

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Writing Skill

1. Definition of Writing Skill

Writing is first introduced to students when students enter primary education. It was there that students were taught to write alphabet letters and develop them into syllables and eventually into a sentence. According to (Bolton, 2011) Writing uses words, our everyday communicating medium. Writing is simple and inexpensive, requiring only basic literacy skills, paper, and a pencil. In addition, writing is often associated with composing or writing compositions. It means no longer writing word for word but expressing ideas. According to (Iqbal & Putra, n.d.)

Writing is exceptionally vital as one of the media in communication that can help individuals to have great socialization, express their thoughts, sentiments, and opinions so that individuals can have a great interaction with their society. Writing skills are one of the activities that students must face in the learning process, especially for Indonesian language and literature subjects (Bahasa, Wiguna, & Yudha, 2019)

Based on the explanation above we can conclude that writing is an activity of shedding or expressing ideas using writing media. What is meant by writing media is the use of written language.

2. The Purpose of Writing

Every activity has a purpose, also writing has a purpose. According to (Owocki, 2016) there are four aspects of writing purpose, namely:

- a. To Inform: The purpose of writing to inform is to share facts and other information. Information texts are reports that make statements that are supported by facts and truthful evidence. The most common writing purpose is to inform what people write in their writing. People often present information in their writing.
- b. To Explain: The purpose for writing to explain is to tell what, how, and why about a topic. An illustration is to clarify in composing how to do or make something.
- c. To Narrate: The purpose of writing to narrate is to tell a story. The story can be made up or truthful. Most shapes of account composing have a starting, center, and end. Examples are fictional stories and personal narratives.
- d. To Persuade: Writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details to get the audience to agree, take action, or both. At Grade 6, the emphasis shifts to the argument. People sometimes write to make someone do or believe something by giving some reason. It is to persuade someone through their writing.
- e. To express
People writes almost everything includes their selfexpression. Writing also provides opportunity to show their personality.
- f. To Entertain
Writing is also able to entertain. Buy reading the funny story writing, people may laugh and it can really entertain someone with this purpose.
- g. To problem solving
In writing like this the author wants to solve the problem that faced, the author would like to explain, clarify, explore, and carefully

scrutinize his own thoughts and ideas so that readers can understand and accept.

3. Five Elements of Good Writing

There are five elements of good writing, according to (Mai, n.d.) In her book "Five elements of good writing" as follows:

a. Purpose

When we talk about a paragraph's purpose, we're referring to the reasons why a writer is writing that particular paragraph. Writers must comprehend the goal they are attempting to achieve to stay focused on their issue. The aim that the writer is attempting to achieve is referred to as the purpose.

The three most prevalent objectives of academic writing are as follows::

- 1) To inform the readers
- 2) To persuade the readers
- 3) To entertain the readers

b. Audience

The second aspect of good writing is to write with your audience in mind. The readers are referred to as the audience. Before they begin writing, good authors determine who their target audience is. When writing each sentence in a paragraph, good writers keep their audience in mind. Relating to Your Audience When it comes to connecting with your audience, Consider these two main elements in relating to your audience, keep these two things in mind:

- 1) viewpoint or person (first, second, or third)
- 2) formal or informal writing

c. Clarity

The reader's ability to understand your text is referred to as clarity. Writers that are good at explaining their thoughts do so clearly and concisely. Clear phrases are not ambiguous or indirect; they use explicit, succinct language to communicate with the reader. Here are two methods for increasing clarity:

- 1) Use descriptive (or precise) words
- 2) Use clear pronoun references

d. Unity

All of the sentences in a paragraph should be related to the main sentence and its guiding theme. By ensuring that each supporting sentence is related to the topic sentence, good writers keep on track.

e. Coherence

When all of the ideas in a piece of writing are arranged and flow smoothly and logically from one to the next, it is said to be coherent. The reader can more readily follow the key ideas when a paragraph or article has consistency. Three important features of coherence are:

- 1) Logical order
- 2) Repetition of keywords
- 3) Use of transitional words and phrases

4. Indicator of Writing Skill

Ramadani (2013), said that for measuring the level of students' ability in learning to write is by assessment criteria based on aspects:

- a. Trying to do (write)
- b. Determine the title according to the content written
- c. Using the EYD spelling
- d. Using the right choice of words (diction)
- e. Alignment in content and topic

- f. Effective sentence writing
- g. Student creativity (eg writing results are given pictures or simple illustrations)
- h. Telling events coherently and clearly

5. Writing Process

The writing process is described by Owocky (2016), writing is an instructional approach to writing consisting of five basic stages. The five stages are; drafting, revising, editing, and publishing. The purpose of this writing process is so that students can understand how to design, write and revise for a variety of purposes and genres. So it can be useful in helping students meet the Common Core State Standards to get information/explanations in narrative writing.

The stages of the writing process get the following elements:

a. Prewriting

Prewriting is the first step where students plan what to write. Students’:

- 1) Define a task and purpose.
- 2) Identify an audience.
- 3) Brainstorm ideas.
- 4) Narrow and choose a topic.
- 5) Plan and organize information

b. Drafting

In this stage, students make their first attempt at releasing an initial idea or idea to shape it into a paper. In this stage, students:

- 1) Write the first draft.
- 2) Do not yet worry about perfecting their writing.
- 3) Know that they can revise, edit, and proofread later.

- 4) Use their plan and checklists to help them write or to return to prewriting, as needed

c. Revising

In this stage, students are expected to reread and decide to rework and improve their writing. Students' might:

- 1) Read aloud their work to others to determine how it sounds and how it might be improved.
- 2) Conference with other students or their teachers.
- 3) Add information.
- 4) Delete unnecessary information.
- 5) Rearrange sentences and paragraphs.
- 6) Combine sentences.

d. Editing

The document is re-polished throughout the editing stage. For the following, students reread and correct their work:

- 1) Grammar
- 2) Spelling
- 3) Mechanics
- 4) Usage

e. Publishing

In this stage students share their writing with others, Students usually:

- 1) Make a final, clean copy.
- 2) Use their best handwriting, if writing by hand. They usually choose typefaces and other features to make their writing readable and appealing when they share it electronically.
- 3) Combine their writing with art or graphics. Make several copies, read their writing out, post it on the internet, or share and show it in another way.

B. Task-Based Learning (TBL) Method

1. Definition of Task-Based Learning (TBL) Method

Task-based learning (TBL) is one of the language teaching methods that focus on giving a series of exercises or activities intended for the achievement of larger ones. The task-Based Learning method is one of the teaching methods languages that focus on training tasks. The purpose of this task is to provide a context that is as natural as possible for language learning (Wulandari & Laksono, 2017). They also added that Task-based learning has an advantage for learners to focus more on their goals and use its capabilities at a certain. The first advantage is TBL useful to change the focus of the process learning that was originally centered on teacher's center becomes centered student's center. Second, give learners a different way to understand the language. Third applying the knowledge towards real application Fourth, the task of being able

Tasks-Based learning is not just about getting learners to do one task and then another task and then another. If this were the case, learners would most likely become quite adept at doing tasks and resourceful with their language, but fluency would almost certainly come at the expense of correctness. In the Task-Based Learning method, learners are encouraged in learning through the assignment of tasks that include: (Kusnawati, 2010)

a. Listing,

Outcome: Completed list or draft mind map

Processes: Brainstorming, Fact-finding

Starting Problems: Words, things, qualities, people, place, actions, and job-related skills:

- 1) International English words, e.g. in sport, in pop songs
- 2) Things found in particular places, e.g. in the kitchen, on the beach

- 3) Everyday things, e.g. that you always have about you or that you frequently forget or lost.
- 4) Qualities looked for in a product, e.g. a good pen, a stereo system
- 5) Qualities needed for particular jobs, e.g. teaching, being prime minister
- 6) Personal characteristic, e.g. of a TV celebrity an astronaut
- 7) Features of a place. e.g. holiday resort, a language school, a sports complex
- 8) Things you do to, e.g. prevent crime, plan a party, move house
- 9) Ways of doing things, e.g. remembering new words, cooking rice, saving money,
- 10) A common question, e.g. that guest ask hotel reception staff, that tourist guides.

