**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter the writer describes about what is writing, kinds of writing, of course teaching writing. Then I will present round of Think – pair- share strategy that discussed in this thesis.

**A. Review Related Literature**

**1. Writing**

Writing is an important part of language teaching as it also function as an essential tool for learning in which students expand their knowledge of the language elements in real use. This skill must be explicitly taught because writing outside school setting is relatively rare. Writing is also viewed as a social and cultural phenomenon as it is meaning-making that is socially and culturally shaped and individually and socially purposeful (weigle, 2002). In this sense, writing falls into complexity and importance as well.

Writing skill help the learner get [comprehensibility](http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/WhatIsComprehensibility.htm), [fluency](http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/WhatIsFluency.htm) and [creativity](http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/WhatIsCreativeWriting.htm) in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

 “Writing skills has specific abilities which help writers put their thought into words in meaningful form and to mentally interact with the message”

(<http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewritingskills.htm>). The other hand writing can said as an activity made a text.

1. **Teaching Writing**

Writing, while natural talent helps, is primarily a learned art, with students being taught all the formal and technical aspects and relying primarily on their own creativity to create.  Teaching writing skills can be difficult for any teacher, since the approach will be different for almost every student.  Some will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught.

The writing activities should be structured in ways that help students learn to produce cohesive and coherent discourse on their way to become self-sponsors of their own writings.

1. Process writing activities
2. Pre writing

 It is defined as any structural activities – oral, “written or experiential -- that influence active student participation in thinking, talking, writing, and working on the topic under focus in a writing lesson, stimulating higher-level thinking as well as writing skills."

[Discussing the type of writing to be attempted by students:](http://www.nadasisland.com/writing/#rhet)  (description, narration, exposition, or persuasion)

1. [Working on a writing model](http://www.nadasisland.com/writing/#meth)
2. Analyzing the model’s [organization](http://writingguide.geneseo.edu/org.shtml) and [style](http://www.nutsandboltsguide.com/plainstyle.htm)
3. [Considering the reader’s and writer’s purpose](http://writingguide.geneseo.edu/aud.shtml)
4. Doing a series of exercises that focus on both organizational devices and topics appropriate to that writing function.

 Based on Langan (2005:23-35) said “ there are five prewriting techniques that will help students think about and develop a topic and get words on paper; free writing, questioning, making list, diagramming, preparing a scratch outline. These techniques help students think about and create material, and they are central part of the writing process”. Here they are:

1. Free writing, means jotting in rough sentences or phrases everything that comes to mind about a possible topic. Free writing will limber up your writing muscles and make you familiar with the act of writing. It is a way to break through mental blocks about writing.
2. Questioning, you generate ideas and details by asking questions about your subject. Such questions include why? When? Where? Who? And How? Ask as many questions as you can think of.
3. Making a list, also known as brainstorming, you collect ideas and details that relate to your subject. Pile this item up, one after another, without trying to sort out major details from minor ones or trying to put the details in any special order. The goal is just to make a list of everything about your subject that occurs to you.
4. Clustering, as known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering use lines, boxes, arrows, and circles, to show relationship among the ideas and details that occurs to you. Begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them to each other and to the subject.
5. Preparing a scratch outline is an excellent sequel to the first four pre writing techniques. A scratch outline often follows free writing, questioning, list- making or diagramming; or it may gradually emerge in the midst of these strategies. Trying to make a scratch outline is a good way to see if you need to do more pre writing.
6. Planning

Planning is an orderly procedure that brings about a desired result or a series of strategies designed to find and formulate information in writing.

1. Drafting, in this stage you write your ideas in sentences and paragraphs. Follow your prewriting plan to write a first draft of your composition.
2. Revising, Langan (2010:33) said that “revising is much stage in the writing process as prewriting, outlining, and doing the first draft. Its means that rewrite the paper, building on what has already done, to make it surely”. It’s seemly like cleaning our house from the dusty. Based on Langan explain, there are three stages in revising; revising the content, revising, sentences, and editing.

As Abisamra said actually revising are writing, reviewing, rereading, and anticipating what will come next, then reformulating and adjusting parts of the manuscript as it evolves.

