#### CHAPTER II

### REVIEW OF RELATED LITERATURE

Writing is one of the important subjects in learning a foreign language, because it is very helpful to the person who wants to learn a language, writing as a series of ways to find out what you are thinking and what you want to say in words in particular situations. The writing mastery is one of the important thing for the learner to be able to arrange the sentence well.

## A. Nature of Writing

The nature of writing is different the other skills such as listening, speaking and reading. For teacher of foreign language, writing lesson has an aura of difficulty and this is also true for their students. When people do writing, they must understand what a topic is going to build up, and they must combine their intelligence and ability in expressing their ideas from some experiences they have covered. The writing and the foreign language are the ability to use the structures, lexical items and their conventional representation in ordinary matter of fact writing. Writing is not an end in it self but is preliminary to the execution of an activity whose central purpose is to provide an opportunity to interact and gain comprehensible input.<sup>6</sup>

<sup>&</sup>lt;sup>6</sup> David Nunan, Language Teaching Methodology ,(Sydney: Prentice hall, 1991) P. 151.

There are five general components in writing, they are: Content, grammar, mechanic and style form.

## 1) Content

Content includes the writer ideas, the point of information, the organization and sequence and formal signals. Here the students give information to the reader. The point of information for particular topic can be arranged in a good arrangement depending to the nature of information for particular topic can be arranged in a good arrangement depending to the nature of information.

### 2) Grammar

Grammar includes the study of word classes of part of speech, nouns, verbs, and adverbs, variety of sentences structure-tenses and words order or function word-pronoun, auxiliary, preposition and articles. The correct sentence is a part of grammar skill.

### 3) Mechanics

The mechanic skills are the ability to use corrects those conventions, particularly to the written language, e. g, punctuation and spelling. It means mechanics deals with the use of such writing devices in order to make the writing understandable.

### 4) Style

Style is the choice of structure and lexical items to give particular tone or flavor to the writing. This component of writing is needed to manipulate sentences and use language effectively.

### 5) Form

The form is the organization of content. Here, the sentences are organized becomes a meaningful composition.<sup>7</sup>

### B. The Process of Writing

If we come to a composition between four skills at language, only writing provided understanding, involvement and the power to affect experiences and events at the same time. When people do writing, they have to understand what topic is going to build up. They must combine between their intelligence and ability to express their idea from some experiences they have covered.

The writing process provides an opportunity for someone to state and share their thoughts until they expressed themselves as clearly as possible. There are four main parts of the process of writing, such as planning, drafting, revising and editing. Teachers can help students to write more effectively through giving motivation or creativity teaching.

Hedge Tricia. Writing, (Oxford University Press, 2005) P. 121.

Students can be shown the different stages in the production of a piece of writing and encourage to discover what works best for them. Students can be shown the basic of the writing such as process, pre-writing, drafting, revising and editing. The writing process is the thinking process that goes on during writing.

## 1. Planning (Pre-writing)

Planning or Pre-writing is any activity in the classroom encourages students to write. It stimulus thought for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:

### a. Group Brainstorming

Group members spew out ideas about the topic spontaneity is important here. There are no rights or wrong answers students may cover familiar ground first and then move off to more abstract or wild territories.

### b. Clustering

The students form words related to a stimulus supplied by the teacher.

The words are circled and then linked by lines to show discernible clusters.

# c. Rapid free writing

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic the time limit

keeps the writers' minds ticking and fast rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

# d. WH-Question

Students generate who, why, where, when and how questions about a topic. More such questions can be asked of answers to the first string of wh-questions and so on. This can go on indefinitely.

In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talks, surveys and questionnaires.

Students will be more motivated to write when they are given a variety of means for gathering information during pre-writing.<sup>8</sup>

### 2. Drafting

In drafting, some people aim for perfection when they write a first draft. They want get everything right form word choose to tone to sentence structure to paragraph organization. A first draft involves putting ideas down on paper for the first time. We may write many different versions of the assignment until we do what we like. In this stage, the writer wants of the assignment until we do what we like. In this stage, the writer wants to gets

<sup>&</sup>lt;sup>8</sup> Richards. Jack C and Renandya. Will A. *Metodology in language teaching in language Teaching*. (Cambridge University Pres: 2002) P. 316.

everything right from word choice to tone sentence structure to paragraph organization to spelling, punctuation and grammar.

