

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part presents the review of the literature. It covers eleventh major sections, related study, the nature of writing, writing strategy, stage of writing, paragraph, the types of writing, teaching English level, theoretical background of indicator to be measured in writing, problems in writing and descriptive study.

#### **A. Related Studies**

For the first study, the writer took the previous study from Endang Siswanti entitled Significant of teaching writing Using picture chart media and without using media at Al-Furqan kindergarten of Palangka Raya. The result showed that the mean of pre test score in experiment class was 40.5 and the mean of posttest was 76. From both means, there was different value that was 35.5 it means that after students had been taught writing by using picture media the value that increased until 35.5. The mean of pre test score of the control class was 38.5 and the mean of post test score is 50. From both means there was different value that was 11.5. It means that after the students had been taught writing without used media the value increased until 11.5. From the result calculation for t-test ( $t$ ) was 1.530. Based on the level significant (5%) with  $d$ for  $db (N1+N2)-2=38$ ,  $t_{table}$  was 0.423 since  $t\text{-test } (t_o) \geq t_{table} = 1$ , because  $t$  test ( $t_o$ ) from the result is higher than  $t_{table}$ , so  $H_a$  was accepted and  $H_o$  was rejected. It means teaching writing by using picture media chart is infecting the student's ability to mastery English writing at Al-Furqan kindergarden of Palangka Raya.

The last, for previous study the writer took from Dian Rizki Amelia Saleh' thesis entitled A Quase Experimental Study of Teaching Writing Using Total Physical Respond and Picture Chart at the Seventh Grade Students at MTsN 2 of Palangka Raya in academic year 2008/2009. The result mean of the teaching writing before applying Total Physical Respond was 31.02 and after hand of teaching writing using Total Physical Respond was 67.96, and the result of teaching writing before using picture chart was 19.6 and after applying picture chart was 60.93. Another hand of teaching writing using Total Physical Respond, there was 88.57% or 31 students that master writing and 11.43% or 4 students that fail achieved writing. And the achievement of teaching vocabulary using picture chart, there were 65.71% or 23 students that master writing and 34.29% or 12 students fail achieved writing.

So far, the writer has found some related study conducted by Rachmawati (2008), Endang Siswanti (2009), Rizki Amelia Saleh (2008).

Based on some previous study above, the writer finds some differences. In this case, this study describes the strategies used by the teacher in teaching writing simple paragraph at the eighth grade of MTs Darul Ulum Palangka Raya. In addition, this study also uses different approach namely Qualitative Approach.

## **B. The Nature of Writing**

They are some definition of writing that are taken from resources, Dulay states that writing is mode in which both linguistics manipulation task and communication task have been given.<sup>5</sup> According to Fauziati also gives statement

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<sup>5</sup> Heidi dullay, et al. *Language Two*. New York: Oxfors University Press, 1982, p. 226.

that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practice, therefore, will vary from each other.<sup>6</sup> In the other words, Nunan also states that writing activity as commonly conceived, is a highly sophisticated skill combining a number of diverse, only of which are strictly linguistic.<sup>7</sup>

Lennerberg in Brown states that writing is culturally specific, learned and behavior. We learn to write if we are members of a literate society and if only someone teaches us.<sup>8</sup>

Based on the statements, it can be concluded that writing is an act or process to produce some information in their mind that should be express into writing form. Writing would be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

### **C. Writing Strategies**

Writing is pragmatic it is not systematic process. The writing's learners may be proceeding through a series of sub-task several times before producing text that acceptable. An article in the website explains some strategies in writing, namely.

#### **1. Depends**

This writing strategy designed to aid in write compositions conveying a position. It intended to help the students write a paper defending a position.

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<sup>6</sup> Endang Fauziati, *Teaching English As a Foreign language*. Surakarta: Muhammadiyah university Press, 2002, p.151.