Follow-up tasks:

- 1) Memory challenge recreations (records and sources can be covered up and understudies inquired to review as numerous things as conceivable time)
- 2) Ordering and sorting assignments (sort 2) and comparing errands (sort 3) can be based on records that understudies have made.

b. Ordering and shorting

These tasks involve four main processes:

- 1) Sequencing things, activities, or occasions in a coherent or chronological arrangement.
- 2) Ranking things concurring to individual values or indicated criteria

- 3) Categories things in given bunches or gathering them beneath the given heading
 - 4) Classifying things in numerous ways, where the categories themselves are not given.
- c. Comparing,
- Broadly, these errands include comparing data of comparable nature but from diverse sources or forms in arrange recognize common focuses and/or contrasts. The method included are:
- 1) Matching to recognize particular focuses and relate them to each other
 - 2) Finding likenesses and things in common
 - 3) Finding differences Problem solving,
- d. Problem-solving tasks make requests upon people's mental and thinking powers, and, even though, challenge, they are locks in and regularly fulfill to illuminate, entails an in-depth consideration of many criteria, and often involves additional fact-finding and investigating.
- e. Sharing personal experiences,
- These activities enable students to open up about themselves and share their experiences with others. The ensuing interaction is more akin to casual social talk than other tasks because it is not immediately goal-oriented. Creative tasks,
- These are often called projects and involve pairs or groups of learners in some kind of free creative work. They too tend to have more stages than other assignments, and can incorporate combinations in assignments sorts: posting, requesting and shorting, comparing an issue tackling. Out-of-class research is sometimes needed.

2. Procedure Task-Based Learning (TBL) Method

The TBL cycle is depicted in the diagram below. (Pools-m, 2009)