1. Scoring method

 The scoring of authentic assessments should always be defined before the exercises and assessment procedures are developed. “Three types of rating scales generally used in scoring writing they are holistic, primary trait and analytical scoring” (Cohen 1994; Herman, Aschabacher, and Winters 1992; Perkins 1985). All of these types have significance differences such as in its purpose and its focus, and will provide different types of information to teachers and students.

1. Holistic scoring uses a variety of criteria to produce a single score. The specifics criteria selected depend on local instructional programs and language arts objectives. Advantages of holistic scoring included; fast evaluation, relatively high inter- ratter reliability, the fact that scores represent “standards” that are easily interpreted by lay person.

Table 2.1 Holistic Scoring Rubric for Writing Assessment with ELL Students

|  |  |
| --- | --- |
| Level 6 | 1. Conveys meaning clearly and effectively
2. Presents multi-paragraph organization, with clear introductions, development of ideas, and conclusion
3. Shows evidence of smooth transitions
4. Uses varied, vivid, precise, vocabulary consistently
5. Writes with few grammatical/mechanical errors
 |
| Level 5 | 1. Conveys meaning clearly
2. Presents multi paragraph organization logically, though some parts may not be fully developed
3. Shows some evidence of effective transitions
4. Writes with some grammatical/ mechanical errors that seldom diminish communication
 |
| Level 4 | 1. Expresses ideas coherently most of the time
2. Develops a logical paragraph
3. Writes with a variety of sentence structures with a limited use of transitions
4. Chooses vocabulary that is (often) adequate to purpose
5. Writes with grammatical/ mechanical errors that sometimes diminish communication
 |
| Level 3 | 1. Attempts to express ideas coherently
2. Begins to write a paragraph by organizing ideas
3. Writes primarily simple sentences
4. Uses high frequency vocabulary
5. Writes with grammatical / mechanical errors that sometimes diminish communication
 |
| Level 2 | 1. Begins to convey meaning
2. writes simple sentences / phrase
3. uses limited or repetitious vocabulary
4. spells inventively
5. uses little or no mechanics, which often diminishes meaning
 |
| Level 1 | 1. Draws picture to convey meaning
2. uses single words, phrases
3. copies from a model
 |

Source: O’Malley and Pierce 1996

1. Primary trait, this type focuses on whether or not each paper shows evidence of the particular trait or feature you want students to demonstrate in writing. Brown (2004:242) also explains that “primary trait focuses on how well students can write within a narrowly defined range of discourse”.

 The trait could be a language- based a features emphasizing any one or more of the criteria for holistic scoring indicated above, such as Idea Development/ organization or sentence fluency/ structure.

“The advantage of this approach is in focusing on specific aspects of interaction that most reflect the objectives being covered when the writing assignment is given. Alternatively, the scoring could be based on content-based feature such as accurate content or use of concept in subject area” (Authentic assessment: 142).

 In summary, a primary trait score would assess; the accuracy of the account of the original (summary); the clarity of the steps of the procedure and the final result (lab report); the description of the main features of the graph (graph description); and the expression of the writer’s opinion (response to an article).

1. Analytic scoring, analytic scales separate the features of a composition into components that are each scored separately.

Brown (2004: 243) “designed an analytic scoring scale that specified five major categories and a description of five different levels in each cat category, ranging from unacceptable to excellent.

 “The advantages of this type are in providing feed back to students on specific aspects of their writing and in giving teacher diagnostic information planning instruction” (Perkins 1983).