# 3. Revising

Revising evaluates the words choose, paragraph structure, and style of our first draft. When students revise, they review their texts on the basis of the feedback five in the responding stage. They re-examine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

## 4. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's works for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

Richards. Jack C and Renandya. Willy A, Ibid, P. 317

# C. The Teaching of Writing

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

The process approach to teaching writing, which comprises four basic stages below:

### 1. Planning

Planning gives a chance to think about what to write and how to write.

## 2. Drafting

In drafting some people aim for perfection when they write a draft a first draft.

### 3. Revising

Revising evaluates the word choice, paragraph structure and style of our first draft.

### 4. Editing

Editing involves correcting technical mistakes in spelling, grammar and punctuation.

Three other stages could be inserted after the drafting stages. These are responding, evaluating and post writing. That will be explained below:

### 1. Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing.

# 2. Evaluating

In evaluating student writing the scoring may be analytical (I. e., based on specific aspects of writing ability) or holistic (i.e. based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made told to students in advance.

### 3. Post writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performance, or merely displaying text as on notice – boards. The post-writing stage is a platform for recognizing students' work as important and worth-while. It may be used as a motivation for writing as well as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose. <sup>10</sup>

For each stage, suggestions are provided as to the kinds of classroom activities that support the learning of specific writing skills.

<sup>10</sup> Richards. Jack C and Renandya. Op. cit. P. 317

# D. The Importance of Teaching Writing

The process of teaching English is a complex one. Learning is only its grammatical form or structure. There are productive skill and receptive skill in learning language that we should master. Receptive skill is the ability to understand the written language as reading and listening. While productive skills involve speaking and writing.

Writing as productive skill must be taught in teaching learning. The writing is the most difficult skill for second language to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on. The difficulties become even more pronounced if their language proficiency is weak. Teaching of writing should give special attention to the development at writing ability for their success in language learning. Writing is different from other skills. In language teaching process, writing is effort to increase students' language ability.

Writing can offer more opportunities to learn English. It can offer students considerable opportunities to increase their vocabularies, to refine their knowledge of the grammar to develop their understanding of how things are best

expressed and how tell their massage is understood. Learning to write a foreign language is learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbol of the writing system represent the utterances one has in mind is a means of developing students general abilities in English, it is very important. There are some reasons for bringing writing into a more central position in classroom work because the aspects in writing include the use of vocabulary, structure sentences, spelling and punctuation these aspects are very important to master in order to able to write well.

Teacher's role in teaching will affect students' advance in writing skill. Teacher should give an interesting way to the students so they steadily have great enthusiast and creativity to write and also to throw away their boring or nervous whiles do writing beside, teacher also should prepare a good material. The material should characterize likes material should be practical, interesting and creative.

# E. Technique in Teaching Writing

Since the teachers need to make preparation in teaching writing, a set of guidelines which can make the planning of a writing course, are:

# 1. Ascertaining goals

<sup>&</sup>lt;sup>11</sup> John Little Adrew. Writing students book. (Cambridge University press, 1991), P.79.

In every activity of teaching me learning has goal certain. The goal of teaching writing is to improve students writing skill and to increase their confidence as writers so they can communicate with the written language.

# 2. Deciding on theoretical principles

The first, teachers first need to confront their ideological position and recognize their ideological position and recognize their perceptions of the relationship between the type of writing they teach and the roles they are preparing students for in academics and the wider world of work. So what we decide to emphasize in the classroom is not just a practical matter of choosing an activity to fill the next day's plan, but principled teaching will always reveal principled theoretical underpinnings.

### 3. Planning content

Writing is discovery of learning, not just demonstration of learning. For writing, unlike speaking, provides us with a way not only to generate ideas before presenting them to an audience, but also to scrutinize the ideas and the ideas and language we produce, to receive feedback from ourselves and others and to learn as we make changes and corrections.

# 4. Weighing the Elements

Writing consists of many constituent parts. We need to consider which ones will be the most important thing for a course, such as content, organization, originality, style, fluency, accuracy, or the use of appropriate rhetorical for ourselves and others.

# 5. Drawing up a syllabus

The types of syllabus organization for writing courses, from the traditional to the more current and innovative, are as follows:

- Structural writing courses, particularly at beginning levels, can be organized around grammar and sentence patterns.
- b. Functional writing courses can be organized around rhetorical activities, describing, telling a story, writing autobiography, comparing and contrasting, classifying, defining, explaining, arguing and persuading, or supporting a thesis with example, illustrations and other evidence.
- c. Topical writing course can be organized around themes, such as housing, health, education or courage.
- d. Situational, writing courses can be organized around situational transactions, such as applying for a job, complaining to landlord, writing letters to the newspaper, writing a business memo or writing essays to pass a course.
- e. Skills and processes such as generating ideas, organizing ideas, revising, writing fluently, writing effective beginning and endings, and developing an argument to convince a reader.
- f. Task. Writing courses can be organized around problem-solving, such as producing a class magazine or accounts of students' trips; comparing the structure of texts written for different audiences and purposes, writing,

editing producing a play, examining the differences between ESL textbook situations and the expectations of the students' culture.