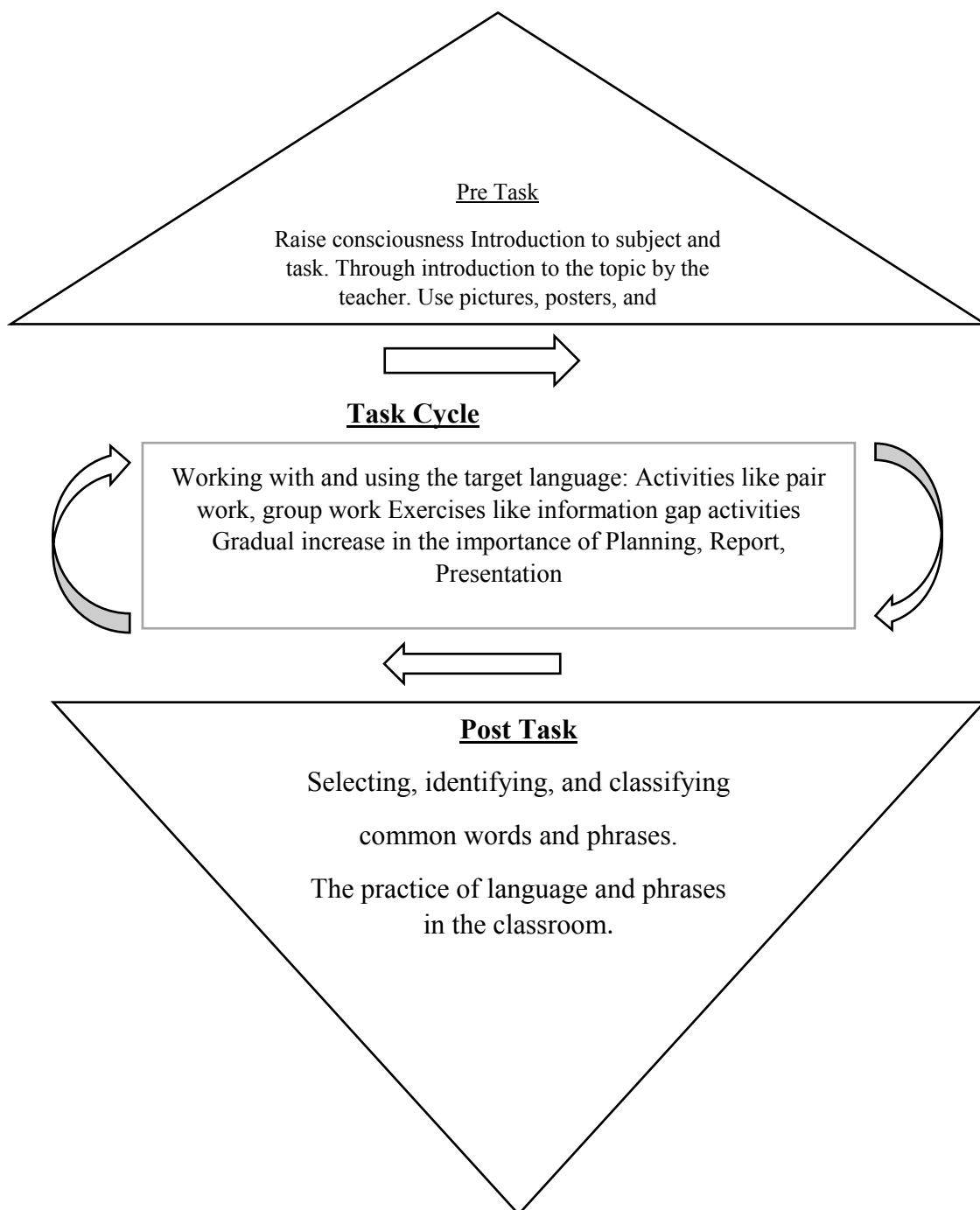


Figure: 1.1

The learning steps in task-based learning are divided into pre-task stages, task stages, and after-task stages. They are:

a. Pre-task stages

- 1) The teacher determines the competencies to be developed and chooses the appropriate type of task. For example, the competence to be developed is to describe the place (speaking skills) and the task is to design two-dimensional dream home layouts.
- 2) Teachers explain to students the competencies and tasks they will do.
- 3) If needed, the teacher explains and drills the language components of the task such as words, expressions, and sentence structure.
- 4) The teacher gives a model of how the task is carried out.
- 5) Teachers divide classes into groups according to needs

b. Task stages

- 1) Students in groups carry out tasks and teachers monitor the process of performing tasks in each group.
- 2) Each group reported the results of the task. When the group presents the results of the teacher's task it is advisable to guide class communication, between students and students and between teachers and students to clarify the information provided by presenters.
- 3) If needed as homework, students write the results of assignments to be collected at the next meeting.

c. After-task stage

- 1) The teacher gives input on the student's presentations.
- 2) The teacher reflects

3. Advantages and Disadvantages of Task-Based Learning (TBL) Method

There are some Advantages and Disadvantages of using Task-based Learning, as follows:

a. Advantages of Task-Based Learning (TBL) Method

1) Task-based learning helps learners to interact spontaneously

Learners are free to utilize whatever lexicon and linguistic use they know. For occurrence, a part play requires the learner to use dialect openly. It gives learners a chance to undertake out whatever dialect they as of now know and it too gives learners a chance to take note and advantage from others' expressions and in this manner builds their level of certainty steadily. The cognitive competence, as well as the common, active competence of the learners, is made as they perform an errand.