<sup>7</sup> David Nunan, *Language teaching Methodology. A text book for Teachers*, Sidney: Practice Hall International, 1988, p. 69.

<sup>8</sup> Byrne Donn, *Teaching Writing Skill*, p. 334

This strategy involves imbedded strategies. The strategy will be used if the students have problems for examples on the capitalization letters, punctuation and spelling.

They are some important rules that should be attended on the strategy, they are:

- a. Writing learners have to decide on exact position.
- b. Writing learners have to examine the reason for the position.
- c. Writing learners have to form to a list of position that explains each reason.
- d. Writing learners have to expose the position in the first sentence.
- e. Writing learners have to note each reason and supporting points.
- f. Writing learners have to drive home position in the last sentence,
- g. Writing learners have to search for errors and correct.

## **2. Helper**

This is a writing strategy designed to help the students write compare and contrast essays. This strategy employs a planning sheet called HELPERS in writing. On the strategy, the students or writing learners learn how to write summarize the feature, expressing their opinion and saying what they like. Clearly, by the strategy the students learn how to give a good comment about something that expressed into writing.

## **3. Mapping**

The other strategy is mapping. This writing strategy designed to help the students organize essays answers on test, but it can use in various in writing

activities. By the strategy, students can comprehend some points of sentence, for example about topic sentences and supporting details.

#### **4. Please**

This writing strategy is developing for written expression, to assist the students in planning and writing composition using a highly structure, systematic procedure. This intended to enable the students to generate and organize ideas in simple paragraph form. By the strategy, the students learn about points as follow:

- a. To pick a topic, the appropriate textual format given the topic, and purpose.
- b. To list ideas about the topic that used for sentence generation.
- c. To evaluate the list of ideas.
- d. To plan the best way organizing the ideas that will be used to generate supporting sentence.
- e. To active the topic sentence to introduce paragraph.
- f. To supply supporting sentence.
- g. To use the list generated for supporting sentence ideas.
- h. To conclude sentence in summarizing the paragraph.

#### **5. Project**

This strategy is an example of how to promote effective group work. Some important pointer related to project they are, preview the task, trough out a plan, organize the task and resources, jot down job assignments, examine

obstacles and develop the strategies, commit the goal to the target timelines. In the other words, by the strategy the students learn about, for the example:

- a. To determine the potential topics and subtopics associated with the research.
- b. To provide an overview of keys ideas that might presented in front of the class or audience.
- c. To identify basic plan for investigating, experimenting and inventing something to learn more about the topic sentence.

#### **6. Score 'A'**

This writing strategy covers the development of a tropical research paper. It provides a concrete, sequential structure for the students to develop and write papers on selected topic. Some important pointers related to “score A”, they are, select a subject, created categories, obtain sources and take notes, evenly organize information, and apply the process writing steps. The strategy used to help the students who have the problems in writing a paper for examples about making out lining, scanning literature help to result a good writing paper, namely:

- a. The students could either assign or select the topic.
- b. The students could generate possible subtopics under the selected subject.
- c. The students could provide the other copies of an empty graphic organizer.
- d. The students could choose relevant resources at the appropriate reading level.

## 7. Space

It is design to help the students make writing plan and think about the details that should be included in stories. Some important pointers about space, they are, setting, purpose, action, conclusion and emotions. The strategy is a basic writing strategy that includes how will read this, plan what to say write and say more. The strategy used to solve writing problems for example:

- a. How is the introduction-writing story?
- b. What is plot the writing story?
- c. What the main character strives to achieve?
- d. What is done to achieve the goal?
- e. How is the result or conclusion of the writing story?<sup>9</sup>

According to Smalley and friends, there are many ways to begin an essay and four basic types of introductions are:

- a. The “Turnabout”, in which the author opens with a statement contrary to his or her actual thesis.
- b. The “Dramatic Entrance”, in which the author opens with a narrative, descriptive, or dramatic example pertinent to the topic.
- c. The “Relevant Quotation”, in which the writer opens with a quotation pertinent the topic.
- d. The “Funnel”, the funnel approach is perhaps the most common type in introductory paragraph.<sup>10</sup>