### 6. Selecting Materials

Increasingly, teachers of writing are beginnings to view the main texts of a writing class as what the students write and what the teachers write in response. Certainly, students and teachers generate a lot of words on the page for analysis, discussion, and revision. The materials have to fit as far possible with the goals, principles, content, and weighting that we have already decided on.

# 7. Preparing activities

In planning a lesson or a course, the tendencies of teachers are to think about what they will a lesson on paragraph organization, lead a class discussion on editing a student paper, and so on.

There is a lot of theoretical talk about student-centered classrooms and teachers can find out what that means when they analyze their on classes and their own experience as students.

# 8. Choosing types and methods of Feedback

Here each teacher has a lot of decisions to make will anyone respond and if so who? What will be the method and type of response and what do I have time for? What is the purpose of my response?

# 9. Evaluating the course

Teachers use sentence test and essay test o evaluate students' progress. They use the result of the test in addition to questionnaires and their own reflective logs to evaluate their own success as teachers, one form of evaluation that is becoming increasingly popular in writing courses actually helps to combine students' evaluation and course evaluation the use of portfolios.<sup>12</sup>

Here some techniques by G. Cunningham are:

### 1. Punctuation of the text

In this task students practice basic punctuation such as capital letters, commas, apostrophes and full stops. To complete the task, they need to be aware of where a speaker would pause to breathe when reading the text out loud, as this will help them punctuate the task correctly.

### 2. Writing a review

In this sequence we want our students to write reviews of plays, concert, or films they have seen, and to do this in a way which is appropriate for the kind of audience (either real or imaginary) their writing for.

### 3. Running dictation

Aim the following example adapted from Davis and Rinvolucri, the basic idea of a dictation has been subverted somewhat so that students dictate to

<sup>&</sup>lt;sup>12</sup> Richards C Jack and R. A. Willy. *Ibid.*, P. 313.

each other, making the writing that happened as a result of this enjoyable and perplexing in turns.

# 4. Using Chained writing

This activity students join together to write a story. But there is an element of fun built into the activity. Students are put into groups of about five, sitting in circles. The teacher then dictates sentence in Julia's story, all they have to do is write one sentence which follows on form this introduction.

When all the students have done this the teacher tells them to pass their pieces of paper to the person on their left. They all now have to write the next sentence of the story which has just been passed to them.

# 5. Looking at notes

If students are to write complex composition they will need to make notes when they plan their work. In this example at the advanced level students are first asked to think of at least three situations when abbreviations, punctuation, initials, numbered points and drawings might help them. They are then asked if they personally find useful.<sup>13</sup>

Another way to learn writing learning is to see it as the procedure of teaching which requires careful planning, teachers need to familiarize themselves with various instructional media and pedagogical approaches such as, asking students to write by using pictures or videos as sources of

H. Jeremy. The Practice of English Language Teaching. (Cambridge: Person Education Limited 2001), P. 265.

ideas will result in writing products different from those written based on pure imagination. And each strategy a learner uses will determine to a large extent how and how well a new sentences a learned.

# F. Controlled Writing

This kind of technique is to teach writing on ESL writing class which still focused on grammatical sentences structure that supported the grammatical class. The exercises of controlled writing consist of a piece of discourse, which students are instructed to copy every teacher made composition. It can be in form of fill in the blank test. The controlled writing allows students to habituate and practice in correct sentence structure and they can learn how to write on their own language.<sup>14</sup>

### G. Free Writing

The word "free" is importantly misnomer and in general, the freedom is "guided". Free writing is limited to how to structuring sentences. Reid notes that:

"Free writing is a freedom to demonstrate students' ability, organize thought, and choose appropriate vocabulary, and structure it into sentences, then the result of which looked like a short piece of discourse, usually a paragraph.<sup>15</sup>

M. Reid Joy. *Teaching ESL Writing*. (New Jersey: Prentice Hall A Division of Simon & Schucher Englewood Cliffs. 1993), P. 23.