2) Provides essential conditions for language learning

Language learning does not happen without inspiration introduction, and openings to utilize the dialect. Task-based language learning empowers learners to utilize dialect deliberately and in participation. Learners get a chance to arrange turns to talk conjointly attempt out different communication strategies. Assignment-based learning makes conditions that upgrade dialect learning spontaneously. It plans learners to use dialect within the genuine world.

3) Task-based learning allows language Learners to learn vocabulary

Ordinarily, teachers clarify lexicon in a pre-task, and learners are not included, words instructed that way are effortlessly overlooked so it is advantageous for the understudies if the instructor considers imaginative ways to involve understudies within the pre-task. A few of the choices proposed for progressing

lexicon are predicting words related to the assignment title or theme, and building words into a word web by way of brainstorm, agreeable word reference look, and by coordinating a list of words with a list of definitions. (Tonia & Ganta, 2010),

b. Disadvantages of Task-Based Learning (TBL) Method

(Tonia & Ganta, 2010) also explained the disadvantages of using task-based learning methods, namely:

1) Task Difficulty

Even though the trouble of an assignment can be evaluated from the execution of learners, the variables that contribute to assignment trouble are examined so that it is valuable to coordinate and arrange the errands in the dialect educating syllabus. Tasks difficulty is additionally characterized in terms of. i) Code complexity which incorporates lexicon stack, repetition, and thickness. ii) Communicative stress which comprises time limits, time weight, speed, number of members. iii) cognitive complexity which comprises of cognitive nature comprising of recognition of the topic, nature of the talk sort and recognition of the assignment itself, and cognitive processing which incorporates data clarity and adequacy of data given.

2) A mismatch between the learners' and teachers' perception

Think about demonstrate that the same classroom occasion is frequently deciphered unexpectedly by the instructors and learners. The learners distinguished the taking after components for errand trouble i) Cognitive request: Trouble in understanding the assignment, requiring more time or more attention and resources. ii) Etymological request: lexicon or structures the learners did not know. iii) Clarity of pictures/story: Visual clarity and conceptual straightforwardness without ambiguity. iv) sum of data: Both an

over-burden of data and a lack of data were undesired. v) Assignment structure: The way data is organized. vi) emotional variables: Enjoying a picture story or being able to relate to it would make it more enjoyable, in case not simpler.

3) The authenticity of tasks:

When we see at the definitions of the task, a few of them recommend that the task needs to be a genuine world movement. But there are errands like portraying a picture to someone else so that they can draw the picture, recognizing the contrasts between two pictures, telling a story based on pictures, etc. which are impossible to happen in genuine life situations. Even though the realness of such assignments is addressed by a few, it is contended that the interaction that takes put whereas performing these tasks is valuable whereas performing genuine world errands.

C. Critical Thinking

1. Definition of Critical Thinking

Thinking is one of the mental activities that cannot be separated from human life. Each individual's critical thinking ability is different from the other so it needs to be nurtured early on. Thinking occurs in every human mental activity serves to formulate or solve problems, make decisions as well as looking for excuses. According to (Padmanabha C. H, 2018) The words "critical," "critique," and "critic" all derive from the ancient Greek word "Kritikos," which means "able to judge, differentiate, or pick." A "Critic" in modern English is someone whose job it is to create evaluative judgments, such as on films, novels, music, or food. It entails expressing an objective and unprejudiced viewpoint on a subject. Critical thinking is frequently portrayed as a combative activity. (Fay, 1967).

Critical thinking is the ability to think complexly by using the process of analysis and evaluation of information received or in solving problems, or the meaning of critical thinking is thinking to find the truth of the information received or in solving problems, critical ways of thinking that is calm, do not emotion, first logic, understand problems, do analysis, and evaluate the result, then make a decision or action.