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<sup>9</sup><http://www.unl.edu/csi/writing.shtml> online on November 25, 2008

Based on the observation and interactive question with the teacher of English subject at MTs Darul Ulum of Palangka Raya, the writer considered that the writing strategies above were apply by the teacher of eighth grade students of MTs Darul Ulum of palangka Raya in teaching writing especially write a short functional text. The teacher used Mapping, Project and discuss strategies, to develop students' ability in writing and effective to help the students write a short functional text well.

#### **D. Stage of Writing**

In Fauziati, the stages concerning of writing are classified by some experts differently, they are, Caudery argues that the process of writing includes planning, revising and editing take place throughout the process of the writing. More detailed Arnad also in Fauziati argues that, "stages in writing include generating ideas, focusing, structuring, drafting, evaluating and reviewing."<sup>11</sup>

Based on the arguments can be concluded that generally, there are three stages in writing, they are:

##### **1. Planning (prewriting)**

It is orderly procedure used to bring about a desired result. As the first stage in the writing, planning is a series of strategies designed to find and produce information in writing. When the writing began, a writer need to discourse what is possible. Writing learners need to invent alternative ways to think and write about each subject and then they need to consider all ideas.

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<sup>10</sup> Resigna L. Smalley, Mary K. Ruetten and Joan Rishe Kozyrew, *Refising Composition Skill, Rhetoric and Grammar*, fifth edition, Australia: by Heinle & Heinly a division of Thomson earning inc, 2001 p. 109.

<sup>11</sup> Endang Fauziati, *Teaching English as Foreign language*, Surakarta: Muhammadiyah University Press, 2002, p. 150.



Brown in Fauziati states that the planning or the prewriting stage encourages the generation of ideas. They may include some activities, as follow:

- a. Reading (extensively) a passage.
- b. Skimming and or scanning passage.
- c. Conducting some outside research.
- d. Brainstorming
- e. Listing (in writing-individually)
- f. Clustering (began a key word, and then adds other words, using free association).
- g. Discussing a topic or question.
- h. Instructor-initiated question and probes.
- i. Free writing

## **2. Drafting**

It is produce for drawing up a preliminary sketch. As the second stage in the writing activity, drafting is a series designed to organize and develop a sustained piece of writing. Once planning has to identify several subjects and encouraged to gather information on those subjects from different perspective, the writing learners need to determine what the writing learners can best accomplish in writing. The writing learners need to select one subject and organize information into meaningful cluster. The writing learners need to select one subject and organize information into meaningful cluster. Then they need to find connections among those clusters and discover the relationship that links the connections.

### 3. Revising

It is a procedure for improving or connecting a work in progress. As the final stage, revising is a series of strategies design to re-examine and re-evaluate the choices that have created a piece of writing. After the writing learners have complicated the preliminary draft, they need to stand back from the text and decide what actions would seem to be most productive.

Brown in Fauziati describes several strategies and skills applied to the revising/drafting process in writing, as follow:

- a. Getting started (adapting the free writing technique)
- b. Optimal monitoring of one's writing (without premature editing and diverted attention to wording, grammar etc)
- c. Peer editing (accepting/using classmate's comments)
- d. Using the instructor's feed back
- e. Reading aloud technique in small groups or pairs, students read their almost-final drafts to each other for a final check on errors, flow of ideas, etc.
- f. Proof reading.<sup>12</sup>

The word planning, drafting and revising suggest a simple linear sequence in which the learners as writer complete all the activities in one stage and then move on to the next stage. However, such a sequence does not take into account the complexity of the intellectual activities the learners of the students need to perform. They may have to repeat one stage several times before they are ready to move or continue on to the next stage. The learners may discover in drafting that the

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<sup>12</sup> *ibid*

relation what they thought and saw in the materials are in fact not there, or cannot be supported, so they have to return to planning.