Table 2.2 Analytic Scale for Rating Composition Task (Brown, 2004:244-245)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** |  | **20-18****Excellent to Good** | **17-15****Good to Adequate** | **14-12****Adequate to Fair** | **11-6****Unacceptable - not** | **5-1****College – level work** |
| **I.** | Organization;introduction,Body, and conclusion  | Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given generalization; conclusion logical and complete. | Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren’t fully developed; sequence is logical but transitional expressions may be absent or misused. | Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supports by the evidence given; problems of organization interfere. | Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas, lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization. | Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader) |
| **II** | Logical development of ideas: content | Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought | Essay addresses the issues but misses some points; ides could be more fully developed; some extraneous material is present | Development of ideas not complete or essay is somewhat off the topic; paragraphs aren’t divided exactly right | Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content | Essay is complete, inadequate and does not reflect college – level work; no apparent effort to consider the topic carefully |
| **III** | Grammar | Native- like fluency in English grammar; correct use of relative clause, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run – on sentences | Advanced proficiency in English grammar; some grammar problems don’t influence communication, although the reader is aware of them; no fragments or run – on sentences | Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run –on sentences or fragment present | Numerous serious grammar problems interfere with communication of the writer’s ideas; grammar review of some areas clearly needed; difficult to read sentences | Severe grammar problems interfere greatly with the reader can’t understand what the writer was trying to say; unintelligible sentence structure. |
| **IV** | Punctuation, spelling, and mechanics | Correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation and spelling; very neat | Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible | Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas | Serious problems with format of essay not legible; errors in sentence punctuation; unacceptable to educated readers | Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems |
| **V** | Style and quality of expression | Precise vocabulary usage use of parallel structure; concise; register good | Attempts variety; good vocabulary; not wordy; register OK, style fairly concise | Some vocabulary misused; lacks awareness of register; may be too wordy | Poor expression of ideas; problems in vocabulary; lacks variety of structure | In appropriate use of vocabulary; no concept of register or sentence variety |

 To know how far students understand about the matter, writer use test for them. Writer takes pre-test and post-test, actually it will have output in the form of numeral. Then to analyse the students test writer used analytic scoring. Because for that we will knew all of aspect in writing that include in students answer. And from that the teacher can make plan to their students, of course to improve the student’s ability.

 Then the aspect that writer will analyse are actually same in the part of analytic scoring in the table above, such as, organization, content, grammar, punctuation, and the style or diction.

 Organization, include what are the text developed. In descriptive the text organization is orientation or familiar with identification, and description.

So, the scoring of organization refers to those, if one of them isn’t presence on there, it will decrease the scoring. Differently, if all of the parts of text organization complete, it will make the score well.

Content, consist of the plot of the story, how the story running and influence the reader when read it. Of course start from begin of the story until the ending, usually writer improve the content with dialog, poem or there are some lyric of song, it will increased the scoring. In this part, good or bad the content based on the writer ability in make the story. If the writer ever write story or article or other literature it will help them in writing like this. On the contrary, if the writers never write as like article, story or other they will have difficulties to make the story. But if the writer have known what are the story organization, and they have illustration about it, although never write anything may they can make the story.

Grammar, descriptive text used past tenses such as, simple present tense, noun and noun phrase.

1. Strategies for Teaching Writing in Class

As like Abisamra explain about how to teach writing there are some strategies for it. Learning how to write can be difficult, especially if try to learn both the rules of writing, writing styles, vocabulary, and grammar all at the same time.  These tips can help you to both teach writing skills and help your students to learn.

1. Have students write about familiar subjects.  Things like what they did about they pets, her family, or the things they like.
2. Teach them brainstorming techniques early.  This will help them to develop clear thoughts and stay organized in their writing.
3. Have students write letters and stories to each other.  Note passing may become a problem, but if you build it into your lesson plan, where's the issue.  This will show students how others are writing and bring give those new ideas on how to develop their writing.
4. Revision is the best way to learn spelling and grammar.  Those who can edit writing can write, and the other way around.
5. Start to introduce different styles of writing and tones, giving young writers a more dynamic range they can build on later.
6. [Encourage Reading](http://www.ala.org/ala/mgrps/divs/yalsa/teenreading/tipsenc/tipsencourage.cfm).  This is very important.  Students will gain a more diverse pool of examples they can draw from in their own writing.  Students who read will become students who write well.
7. Be patient with students.  If you become frustrated with them, they will become discouraged.  Some people learn faster than others, but all students will reformulating and adjusting parts of the manuscript as it evolves l learn more from a calm teacher than an angry one.

Writing does not just include one medium.  Make sure your students are familiar with both electronic writing and handwriting.  Even with the advances in computer technology, handwriting is still a key skill to have.

 The most important writing exercises are that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skill, requires a certain pragmatic approach. The teacher should be clear on what skill / areas means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combing these objectives, the teacher can expect both enthusiasm and effective learning.