Critical thinking can be said as a process of a mind that has been organized to analyze and evaluate informati, the mental process can be a way of paying attention, categorizing, drawing conclusions, or decisions. Information received when thinking critically can be obtained from the results of experience, observation, or from communication with others who provide information. With critical thinking so we do not easily believe the information received, so we analyze in advance to know the truth of the information. Robert Ennis (1995) added a comprehensive of critical thinking goals in his widely used definition of: "reasonable reflective thinking focused on deciding what to believe or do" Critical thinking, he explains, is a rational and reflective kind of thinking that focuses on deciding what to believe or do. Some experts define critical thinking as a form of higher-order thinking skills. High-level thinking occurs when someone retrieves the information stored in memory and connects or reorganizes and expands this information to achieve possible answers in confusing situations.

2. Six elements of critical thinking

There are six basic elements of critical thinking according to Ennis (1995: 4-8), namely: focus, reason, conclusion, situation, clarity, and overview. The explanation of these elements is as follows:

- a. Focus, is the first thing to do to know the information. To focus on the problem, knowledge is required. The more knowledge a person has, the easier it is to recognize the information.

- b. The reason, which is the truth of the statement to be made. Making a statement must be accompanied by reasons that support the statement.
- c. The conclusion is to make a statement that is accompanied by the right reasons.
- d. The situation, i.e. the truth of the statement depends on the situation, therefore it is necessary to know the situation or circumstances of the problem.
- e. Clarity, which is to ensure the correctness of a statement of the situation.
- f. Overview, i.e. looking again at a process in ensuring the correctness of the statement in the existing situation to determine the relationship with other situations.

Ennis also explain about 12 indicators in 5 aspects, namely:

Table 2.1: Critical Thinking Skill Description

Aspect	Indicators
Basic clarification	<ul style="list-style-type: none"> a. focus question b. analyze questions c. ask and answer about an explanation or challenge
Basic support	<ul style="list-style-type: none"> a. consider whether the source can be trusted b. observe and consider an observation report
Inference	<ul style="list-style-type: none"> a. deduce and consider the results of the deduction b. induce and consider the results of the induction

	c. make and determine decisions
Advance clarification	a. define terms and consider definitions b. identify assumptions
Strategy and tactic	a. determine action b. interact with other people

(Robert H Ennis, 1995)

D. Descriptive text

1. Definition of Descriptive Text

Descriptive text is a text which describes the place, person, situation, mood, etc. description is a form of essay that depicts according to the actual circumstances so that readers can squeal (see, hear, grope, kissing, and feeling) depicted by the image author (Kristiyani, n.d.). A description is a text that describes events or objects about vision experiences, hearing, smell, and feeling. With experience senses, a writer will pour out the things that seen, heard, kissed, and felt into sentence after sentence.

According to (Ramadani, 2013) The concentration on specific participants, intricate use of sensory language, a string of words that appear rich, vibrant, and lively, and the use of simple present tense are all characteristics of descriptive writing. Body paragraphs with theme sentences and other sentences that reinforce the prevailing impression with the appropriate information, sensory details, and comparisons. Finally, in the final section of the description, there is a conclusion. Type description text based on how to describe there are two, namely the description of the explanatory and the description of the suggestion. The explanation is based on facts that can be flagged by the author. The suggestion focuses on the effect that emerges from the author's interpretation. The

characteristics of the description text are describing something involving the five senses and make the reader or listener feel like an experience, see, hear, feel an event or scene depicted in the text.