Indeed, although planning, drafting and revising are many in ways distinct activities, they often appear to be the same activity or to phrase the manner more precisely, at any point in the writing process the learners are likely to be performing all three activities, simultaneously.

### **E. Paragraph**

Paragraph is the foundation of writing, students need to write paragraph in order to equip the paper, journal, reports and so on. If students some paragraph can stand alone and some are part of larger piece of writing such an essay. According to Furaidah that paragraph is a group of related sentences which develop one main idea or min topic.<sup>13</sup> Paragraph has five major elements. They are:

#### **1. The topic of paragraph**

According to Furaidah that topic of paragraph is what the paragraph is about. It is “thing” which paragraph discusses.<sup>14</sup>

#### **2. The topic sentence**

According to Furaidah the second elements of paragraph is a topic sentence. Every good paragraph has a topic sentence, which clearly states the main idea or topic sentence in a paragraph. It briefly tells what the paragraph is going to discuss.<sup>15</sup>

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<sup>13</sup> *Ibid*, p. 1.2.

<sup>14</sup> *Ibid*, p. 1.17.

<sup>15</sup> *Ibid*, p. 1.4.

According to Robbert in Nirwanto states that in understanding the topic sentence, there are three important points to be considered:

1. A topic sentence: contains a subject, a verb and (usually) complement.
2. A topic sentence contains both a topic and controlling idea. It means the topic and then limits the topic to a specific to be discussed in the space of single paragraph.
3. A topic sentence gives only the main idea: therefore, it is the most general statement in the paragraph. It does not give any specific details.<sup>16</sup>

To illustrate, let us look at the follow topic sentence to identify the topic and the controlling idea about the topic.

### **3. The support**

According to Furaidah, after you formulated a topic sentence with a focused controlling idea, you need to develop that topic sentence into a paragraph. You can discuss, explain or prove the view expressed in that sentence. Take notes on details that can serve as the material that can back up the limiting statement in the controlling idea. Knowledge from reading, experience of others, or your own experience can be source for generating the support.<sup>17</sup>

### **4. Unity**

According to Alice Oshima in Nirwanto states that ‘unit’ is the Latin prefix meaning one. This means that in each paragraph only one main idea is

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<sup>16</sup> Rahmadi Nirwanto, *An Enrichment Material*, p. 9

<sup>17</sup> Furaidah, *Advanced Writing*, p. 1.11

discussed. If he or she starts to discuss an idea, he or she may start a new paragraph.<sup>18</sup>

## 5. Coherence

Another important component of paragraph is coherency. According to David Yerkes in Nirwanto states that co-is Latin prefix that means “together” or “with”. The verb cohere means “stick together” or “unified”.<sup>19</sup> According to Carino in Nirwanto states that

Coherency usually refers to logic and ideas. In order to have in a paragraph, his movement from one sentence in to next sentence (and in longer essays, from one paragraph to the next) must logical and smooth. There must be sudden jumps. For a paragraph to be coherent, first it must have unity.<sup>20</sup>

According to Furaidah states that coherence is achieved by arranging sentences in logical order or and providing signals that help the reader understand the relationship between the ideas in the sentence in the paragraph. In addition, the sentences are now connected by several linking devise: repetition of keywords, translation signals and sentence combining.<sup>21</sup>

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<sup>18</sup> Rahmadi Nirwanto, *An Enrichment Material*, p. 11

<sup>19</sup> Rahmadi Nirwanto, *An Enrichment Material*, p. 12

<sup>20</sup> *Ibid*

<sup>21</sup> Furaidah, *Advenced Writing*, p. 1.16

## **F. The Types of Writing**

### **1. Description**

According to Mc. Call in Nirwanto that description text is “a kind of writing form which is used to evoke the impression produced by some aspects of a person, place, scene, or the like. The writer tricks to suggest in the readers’ mind a picture similar in his own mind”.<sup>22</sup>