1. **THINK- PAIR- SHARES**

Think pair share can be said like learning strategy. It is used in every subject in school such as, Biology, Mathematics, English, and some others. In English itself TPS used to teach English skills as like listening, speaking, reading, and writing. The application of TPS is differently in used, depend on the teacher. In this thesis TPS is used to teach “writing skill” in text narrative. So, the teacher asks to the students to write paragraph of narrative, and the teacher use this strategy to help her/ him in teaching and learning process.

As follows there are some explanations about what TPS is, what the purpose is, how the applications, what are the hint and management, the advantages, and the assessment and evaluation of TPS. The explanation below is based on some arguments of the scientist.

1. Definition of Think- Pair- Share Strategy

 These are some definitions about think- pair- share strategy:

Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.

“Think pair share is a cooperative discussion strategy developed by Frank Lyman in his colleagues in Maryland. They get it name from the tree stages of student’s action, with emphasis on what students are to be doing at each of those stages. (1) Think, the teacher asked the students’ thinking with a question or prompt or observation. The students should take a few moments probably not minutes just to think about the question or topics. (2) Pair, using designated partners nearby neighbours or a desk mate, student’s pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. (3) Share, after students talk in pair for a few moments (again, usually not minutes), the teacher calls for pairs or individually to present their thinking with the rest of the class” (Fahlefi (2010 :) skripsi tidak diterbitkan).

“Think, pair, share strategy is a [cooperative learning](http://www.teachervision.fen.com/pro-dev/cooperative-learning/48531.html) technique that encourages individual participation and is applicable across all grade levels and class sizes, (<http://www.teachervision.fen.com/group-work/cooperative-learning/48547.html#ixzz1A7C8DJBl>) students think through questions using three distinct steps”:

1. **Think**: Students think independently about the question that has been posed, forming ideas of their own.
2. **Pair**: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. **Share**: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

“Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks to the students to think about the specification of topic, pair with another student to discuss their own thinking, and then share their ideas with the group”

(<http://www.eworkshop.on.ca/edu/pdf/Mod08_think_pair_share.pdf> ).

Think, Pair, Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many writers in the field of co-operative learning since then. It introduces into the peer interaction element of co-operative learning the idea of ‘wait or think’ time, which has been demonstrated to be a powerful factor in improving student responses to questions.

“It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile structure, which has been adapted and used, in an endless number of ways. This is ones of the foundation stone for the development of the co-operative classroom”

[“Think-pair-share](http://www.eht.k12.nj.us/~jonesj/Differentiated%20Instruction/Think-Pair-Share.htm%29.%20%E2%80%9CThink-pair-share) is a cooperative discussion strategy that provides structure in the classroom while allowing students "think time" to internalize content. Students follow a prescribed process that keeps them on task and holds them accountable for their results”.

2. The Application of TPS

 These are some techniques to apply this strategy by some references. Technique to use it from teacher vision (<http://www.teachervision.fen.com/group-work/cooperative-learning/48547.html#ixzz1A7C8DJBl>)

1. With students seated in teams of 4, have them number them from 1 to 4.
2. Announce a discussion topic or problem to solve. (Example: Which room in our school is larger, the cafeteria or the gymnasium? How could we find out the answer?)
3. Give students at least 10 seconds of think time to THINK of their own answer. (Research shows that the quality of student responses goes up significantly when you allow "think time.")
4. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)
5. Ask students to PAIR with their partner to discuss the topic or solution.
6. Finally, randomly call on a few students to SHARE their ideas with the class.

The "think" step may require students merely to be quiet for responses while doing the Think-Pair-Share activity. Think, Pair, Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

The think, pair, share strategy is ideal for teachers and students who are new to [collaborative learning](http://www.teachervision.fen.com/pro-dev/cooperative-learning/48531.html). It can be used in a variety of contexts few moments and ponder their thoughts about the question. They may write some thoughts in response to the question.

Some teachers find it helpful to set a time limit for the "think" and "pair" steps of the strategy. If you choose to do this, be sure to give students an idea of how much time they will have. Remember to allow sufficient time during the "pair" step to allow both students to talk about their thoughts.

In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on a graphic organizer for future discussions. Another variation is to stop after the "pair" step, and have students write their ideas. Collect students' responses and assess any problems in understanding.

“Steps in do TPS strategy; decide on how to organize students into pairs, pose a discussion topic or pose a question, give students at least 10 seconds to think on their own. (“Think time”), ask students to pair with a partner and share their thinking, call on a few students to share their ideas with the rest of the class” (from eworkshop).

