

When it comes to utilizing spelling correctly, there are three crucial guidelines to remember. Suffix addition, plural formation, and word handling errors are the three. According to the aforementioned quotations, writing is a good written communication that employs language standards and methods for expressing ideas and communicating someone's thoughts through written form. The messages are a description of a researcher perspective as discovered through reading, thinking, witnessing, and studying an event.

## **B. Word Walls Strategy**

### **1. Definitions of Word Walls**

Students can utilize these words in a variety of ways thanks to word walls exercises. These words are then anchored in long-term memory, allowing for quick and easy access, facilitating pattern recognition, and fostering word linkages (Hall & Cunningham, 1999). As a result, word wall activities give engaging ways to learn high-frequency words while also improving word recognition through visual and active engagement with words (Callella, 2001). Readers who practice and complete these activities may be able to recognize basic sight words more quickly and independently increase their reading fluency (Almasi, 2003).

Word wall is one type of learning media that able to improve students' ability in mastering the material (Sartika, 2017). Word wall is a collection of vocabulary arranged systematically thematically displayed in large letters and pasted on class wall. Word wall is a learning media that must be used not just shown or seen. This medium can science to enhance study group activities and can also see involve students in making and using activities (Anindya- teak & Choiri, 2017). Games are



played primarily for entertainment, fun, but can also function as a means of training, education, and simulation. Games can hone intelligence and brain skills in coping conflict or artificial problems that exist in the game. However, games can also be detrimental because if you play games too often then the main will forget while doing any other work, so create other work gets delayed. Hence the need to make games education that directs students in learning activities (Adam & Muhammad, 2015).

According to Puspaardini (2019), educational games are games designed to to learn, but still able to offer play and fun. Educational games are a combination of educational content, learning principles, and computer games. Rational reasons for using the word wall game method quis is that students will get a better understanding about science and will be more interested in science if they are involved actively in “doing” science. Investigations conducted by students is the backbone of the word wall game quis method. This investigation was focus on understanding Science concepts and increasing adequacy students' scientific thinking process skills. According to Mahnun

(2018), the word wall game quiz method requires active involvement of students is proven to increase learning achievement and children's attitudes towards Science and Mathematics. Handarini et al. (2020) in- say that the word wall game quiz method helps the development of an- including scientific literacy and understanding of scientific processes, knowledge vocabulary knowledge and conceptual understanding, critical thinking, and attitude positive. It can be said that the word wall game quiz method does just that improve students' understanding of concepts in science only, but also form a scientific attitude in students.

According Dian Risky Nurcahyani (2016), A word wall is an interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more. Word walls are used as a tool to teach language concept. Word Walls Strategy is a method of learning that involves arranging a collection of words in a high-frequency appropriate sight, which can be categorised or categorized, and is displayed on the classroom wall for students to readily view and understand.

## 2. The Procedures of Word Walls Strategy

A few words a classroom wall, bulletin board, chalkboard, or whiteboard strategy, according to Jennifer Cronsberry (2008:3), is a succession of words shown on a wall, bulletin board, chalkboard, or whiteboard. The words are printed in large letters so that students may see them from any seat. There are various processes for implementing a word walls technique in teaching English vocabulary, and those procedures have been classified into several steps activities. While the teacher is explaining the topic, the initial activities are prepared by the teacher. The following is how the teacher uses the word walls method to discuss the topic of descriptive writing. Jackson's steps for implementing the Word Walls approach in Sartika (2013).

- a. Teacher gives the text to students to read and understand text.
- b. Students select vocabulary and sketch a concept map or make brainstorm a list of words.
- c. After reading the text and selecting vocabulary students make a vocabulary planning document to ensure that vocabulary selection is focused and systematic.

## C. Descriptive Text

### 1. Descriptive Text Definitions

The goal of a descriptive text is to describe someone, somewhere, or anything. Descriptive text is also writing that explains or depicts anything that the author wants the reader or listener to understand.

Descriptive text is the text about the way of things, people, or places. In descriptive texts, the students can use imagination and percept-kive sense to makereader hear, taste, smell, see, and feel as they present a good word of the subject. P. Josep Canavan stated “students may be describing a sunset, an individual, or a sinking ship. Whatever the subject, a writer’s purpose in description in the same; to appeal the imagination, the emotion, and the senses.