In description paragraph, the writer is describing the way something looks like. Thus, to describe means to show what something look like. In order, to describe something accurately, a writer just looks at, observe, or learn the thing carefully and closely.<sup>23</sup>

### **2. Exposition**

According to Mc. Call in Nirwanto state:

“A writing form in which includes most of people read and write. Magazine, articles, newspapers, editorials and so forth. Its purpose to explain something, make a clear idea, convey a fact or related series of facts, explain a process or a method, an organization or a system”.<sup>24</sup>

### **3. Argument**

According to Mc. Call in Nirwanto states, that argumentation is a kind of writing form, which used to convince, to persuade the readers to adopt a certain ideas, attitude, or course of action.<sup>25</sup>

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<sup>22</sup> Nirwanto Rahmadi, *An Enrichment Material for Writing IV*, Palangka Raya, p. 1.

<sup>23</sup> Furaidah, *Advanced Writing*, Jakarta: Pusat Penerbitan Terbuka, 2002. p. 21.

<sup>24</sup> Nirwanto Rahmadi, *An Enrichment Material*, palangkaraya, p. 4.

<sup>25</sup> I.R. Agustien. Helena, *English for a Better Life*. Bandung: Pakar raya, 2005, p.58

#### 4. Narration

According to Mc. Call in Nirwanto states that narration is

“A writing form is used to tell story, to give meaning an event or series of related events. Fiction is known as plotted narration. Non-fiction may deal with events in the history, or the writer may develop significance in them by his particular treatment of the facts.”<sup>26</sup>

According to Furaidah narration is not more often about past story, but sometimes it is also about repeated present story.<sup>27</sup>

Furaidah states that an effective narration paragraph has three important characteristic, they are:

##### a. It tells a story.

Narration tells a story about a series of events may be real or nonfiction as in histories, biographies and newspaper stories or imagery or fiction, as in short stories, novels and plays.

##### b. It organized by time order or chronological order.

In addition, the series of event is narration is generally arranged by time order or chorological order. This means that the story begins whit what happened first, then moves on to what happened next and ends whit what happened last. Suppose, you want to tell about your terrible day. You would probably have a series of events to tell.

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<sup>26</sup> Nirwanto Rahmadi, *An Enrichment Material*, palangka Raya,p. 8.

<sup>27</sup> Furaidah, *Advenced Writing*. Jakarta: Pusat Penerbitan Terbuka, 2002, p. 30.

**c. It shows the writer's attitude point.**

When writing a narration, you should have purpose, in order, you tell a story to teach something, persuade, or make point. Otherwise, our readers will probably wonder why they need to bother to read your story? Your purpose will guide you to select the details to include and those to exclude in your story.<sup>28</sup>

Narration is more often about past story, but sometimes it is also about repeated present's story. Past and present narrations have several similarities and differ mainly in when the story takes place. Therefore, in writing both present and past narration, you need to keep yourself aware with your choice of verb tenses.

**G. Teaching English at SMP Level**

Since this study related to the curriculum, all the writer have to say here that the curriculum in this study related to curriculum (writing), and assessment.

**1. Curriculum (writing)**

The students demanded to mastery some of the skills especially in writing. Whole of the skills that have been mentioned include in standard competence and basic competence. The materials must be related to the development of knowledge. The basic competences as follows:

- a. *Express the meaning in the simple short functional text to interact with environment.*

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<sup>28</sup> *Ibid*, p. 137.



