CHAPTER II
THEORETICAL BASES

This chapter explains some relevant theories with this research. They are Writing Descriptive Text (Characteristic and Process of Writing), Component of Descriptive Text, Freewriting Technique (Procedures, The Strength and weakness), the previous study and hypothesis. All of them are particularly defined in the following analysis:

2.1 Writing Descriptive Text

Writing is used as the tool to express some ideas, feeling and our thought to other people. In writing, the writer should know how to compose sentences correctly and how to arrange the sentences to be a good paragraph. Writing is communicating that knowledge to other people. In addition, Brannan (2003:3) states that writing is tool to communicate our ideas on a piece of paper. Based on the definition above writing is a creative effort expressing idea and thought through words. As a productive skill writing needs some effort of the writer in building sentences.

There are many kinds of text that should be learned by the students. One of them namely is descriptive text. Descriptive writing is primary to describes a person, place, or event, so that the topic can be clearly seen in the reader mind. Hogue (1996:72) explains the main goal of descriptive is to make reader “see” what we have described. It means that in descriptive text, the thing should be explained specifically for reader.
Miller (1997:36) states that **descriptive text** is a text which describes somebody or something. Descriptive is related with something that a physical structure. It tells how something looks, feels, smells, and tastes. On the other words, Wardiman, Et al (2008:16) descriptive is a verbal feature of a person, place or object. Generally, the writer must use vivid details that illustrate picture for the reader.

According to Hogue (1996:72) there are two keys to write a good description. The first key is to use space order and the second key it to use specific detail. The first space is order paragraph. Just as we put the sentences in a time order paragraph in a certain order; we must also put the sentences in description in certain order. Instead of using time order, however we will use space order. In space order we might describe something from top to bottom or from left to right. For example, when we describe a person, we could start with the person’s head and end with the person’s feet. There are all ways to use space to put the sentences in a description into meaningful order, such as: top to bottom - bottom to top, right to left - left to right, far to near - near to far, outsides to inside - inside to outside. The second key to write a good description is to use specific detail. When we write something we paint a picture with words. The goal is to make reader “see” what we have described. The way to do this is to use a lot of specific details. The more specific we can be, the better reader can see what we are describing. There are some examples: Vogue: (a lot of money, a large house, a nice car), Specific ($ 500,000, a six-bedroom four bathroom house, a Lexus).
a. Characteristic of Descriptive Text

As we know that each kind of genre text has generic structure. Descriptive text also has a generic structure and significant lexical grammatical features. Bailey (2009:2) states grammatical feature of descriptive text are: (1) focus on specific participants, (2) use of attributive and identifying process, and (3) use of simple present tense. Besides that, according to Brannan (2003:11), the general characteristics of descriptive writing include: (a) elaborate use of sensory language, (b) rich, vivid, and lively detail, (c) figurative language such as simile, hyperbole, metaphor, symbolism and personification, (d) showing, rather than telling through the use of active verbs and precise modifiers.

According to Wardiman, Et al (2008:16), the generic structure of descriptive text has two organization, they are: introduction and description. Introduction is the part of paragraph that introduces the character or identifies phenomenon that is described, while description is the part of paragraph that describes the characters, parts, and qualities. Meanwhile, Bailey (2009:3) states that Language features in descriptive text focus on specific participants, use of attributive and identifying processes, frequent use classifiers in nominal groups and use of the simple present tense.

From all explanation above, it can be summarized that characteristic of descriptive text is focused only on the aspects that add something to the main purpose of the description. The aspect focuses on key details, controlling verbs and specific nouns. It makes the reader see what we have described.
b. Process of Writing Descriptive Text

Process of writing is very important to make a good writing especially in descriptive text. Brown & Hood (1993:6) explain that three main stages of the writing process, they are: i) preparing to write, ii) drafting and iii) revising. In addition, Blanchard & Root (2004:11), divide process of writing descriptive text consists of three steps, they are: (1) prewriting; generating ideas, planning, and organizing your ideas, (2) writing; using your ideas to write a first draft, (3) revising and editing; improving what you have written.

Hogue (1996:6) states four steps to writing, they are: (i) prewriting (getting ideas and organizing them), (ii) writing the first draft, (iii) editing the first draft or checking and correcting it, (iv) writing the final draft to hand in. In the same way, Meyers (2005:3) states that writing process consists of six steps, they are:

1. Explore ideas
2. Pre write
3. Organize
4. Write a first draft
5. Produce the finals copy

There are some processes in writing. Firstly, exploring ideas means we should prepare something related to our ideas before writing a text. In exploring ideas, it consists of two steps: considering the subject; we should have the material we will use in writing. Considering the purpose; we should know our purpose to write some ideas, for example to inform, to persuade, to entertain.
Secondly, pre write is using one or more technique in writing to search more idea in our brain. Thirdly is to organize, after we put some ideas into words, we organize them. Fourth, write a first draft, at this point we can begin our argument of ideas, make a note about it in the margin, and write on a second sheet of the paper. If necessary, revise the first draft; read it and change our ideas or organize them. The last is to produce the final copy, after we have finished revising our paragraph.