2. Kind of Descriptive Text

The way objects look, smell, taste, feel, or sound is reproduced through the description. It can also elicit emotions such as joy, loneliness, or fear. It's used to make a visual representation of people, places, and even time units.

a. Describing people

This type better explains or describes a person's personality, appearance, or nature. This type describes or describes a person's personality, appearance, or traits. For example, to say that someone falls apart or stumbles when he walks, for example, can give a better picture of that person than a large number of adjectives can.

b. Describing place

Describe the place or atmosphere that occurs in one place.

c. Describing unit of time

Describes the time that occurs in an event

3. General Structure of Descriptive Text

According to Wadirman (2008), there are several general arrangements (generic structure) so that our writing is considered correct, namely:

Table 1.1:

Text elements	Content
Identification	An introduction to the objects/ things described which includes who or what, when, where.
Description	A description of an object. For examples the color, the size, the smell,

	the taste, what makes it special, etc. For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special. For something: how it looks, sounds, feels, smells, or tastes, where it is seen or found, what it does, how it is used, what makes it special.
Conclusion	Summary points

4. Language Features

The language features of descriptive text uses are: Firstly, has certain nouns/clear nouns, for example, my book, my dog, etc. Secondly, using simple presents, for instance, I live in a simple house, the house is very beautiful, it has a wonderful park. And then using some kind of adjectives that have to describe, numbering, and classifying something, for instance, two strong legs. Using action verbs, for instance, my cat eats a 17 meat; etc. and the last is figurative language; like simile or metaphor. For instance, her hair is black as ebony.

In addition, the descriptive text has dominant language features as follows; a) Using Simple Present Tense b) Using action verbs c) Using adverbs d) Using special technical terms

5. Example of Descriptive text

My hero mommy

The person whom I admire the most is my mother. She is my idol. In my opinion, my mother is not only beautiful but also kind. In addition, she is a good housewife. Her beauty comes from her good-looking physical appearance. She is average in height. Her straight black hair is shiny. Furthermore, the color of her eyes is like honey. And her light brown skin is still very supple. She looks attractive in whatever clothes she wears. Besides her attractive appearance, my mother is very kind. She likes to help people. For example; whenever there are sick people in our neighborhood, she will give them a visit. She often gives food and drinks to the unfortunate people. She pays the school fee for some orphans in the surroundings. And what impresses me more is she does not like other people to know whenever she does a good deed. In addition, my mother is a good housewife. She takes care of her family well. For instance; she prepares all the healthy food for whole the family. She keeps the house clean and organize. She makes sure that the whole family's need is fulfilled. She is a great mother, and I love her very much.

Taken from Septiani Dwi. (2017)

E. Previous Study

Many researchers have conducted research using task-based learning methods to measure students' abilities.

The first is Kusnawati, (2010) who conducted a study titled "The use of task-based learning method for increasing students' writing skills." From the research conducted can be concluded that the use of task-based learning methods is effective and meaningful learning activities can only take place if a new concept can be built and concepts formed within the cognitive structure of the student. In addition, increase students' attention to engage in learning. Learning activities using task-based learning methods multiply reinforcement

received by students. She also explained that learning using task-based learning methods improves student involvement and can increase student learning motivation. With assignments, students will find it easy to compose résumé texts in French, and the techniques they have master it is not easy to forget.

Second, Murtiningrum, Rafli, & Purbaini (2020) entitled "Implementation of Task-Based Learning Method to Improving Business Letter Writing Skills English" This researcher explained that the application of task-based learning methods has a positive impact on learning outcomes if implemented and applied properly. The task-based learning method is a method of language teaching that uses tasks in language teaching to teach more communicative language. Because the task-based learning method is a model that requires students to be responsible for the work received because the student will explain the assignment responsibility to a group of friends. Through task-based learning, methods can actively improve students in the learning process. It has consequences knowledge gained by students becomes more meaningful and has an impact on improving student learning outcomes.

Third, Krismawarti & Wulanjani, (2020) entitled "Task-Based Learning: Gaining Students' Engagement to Improve Students' Competence in Writing Procedure Text" the researchers explained that the use of task-based learning appears to have increased students' ability to write procedural text. The pupils appeared joyful and excited during the learning process, and they were active and creative as a result. This occurs as a result of the pupils being grouped, which may enhance their participation in the learning process. The accomplishment of key performance indicators.