- b. *Express the meaning in the simple short functional text and essay in form of descriptive, narrative and news item.*

*Kurikulum Tingkat Satuan Pendidikan* (KTSP), generally, the teaching learning activity is developed based on some principles. The principles are:

- a. *Berpusat pada potensi, perkembangan, kebutuhan, dan kepentingan peserta didik dan lingkungannya.* (Centering on the potency, development, necessity and the interest of students and their surrounding).
- b. *Beragam dan terpadu* (varied and integrated).
- c. *Tanggap terhadap perkembangan ilmu pengetahuan, teknologi, dan seni* (Perceptive to the development of knowledge, technology and art).
- d. *Relevan dengan kebutuhan kehidupan.* (Relevant to the life's need).
- e. *Menyeluruh dan berkesinambungan* (Comprehensive and continuity).
- f. *Belajar sepanjang hayat.* (lifelong learning).
- g. *Seimbang antara kepentingan nasional dan kepentingan daerah.* (Balancing between the national and regional interest).<sup>29</sup>

The ability to communicate in the complete meaning is the ability of expression that understands or produces oral and written text that is realized in four skills of language such as: listening, speaking, reading and writing.

Literacy level include *per formative, functional, informational, and epistemic*. *Performativity level*, the student has ability in listening, speaking, reading and writing with symbols that is used. *Functional level*, the student can

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<sup>29</sup>Hilda Karli and Oditha R. Hutabarat. "*Implementasi KTSP Dalam Model-Model Pembelajaran*", Bandung: Generasi Info Media, 2007, Cetakan Pertama.p.5.

uses language to fulfill life's necessity such as reading a newspaper, manual, and instruction. *Informational level*, the student can access science with language ability, the last is *epistemic*, and the student expresses the knowledge into target language.

The purposes of English subject in Junior High School are:

- a. Developing the communication skills in oral and written form for achieving functional level.
- b. Having consideration about reality and the important of English to increase compete energy in global society.
- c. Developing the understanding of student about connection between language and culture.<sup>30</sup>

## 2. Assessment

OFSTED argues that:

The quality of assessment has had a significant impact on attitudes to learning and on attainment in the school by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils.<sup>31</sup>

Formative assessment suggests and shapes the contents and processes of plans for teaching and learning. Formative assessment for learning provides

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<sup>30</sup> MTs Model Palangka Raya, *KTSP MTsN 1 Model Palangka Raya*, Palangka Raya: Departemen Agama provinsi Kal-Teng, 2006, p. 1-2.

<sup>31</sup> Louis Cohen, et al, *A Guide to Teaching Practice*, Fifth Edition, London: Routledge, 2004, p. 323.

feedback to teachers and students on their current performances, achievements, strengths, and weaknesses in such a form that it is clear what the students or teacher can do next to improve, enhance or extend learning and achievement. Formative assessment can be frequent informal, thereby really assisting teacher and students in the day to day business to improvement. It is design to figure highly in planning for learning.<sup>32</sup>

Achievement or Attainment test used to refer to more formal test which has been shown mastery of a particular syllabus (e.g. end-of-year test, school examinations, and public test). These tests are similar to class program in the sense that they are generally based on a syllabus and meaning has been taught and learnt. However, they are rarely constructing the classroom teacher for a particular class and they are designed to measure individual performance rather than to act as a means of the student or reinforcing learning.<sup>33</sup>

## **H. Theoretical Background of Indicator To Be Measured in Writing**

According to Djiwandono in Qodarsih states that five are some elements that must be taught of in the writing achievement. They are:

### **1. Content**

Indicates that ability of the students to identify and formulated the main idea and some supporting ideas include into the assessment of content. In this case, whether or not the students able to decide and formulate main idea and supporting main idea into the paragraph are in term of content.

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<sup>32</sup>*Ibid.*,p. 329.

<sup>33</sup> J. B. Heaton, p. 1.

## **2. Organization**

The students must be able organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.

## **3. Vocabulary**

The vocabulary used in writing should be suitable with the content and meaning of sentence being expressed.

## **4. Grammar**

The sentences constructed and word assembled in paragraph writing should be under stable and unambiguous. Besides that, in should fulfill the grammatical requirement. Therefore, this matter belongs to the term of grammar.