Even if the reader or listener has witnessed it, he speaks for himself (Permanasari, 2017:3). The two parts of a descriptive text's schematic structure are identification and description. In addition to the schematic form, descriptive writings contain their own linguistic properties. Descriptive writings involve identifiable individuals, write in the present tense, use

conjunctive verbs, use adjectives, and use relational and material processes, among other linguistic qualities ( Sihaan, 2013:3).

## **2. Descriptive Text Structures**

### **a. Identification**

The name of the thing or entity that has to be identified is put in this field. The earliest descriptions of the person, thing, or location that must be identified are found in this section. This section appears at the start of the document.

### **b. Description**

This section contains a detailed description of the person, object, or location being described. This part may be made up of several paragraphs that explain or describe an object or person by describing his physical appearance, some of his characteristics, his work, and so on.

## **3. Descriptive Text Example**

“Avanty is my old sister. She is twenty years old. She’s a student in Communication Faculty, University of Indonesia. Avanty is beautiful. She wear a jilbab if she out from my house. Her body is tall and white like a Chinese. I really love

her. She like angry with me if I lazy, late, and etc. But she always care to me. I like share everything to her. And she is too.

The researcher argues that descriptive text is a type of text that explains an object, object, or person in an article in such a way that the reader can experience or envision what is stated in the descriptive language based on the given text.

#### **D. Previous Research on the Subject**

Some scientists had already employed this method. According to Sita Ratnaningsih (2019), The findings of this study imply that teachers should be aware of their students' weaknesses and challenges when teaching writing sessions. The teacher may use error analysis as a guide to the remedial lesson when teaching writing. Before beginning the class, the teacher should provide a thorough explanation that is both simple and obvious in order to prevent future student errors. The teacher analyzes the pupils' work on a regular basis to keep track of their progress. It can assist the teacher in both learning the students' problems in a session and assessing the remedial lesson's success. Following the evaluation, the teacher can concentrate on the areas that lead the students to make mistakes. In this

scenario, the writer seeks to lessen the pupils' faults, particularly in the areas of capitalization, word addition, word omission, word choice, and verb tense. Students must work harder.

Then according to Obaid Ullah (2021), Students in the experimental group who were taught utilizing the WW teaching method did well in school. According to the research, students in EG have good and strong academic ideas, but pupils in CG have weak academic concepts. According to Vintner et al (2015), who discovered that teachers used the word wall method of teaching on secondary school students, who improved their vocabulary development and concept mapping abilities, the effectiveness of the word wall method was high at lower levels, such as elementary school students.

Sartika, R. (2017) revealed that Word Wall Strategy helps students to write descriptive text. The use of Word Wall is observed during learning for two meetings. The results also show that more than 50% positive feedback about student responses to the use of Word Wall, which is a medium of learning in teaching write descriptive text. Therefore the English teacher must be able to design teaching and learning process as interesting as possible. It aims to create students enjoy, enthusiastic, and more interesting to learn process. English teachers have to design student activities that are not only interesting but also appropriate subjects and student needs. Teacher can apply the word wall as a teaching

medium learning process because it can help students more easily in learning vocabulary to be given keywords for students to develop their ideas in writing activities.

Kurniasih,Winda (2015) Referring to the research findings and the analysis of the test result, the writer draws conclusion as follows: 1)The use of Word Wall is effective to increase students' writing ability. It is shown by the students' score in post-test which is better than pre-test; 2) The use of Word Wall as a media that was applied in teaching descriptive text is considered as an effective media. It could be seen from the result effect of treatment; 3)Using Word Wall media is an effective way to teach the students to improve their descriptive text writing. The students became more encouraged to write, actively involved, paid more attention and interesting in teaching learning process. It can be proven from the result of pre-test and post-test.

Word Wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all students during reading and writing lessons. Teaching of writing divided into three stages. They are modelling, joint construction of text, and independent construction of text. Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the reader hearer. In implementing Word Wall technique, the teacher gave the students a task to make descriptive text. From the result of task, the teacher found that the



implementation of Word Wall in learning writing descriptive text was effective because the students got good score.

### **E. Hypothesis**

The following is the hypothesis for this investigation, based on the above assumption:

- a. Ho: At SMAN 1 Bengkulu Tengah, there is no significant effect of using word walls approach on students' vocabulary acquisition on descriptive text.
- b. Ha: At SMAN 1 Bengkulu Tengah, there is a substantial effect of using word walls approach on students' vocabulary mastery on descriptive text .