Based on explanation above, it can be concluded that writing is progressive activity. It means that when we write down something, we have already been thinking about what we are going to say and how we are going to say it. Then after we have finished writing, we read over what we have written and make changes and corrections. Therefore, writing is never a one-step actions; it is a process that has several steps.

2.2 Component of Descriptive Text

In mastering writing skill, we have to concern in some component of writing. Alderson & Bachman (2002:115) explain that descriptive text has some components of writing process which are use to analyze and evaluate the students’ writing. The components of writing process, such as: 1) content i.e. the substance of writing, the ideas expression; 2) organization i.e. structure of the language and the way to relate word and phrase into paragraph in writing; 3) vocabulary i.e. a chronological of words which are used in a certain language, with a certain meaning; 4) language use i.e. the students’ ability in writing correct sentences; 5)
mechanic i.e. the ability to use correctly particular conventions to the written language, example punctuation and capital.

Based on the explanation above, it can be summarized that component of writing is a way to evaluate students’ writing. So, the teacher would probably agree in recognizing at least the following five general components in writing. They are content, grammar, vocabulary, language use and mechanic.

2.3 Freewriting Technique

Freewriting is a good prewriting technique to the students beside brainstorming and clustering. Freewriting is an activity to get more idea by writing freely. It is seen in Brannan (2003:6) that the concept freewriting is a good technique use by the writer to practice writing descriptive text. The goal of freewriting is to collect our idea based our topic. In this case, Hogue (1996:14) explains that freewriting is writing whatever sentences come into our mind about the topic. In addition, as a technique we can use it to create ideas at any stage while we are working on a piece of writing.

Besides, according to Brannan (2003:5), freewriting or fast drafting is we are moving forward and getting ideas on the paper. When we do freewriting, we choose a topic, and then we sit down and write whatever sentences come into our mind about the topic. Do not worry about grammar, spelling and putting the idea in order. Just write everything that comes into our mind about our topic. If we cannot think of an English word, write it in our own language. The goal is to keep writing for about ten minutes without stoping. When we use freewrite, we technique write “freely” without stopping on a topic for a specific amount of time.
Oshima & Hogue (2007:34) state that the main goal of freewriting is keep our pencil moving across our paper. We just write down sentences what we think about the topic without worrying our sentences are correct or not. We also do not have to punctuate sentences or to capitalize words. We can even write incomplete sentences or phrase. The main goal in writing is to keep our pen moving across the paper. In addition, Blanchard & Root (2004:15) define Freewriting is writing as much as we can, as fast as we can, without worry about mistakes.

Based on the explanation above, it can be summarized that Freewriting or getting ideas quickly are making lists by writing sentences. When we do freewriting, try to write down ideas as many as possible about a topic. Some of the ideas we write will be good, and others will not be useful. After we do freewriting, we should read over our ideas and choose the ones that we want to use in our writing.

a. Procedures of Freewriting Technique

Freewriting is writing freely without stopping on a topic for a specific amount of time. As the technique freewriting consists of a plan and step (Glover & Law, 2002:70). In addition, Blanchard & Root (2004:15) stated freewrite has these steps, they are: 1) we write our general topic at the top of our page; 2) we start writing and write as many as we can, as fast as we can, for five or ten minutes; 3) we do not stop for any reasons; we do not have to worry if our mind wonders away from our original ideas, and do not worry about mistakes, we just keep writing down; 4) if we cannot think of anything to write, “my mind is blank” over and over again until a new thought comes into your mind; 5) we read our
freewriting and see if there are any ideas we can develop into a paragraph; 6) After that our writing, we underline or circle what seem to be value. Of course, we not only find much of what we have written is useless, but also usually find some strong ideas which can be developed in our writing.

Beside that Meyers (2005:8) suggests that after we have put our idea into words we can organize them. This process involves selecting, and adding ideas. To freewrite, follow these procedures:

1. The best parts of the freewriting are circled or highlighted. The parts of each freewriting that are not related to our topic are ignored. And then we must focus to the topic that we will write.

2. If freewriting has been done, the best ideas are selected and arranged in some reasonable order. At this point we do not have to worry about being perfect.

From what have been explained above, the important things procedures of freewriting is freewriting as a way to get starting in writing. We simply write about the subject without worrying about sentences structure, spelling, logic and grammar. Just write our ideas on the paper down fast. It means that just put ideas into words. Getting words on the paper help us produce ideas, even if we know can change them later.