## **5. Spelling**

The clearly reviews the paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should also be taken in to consideration in measuring writing skill.<sup>34</sup>

According to Leo Sutanto states that there are some elements that must be taught of in the writing achievement. They are:

### **1. Content**

Content refers to the topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of

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<sup>34</sup> M. Soenardi Djiwandono, Tes Bahasa dalam Pengajaran, Bandung: ITB Bandung, 1996, p. 128-129

writing. Therefore, it is significant that it should be clear, specific and relevant.

## **2. Clear**

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to tell them. Clarity is one of the requirements of academic writing. As a result, ambiguities and misinterpretation should be avoided. The following example demonstrates clarity, so that the reader knows for sure what the discussion.

## **3. Specific**

Furthermore, the content should be specific enough for the topic to be focused. In this case, overgeneralization can be avoided. If a piece of writing is too general, it becomes vague. As a consequence, the readers cannot really grasp the meaning or message that the writer means to convey. The following example states specifically what the focus of the discussion.

## **4. Relevant**

A piece of writing, moreover, should be relevant to the topic. Relevant ideas can guarantee that there will be no confusion in understanding the message. Therefore, the readers can feel more confident that they will understand what they read.

## **5. Register**

Register refers to the style of language and choice of vocabulary used in a particular piece used in a particular piece of writing; this should be formal or

informal. Academic writing differs from non-academic writing in term of being formal, to the point and concise.

**a. Formal**

Formality refers to a particular style of writing in which nonstandard, colloquial, or slangy language should be avoided. Therefore, the language should be free from grammatical errors, simplistic sentence structure and casual expression, including too many idioms or phrasal verb and contracted forms. In other words, academic writing pays more attention to choice of vocabulary, sentence and notice its use of specific vocabulary and the use of a conjunction to avoid simplistic sentence construction.

**b. To the point**

Different from storytelling, academic writing should be direct in the sense that the writer states directly what he or she wants to tell the readers without wandering here and there. In this way, it can be easily understood. Moreover, it saves same time and energy. The following statement explicitly gives the purpose of the article.

**c. Concise**

Being concise means being brief or short. Brevity is important in academic writing; long-winded explanations become unclear, and the readers can lose their interest and concentration. Although it is brief, it does not mean that it is inadequate. A clear explanation is necessary, and including that example is recommended as an illustration of the point being made.

## **6. Offences**

A piece of academic writing should be free from offences, especially plagiarism and sensitive issues. Plagiarism can be in the form of direct quotation, paraphrases and specific ideas. On the other hand, sensitive issues are concerned with race, religion and different social groups.

### **a. Plagiarism**

Plagiarism is generally known as ‘academic theft’ which means taking other people’s ideas without acknowledges their contribution. In other word, the writer does not mention the source from which he or she has taken the ideas, opinion, or specific word. Plagiarism can be in the form of direct quotation, paraphrase, or ideas which are not considered general knowledge.

### **b. Direct Quotation**

Some writers, consciously or unconsciously, quote the exact words of other people, probably experts in particular fields, without using quotation marks or indenting for longer quotations, or without acknowledge the source of the quotation. Similarly, other writers directly quote from online information with the assumption that they are free to do so without acknowledgement the source of the information.

### **c. Paraphrase**

In some cases, paraphrases preferable to a quotation. If, for example, the style of the original text is complicated, it can be simplified to

make it clearer. If the text is too long, it can be shortened. The writer still has to identify the source. However, the paraphrase is not a summary. In fact, it is a restatement of the same idea of the original statement. The following two sentences are paraphrases of each other.

**d. Sensitive issue**

There are certain issues which should be avoided in academic writing because they are personal, very sensitive, and controversial. These issues include different races, religions and social groups.

**e. Race**

Racial issues in multiracial countries like Indonesia can be problematic. Therefore, in writing about such issues, special attention should be paid to avoid friction between races, which might only result in social prejudice and unresolved conflict.

