

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Writing

Writing is one of productive skill besides speaking. It is the act of conveying language to other on written way.¹ It is the basic difference between writing and speaking as productive activity. Writing is also a kind of accuracy activity. It concentrates on the message, communicating, and receiving content.²

Dealing with written form, a writer can not interact with the reader directly. For this reason, the convention of writing tends to be less flexible and the language used tends to be standardized.³ It s done to make a writer can convey his or her information or ideas as clear as possible to readers on written way.

Writing has to be both coherent and cohesive.⁴ Coherent writing makes sense because of following the sequence of ideas and points. To make cohesion writing, a writer concentrates on the various linguistic ways of connecting ideas across phrases and sentences.

When some one writes, he or she has to consider readers who will read his or her writing. A writer needs to have capability of predicting the audience's general knowledge, cultural and literary schemata, specific subject-matter

¹ Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE, 2001), p.275

² Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p.103

³ Geoffrey Broughton & Anita Pincas, *Teaching English as Foreign Language second edition*, (London: Routledge, 1996), p.116

⁴ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, (New York: Longman, 2001), p.246

knowledge, and how his or her language choice of will be interpreted.⁵ It will reduce such kind of misunderstanding and misconception of ideas on the reader's mind.

Written language has many functions in the daily life. Halliday (1985) as cited in Nunan stated that written language is used for action (e.g.: public sign, product labels, television and radio guides, computer manual), information (e.g.: newspaper, magazines, advertisements, pamphlets), and entertainment (e.g.: fiction books, poetry and drama, film subtitle).⁶

B. Approaches in Teaching Writing

There are several approaches in the teaching of writing. The most controversial approach in the teaching of writing is product and process approach. These two approaches are discussed in many books of writing teaching.

1. Product Approach

Product approach is an approach of writing focus on the final product, the coherent and error-free text.⁷ Using this kind of approach, students' writings are just seen from the results. The writing projects must correct grammatically. The writing projects must have the same construction with the model of the writing has given by the teacher. Brown stated that compositions

⁵ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: Prentice Hall, 1994), p.326

⁶ David Nunan, *Second Language Teaching and Learning*, (Boston: An International Publishing Company, 2001), p.275

⁷ *Ibid.*, p.272

that were produced by the students supposed to: meet certain standards of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would consider to be conventional.⁸

As the approach that focuses on the result of the composition, there are two approaches included in the term of product approach. Those approaches are controlled or guided composition approach and functional approach.⁹ Each approach is explained as follow.

a. Controlled or guided composition approach

Controlled or guided composition approach emphasizes on the manipulation on language structures and sentence patterns. Students' task using this approach is changing sentence forms, tenses, singulars to plural, or joining two sentences. It emphasizes accuracy. Using controlled approach, students can easily do the writing task, because they just follow the pattern. It is also an easy thing for teacher to assess the students' works.

b. Functional approach

Functional approach concerns with the logical arrangement of discourse form in the context of paragraph. As the development of this

⁸ H. Douglas Brown, op.cit., p.320

⁹ R.R. Jordan, *English for Academic Purpose: A Guide and Resource Book for Teacher*, (Cambridge: Cambridge University Press, 2007), p.164

approach, the focus is switched to essay development with its structure of introduction, body, and conclusion.

2. Process Approach

Process approach is an approach of writing that emphasizes on the various stages that any piece of writing goes through (Harmer, 2005:326). Using this approach can make students taking more responsibility for their own learning. They can also make clearer decisions about the direction of their writing.¹⁰

In some books of writing, there are various stages of process writing. Those various stages consist of four basic stages, prewriting, drafting, revising, and editing.¹¹

a. Prewriting

Prewriting is an activity in the classroom that encourages students to write.¹² Doing prewriting, students will be ready to write their composition or to start their writing. The students can get ideas and many information of their planning writing by brainstorming, clustering, free writing, reading literature, talking and listening to share experiences.