(<http://www.eworkshop.on.ca/edu/pdf/Mod08_think_pair_share.pdf> ).

Applications of TPS from Eazhull that explain too about steps of application in TPS:

([http://www.eazhull.org.uk/nlc/think,\_pair,\_share.htm](http://www.eazhull.org.uk/nlc/think%2C_pair%2C_share.htm))

1. Before a lesson or topic to orient the class (previous knowledge etc).
2. During teacher modeling or explanation.
3. Any time, to check understanding of material.
4. At the end of a teacher explanation, demonstration etc, to enable students to cognitively process the material.
5. To break up a long period of sustained activity.
6. Whenever it is helpful to share ideas.
7. For clarification of instructions, rules of a game, homework etc.
8. For the beginning of a plenary session.

“There are [three steps](http://www.readingquest.org/strat/tps.html) to the process as described by its creator, Frank Lyman in differentiated instruction Think-Pair-Share:

Think; the teacher provokes students' thinking with a question, prompt, or observation. The students should take a few moments (probably not minutes) just to **think** about the question.

Pair; Using designated partners, nearby neighbors, or a desk mate, students **pair** up to talk about the answer each has developed. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

Share; after students discuss their reasoning in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to **share** their thinking with the rest of the class. This can be done in round-robin fashion, calling on each pair randomly, or taking answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on an overhead projector”.

3. Purpose of TPS

 This purpose make to tell the user that think pair share strategy have purpose itself. There are some purpose that showed by (Eazhull:2003):

1. Processing information, communication, developing thinking.
2. Providing "think time" increases quality of student responses.
3. Students become actively involved in thinking about the concepts presented in the lesson.
4. Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.
5. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.
6. Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.
7. Think-Pair-Share is easy to use on the spur of the moment.
8. Easy to use in large classes.

4.Assessment and Evaluation Consideration

Listening skills, communication skills, using appropriate structures and features of spoken language, effective note taking and co-operative skills are most effectively assessed when using this strategy.

5. The Advantages of TPS

Advantages or benefit here for give the user in use this strategy. Also give score plus for this strategy with aim it is constantly use by every teacher that need help in teaching and learning process. Some benefits of using TPS strategy**;**

***Student Benefits***

With Think-Pair-Share, students are given time to think through their own answers to the question(s) before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

As a Cooperative Learning strategy, Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

 ***Teacher Benefits***

 Students spend more time on task and listen to each other more when engaged in Think-Pair-Share activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The quality of students’ responses also improves.

Advantages of the think-pair-share technique from Carleton education are (<http://serc.carleton.edu/introgeo/interactive/tpshare.html> ):

1. It's quick
2. it doesn't take much preparation time
3. the personal interaction motivates many students with little intrinsic interest in science
4. You can ask different kinds and levels of questions
5. It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
6. You can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end
7. You can do think-pair-share activities once or several times during a given class period.

This strategy almost use in all of lesson at schools. Based on some reference from internet TPS used in some lesson such as, Mathematics, Biology, English, etc. In English itself almost use in four aspect skill; listening, speaking, reading, and writing. But mostly used in speaking because can help students improve their speaking. From the assessment of TPS we can look that TPS can use in all of English skills. In English skill specifically in writing can use in many kinds of writing, furthermore exposition, descriptive, narrative, etc.

1. **DESCRIPTIVE TEXT**

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. (Kane 2000: 352).

We get the purpose from the text above that description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to: ·

* Describe a special place and explain why it is special.
* Describe the most important person in your live.
* Describe the animal’s habit in your report.

Descriptive writing or text is usually also used to help writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc. To complete our intention to, here are the characteristics based on descriptive writing or text, below; (<http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text/>)

Beyond the characteristics stated on, descriptive writing also consists of generic structure in range as:

1. General statement
2. Explanation
3. Closing

The description text has dominant language features as follows:

1. Using Simple Present Tense
2. Using action verbs
3. Using passive voice
4. Using noun phrase
5. Using adverbial phrase
6. Using technical terms
7. Using general and abstract noun
8. Using conjunction of time and cause-effect.

**Borobudur Temple**

Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular.

Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.