**f. Religion**

Since religion is very personal, it is advisable that a theme of a religion nature be written for particular religious group only. In other words, it is best if it is exclusively written for people of a specific religion without involving other religions. Indicating a particular religious superiority or preference is not recommended at all!

**g. Different Social Group**

Different social groups refer to majority and minority groups, and can be highlight social classes and different economic levels. This issue is



best avoided, considering that it only causes never ending conflicts instead of mutual trust or understanding.

### **I. Problems in Writing**

Problems in foreign language are not only made by student that study second language but also made by student who study the first language. According to Jerry that problems some EFL/ESL teacher face include the following.

The “teaching the less-proficient wrote” problem. Some students use ineffective writing strategies, and the teacher is faced with showing these students how to write.

The “I can’t write English” problem. Some students have negative attitudes about writing or lack confidence in them as writes. The teacher is faced with changing their attitudes and building confidence.

The “teacher response” students’ problems do not always understand or pay attention to the content of the teacher response to their written work. Teachers need to explore different ways for students to get feedback on their writing.

Linguistic expert, language instruction and language teacher some opinion that the problems in language that any instruction.

### **J. Descriptive Study**

A descriptive study design is one in which the primary goal is to assess a sample at one specific point in time without trying to make inferences or causal

statements.<sup>35</sup> A descriptive study is “concerned with and designed only to describe the existing distribution of variables, without regard to causal or other hypotheses.”<sup>36</sup>

From two definitions above, the writer concludes that a descriptive study is a research method to obtain information on specific point of study. In this study, the writer does not give any actions to the subject like experiment research.

There are several types of studies that may be classified as descriptive research, these are:<sup>37</sup>

1. Case studies

In a case study the investigator attempts to examine an individual or unit in depth. The researcher tries to all the variables that are important in the history or development of the subject. The emphasis is to understanding why the individual does what he or she does and how behavior changes as the individual responds to the environment.

2. Development studies

It is important for the profession of education to have reliable information about what children are like at various ages, how they vary from one another within age levels, and how they go and develop. This study is divided into two parts:

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<sup>35</sup> Descriptive Study  
(<http://www.nedarc.org/nedarc/collectingData/chooseProjectDesign/descriptiveStudy.html>),  
Accessed on 22 Mei 2010.

<sup>36</sup> Epidemiology Series,  
(<http://www.echt.chm.msu.edu/blockiii/Docs/CoreComp/B3CCLancetDescStudies.pdf>), Accessed  
on 22 Mei 2010.

<sup>37</sup> Donald Ary, *Intoduction to Research...*, p. 324.

a. The longitudinal method

In the longitudinal method, the same sample of subjects is studied over an extended period of time.

b. The cross-sectional method

In the study, subjects of various age levels at the same point in time.

3. Follow-up Studies

The follow-up study somewhat resembles the longitudinal method. Studies of this type are concerned with investigating the subsequent development of subjects after a specified treatment or condition.

4. Documentary Analyses

Documentary analyses are useful for the researcher to concern with the information obtained by examining records and documents. Documentary analysis, often referred to as content analysis, is not confined to simple counts but can also be used to study sociological and psychological variables.

5. Trend Analyses

In order to plan as effectively as possible, school (as well as government agencies, etc) need to project the demands that will be made on their services in the future. Through documentary analysis or surveys repeated at intervals, the researchers are able to study the rate and direction of changes and use these trends to predict future status.

6. Correlation Studies

Correlation studies are concerned with determining the extent of relationship existing between variables. They enable one to measure the

extent to which variations in one variable are associated with variations in another.

Based on several kinds of descriptive study, the writer used case studies to conduct the research because the writer described individual or unit in depth. The writer described about the teacher strategies in teaching writing simple paragraph at the eighth grade of MTs Darul Ulum Palangka Raya