M. Reld Joy, Ibid. P. 253.

The result of free writing is like a piece of discourse, usually a paragraph. This technique focused on vocabulary building, reading comprehension, Grammar and oral skill that in a piece of writing. Free writing can help students overcome the sense of block. The nature of free writing as having three important aspects "concentrating on content, not worrying about form, and writing without stopping". As such, free writing offers a student centered activity that can be benefit writing class by helping case their expectations of themselves and their writing while at the same time increasing their sense of motivation to write in English.

# H. Chained Writing

Chained writing is a way of helping you structure you wok into paragraphs each paragraph should express a different thought or idea. This technique focuses on writing building. It especially important for ESL 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 writing.

Chained writing has objective that is to reduce inhibition about writing to develop spontaneous. And it has the procedure to do its. In addition, this can be a simple sentence or detailed references. If you introduced the paragraph properly then the reader can follow your thoughts on the page. This leads to the wrap up.

This technique constitute group product development which the teachers have developed many variations of online group development of product.<sup>16</sup>

For example, students may use email to solicit and offer feedback of an evolving literary project, sometimes involving advice from professional authors or students may work independently toward an agreed-on goal, each students or group adding a portion of the final product this kind group writing is enjoyable and useful for developing writing fluency.

# I. Using Chained Writing in Teaching Writing

The use of chained writing is a wonderful tool for all people not just children. The first thing one should understand about the use of chained writing is the inherent process of learning that utilizes. This process can be used for reasoning as well as fluency in fact based knowledge system. The good example of this the use of chained writing in written language.

Chained writing not only used to descriptive text but also can be used to narrative text and grammar that is an accompanied by media. The media may be drawings, photographs, posters, slides, cartoon slips, magazine advertisements, diagrams, graphs, tables, charts and maps. Pictures provide a shared experience for students in the class and lead to a variety of language activities. Besides

<sup>&</sup>lt;sup>16</sup> Roblyer. *Integrating. Educational Technology into Teaching.* (India: Person Education, Inc: 2006), P. 253.

arising many language activities of what the students are seeing about the people, like sharing experiences and discussing about the topic, some picture of famous about topic will activate their memories and their background knowledge about what they can tell about the characters. Thus, pictures of the topic (garden, my favorite animal, my favorite plant and education) provide some valuable resources because they can be use for:

- A shared experiences in the classroom
- A need for common language forms to use in the classroom
- A variety of tasks
- A focus of interest students

Rames adds that utilizing pictures as the topics in some writing classes will provide opportunities for both variety and sequence of tasks.<sup>17</sup> It means existence picture the students can to share about their knowledge and their or experience. So, the students can move on from one level to the higher lever, enrich the vocabularies, and grammatical structure, and sentences pattern as well as organization skill.

Apart from using pictures proposes that the teacher can also do brainstorming and group discussion in the pre-writing activity.

Brainstorming is a useful technique because it permits teachers tom approach a topic with an open mind. It can also establish the ideas and follow the

Y.C.Bambang, Technique in Teaching EFL Writing. (state University Malang Press, 2009), p.11.

way of thinking. Meanwhile, group discussion will provide an opportunity to broaden the ideas further. The benefit can be seen when the students are assigned to work individually, their ideas will run and develop smoothly.

Of the many uses the pictures, five are especially which is mentioned by Wright:

- Firstly, pictures can motivate the students and make them want to pay attention and want to take part.
- Secondly, pictures contribute to the context in which language is being used
- Thirdly, pictures can be described in an objective way or responded to subjectively
- Fourthly, pictures can responses to questioner or we situation through controlled practice
- Finally, pictures can stimulate and provide information can be referred to in conversation, discussion and story telling.<sup>18</sup>

# J. Chained Writing Activities

There are three activities in using chained writing technique in teaching writing into the following categories; Pre-writing, whilst-writing and post writing.

Y. Cahyono Bambang. Ibid., P. 45.

# a. Pre-writing

- 1. Distribute and explain the usage of chained writing
- 2. Divide the students into some groups by asking the students to count 1 up to 10. The purpose of grouping the students is to help then teacher control each students in doing the given tasks.

# b. Whilst-writing

- 1. Ask the students to write a short descriptive paragraph about the pictures as to turn.
- Ask the students to exchange their writing to other students in order to be read by these students.
- 3. Ask the students to return their classmates texts to the writers.
- 4. Ask all students to submit their work.

### c. Post writing

- Ask the student to exchange their writing to other students in order to read by these students.
- 2. Ask the students to return their classmates texts to the writer.
- 3. Ask all students to submit their work. 19

Y. Cahyono Bambang, op. cit. P 2-5.