Below is the example of the part of the first draft from the freewriting adopted by Hogue (1996:25)

**Example of Descriptive Text by Using Freewriting:**

**My Grandmother**

| I remember my grandmother. She was a great cook. The best cook. Every Sunday we had a big dinner. Fried chicken, mashed potatoes, green beans, and |
apple pie. Every Sunday we ate the same thing. We never got tired of it. It was our favorite. She never got mad at us. She always defended us when we got into trouble with our parents. When I picked all of the roses in her garden, she wasn’t even mad them. My mother was really mad. Grandmother was kind and generous. She gave food to poor people. She never made them feel bad about taking it. She made people feel good. Just like she made me feel good when I picked her roses. She thanked me for picking her a beautiful bouquet. My mother was really angry, but my grandmother was always forgiving. Forgiving heart.

After we have written for about ten minutes, then read what we have written and look for ideas, which we can use in our paragraph. Cross out ideas that we will not use. Circle ideas that we can use. In the example bellow, we decided to write about my grandmother’s kindness and forgiving heart. We crossed out the parts about cooking and food. We circled the ideas that seemed useful.

I remember my grandmother. She was a great cook. The best cook. Every Sunday we had a big dinner. Fried chicken, mashed potatoes, green beans, and apple pie. Every Sunday we ate the same thing. We never got tired of it. It was our favorite. She never got mad at us. She always defended us when we got into trouble with our parents. When I picked all of the roses in her garden, she wasn’t even mad them. My mother was really mad. Grandmother was kind and generous. She gave food to poor people. She never made them feel bad about taking it. She made people feel good. Just like she made me feel good when I picked her roses. She thanked me for picking her a beautiful bouquet. My mother was really angry, but my grandmother was always forgiving. Forgiving heart.

b. The Strength and Weakness of Freewriting

Freewriting technique is chosen in writing descriptive text, because freewriting is a way to get ideas quickly on five until ten minutes, we just write
down whatever comes into our mind based on our topic. By applying this technique the teacher will be able to stimulate the students’ interest in learning writing, especially writing descriptive text. According to Brannan (2003:6) freewriting is a good technique use by the writer to practice writing descriptive text. The goal of freewriting is to collect our ideas based on our topic. In addition, the appropriate choice of technique in teaching process makes the students practice more in writing especially descriptive text. Generally, freewriting is written by making sentence lists. We do not have to worry about style or any surface and level issues like spelling, grammar, or punctuation. It means if we freewriting, we do not have to worry about mistakes.

However, this does not mean that freewriting technique does not have any limitation and expert opinions about the weakness this technique. But, the weakness of this technique can be identified. We knew freewriting is writing whatever sentences come to our mind without worrying about mistakes like spelling, grammar, or punctuation. So, we forget to correct about spelling, grammar, or punctuation. We know that spelling, grammar, and punctuation are important part on our writing. So, instruction is given to the students to check and revise it. Although, this is technique has weakness but this a good technique to apply to students, especially in writing descriptive text.

2.4 The Previous Study

There are some related studies which focused on writing descriptive text. First, Waluyoh (2008) in her study entitled “improving students’ ability in writing descriptive text through pictures” (An action research conducted at SMP Negeri 1
Kwandang class VII in 2007/2008 academic year). This research aimed to know whether pictures can improve students’ ability in writing descriptive text or not. She found that by using picture in teaching learning process; can improve students’ ability in writing descriptive text. It can be seen the data at the cycle I researcher is 64, 51% become 83, 87% at the cycle II. So, it is proved that pictures strategy can be improved 19, 36% in writing descriptive text. Second, Husin Suronoto (2007) in his study entitled “increasing the students’ ability in writing descriptive composition by using inquiry based learning” (a research conducted at the second grade of science program at SMU Negeri I Tibawa in 2006/2007 academic year). This research aimed to investigate whether finding inquiry based learning can increasing the students’ ability in writing descriptive composition or not. In his research, by applying inquiry the students’ ability in writing descriptive increased. It is proved the difference of both the mean score of pre-test and post-test data. It is score of pre test data ≤ mean score of post test data or 39, 36 ≤ 62, 88.

Based on the result of the researcher above, this research aimed to improve students’ ability in writing descriptive text by using freewriting technique. It can be concluded that this research has a different technique with them, but it has similar purpose.

2.5 Hypothesis

Many scientists state the hypothesis is very important in the research. Hypothesis is related to the temporary assumption to the research done. As presented in Arikunto (2005); and Sugiono (2009) hypothesis is simply an
educated guess or prediction based on the relationship between two or more variables. It is similar to providing the possible solution to the research. Arikunto (2005:49); and Sugiono (2009:86). In this research the researcher has a hypothesis is “The students’ writing ability in descriptive text can be improved by using freewriting technique”