¹⁰ Ibid., p.167

¹¹ Jack C. Richards & Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p.16

¹² Ibid., p.12

b. Drafting

In the drafting stage, students focus on the fluency of writing, without a concern of grammar and accuracy or the neatness of the draft.¹³ At this stage, there may be several start, change of mind, and searcher more ideas.¹⁴ Students' task at this stage is to state their main idea clearly and develop the context with plenty of specific detail.¹⁵ Grammatical and technical aspect can be corrected in the next stage.

c. Revising

Students reexamine their writing to see how effectively they communicate their idea to the reader in the revising stage. Their task here is improving the global content and the organization of ideas.¹⁶ In his book, Longan stated that there are two stages in the revision stage, they are revising content (the unified, supported, and organizing of writing) and revising sentences (parallelism, vary the sentences, wordiness, etc).¹⁷ There is also self-evaluation, peer response, writing conference with the teacher as part of revision process in order to receive feedback.¹⁸

¹³ Ibid., p.317

¹⁴ Lynne T. Diaz-Rico, *Teaching English Learners: Strategies and Method*, (Boston: Pearson Education, 2004), p.171

¹⁵ John Longan, *English Skill 8th edition*, (New York: Mc. Graw-Hill, 2006), p.28

¹⁶ Jack C. Richards & Willy A Renandya, *op.cit.*, p.17

¹⁷ John Longan, *op.cit.*, p.30

¹⁸ Lynne T. Diaz-Rico, *op.cit.*, p.171-172

c. Editing

Editing takes place after the composition is complete. Students prepare the final draft. They edit their work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material. Doing editing can make communication as clear and unambiguous as possible to an audience.¹⁹

Process writing is a complex thing to do. Tribble as cited in Harmer stated that process writing stages are done in recursive way (writers loop backwards and move forwards between these various stages).²⁰ It means that at editing stage, writers can go back to a prewriting stage and think again.

C. Writing Genre

Dealing with genre term, our mind will associate it with R & B, pop, rock (music genre), horror, comedy, and romantic (drama or film genre). This word has being used broadly in our life. Martin (1989) and Christie (1990) as cited in Richards-Amato & Snow, genre commonly refers to the range of ways in which things get done in particular society or culture.²¹

¹⁹ Jack C. Richards & Willy A Renandya, op.cit., p.319

²⁰ Jeremy Harmer, *The Practice of English Language Teaching 4th edition*, (New York: Longman, 2005), p.326

²¹ Patricia A. Richards-Amato & Marguerite Ann Snow, *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*, (New York: Longman, 2005), p.277

In this part, we just deal with writing genre associated with the text type of school. This genre includes narrative, recount, report, procedure, argument, discussion, and explanation.²² Each of genres is explained below.

1. Narrative

Narrative is a type of text that has purpose to entertain the readers or to teach. The organization of the text is orientation (tell who, where, when), series of events, problem, and resolution. This text has some linguistic features:

- a. Using time connectives (one day, once upon a time, later, and afterward).
- b. Using past tense.
- c. Using action verbs.
- d. May have dialogue and verbs of “saying”, for examples said, replied.

An example of narrative text

Goldilocks and The Three Bears

Once there were three bears that lived in a house in the woods: a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear’s house. She smelled the porridge in the kitchen and went inside. She tasted the porridge in each bowl and finally ate up the porridge in the small bowl.

Then she sat on a big chair, but she did not like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it, she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs There she found a small bed. She lay down on it and felt asleep.

While she was sleeping, the three bears came home. When they went into the kitchen, they got very surprised. Someone has tasted their porridge, even eaten up baby bear’s porridge. Moreover the poor baby bear was upset when he found that

²² Ibid., p.279-282

his little chair broken into pieces. When they went upstairs, they found out that Goldilocks was sleeping.

Goldilocks woke up when she saw the three bears; she jumped out of bed and ran out of the house to her home. Never again did she make herself at home in anyone else's house.

Source: <http://kbs.jogja.go.id/arsip.php?pelajaran=2&kelas=&media=> (17 July 2009)

2. Recount

Recount is a type of text that has purpose to tell the reader what happened. This text has three organizational structures: orientation, series of events, and personal comment or conclusion. It also has some linguistic features, they are:

- b. Using time connectives, for examples: first, then, at the end of the day
- c. Using past tense
- d. Using describing words

An example of recount text

A Visit to A Sheep Property

Last holiday, I visited a sheep property. I helped in the shearing sheds in the yard. On the first day, the Merino withers were crutched. I helped by sweeping up after the roustabout picked up the wool pieces.

After lunch, we started shearing the lamb. There were more than 400 so we did not finish until the next day. Once again I was sweeping and picking up dugs.

I was tired by the end of the day in the shed but our work was not finished. We all had to help to get the withers and lambs back into the paddocks. As well, we had to get the mob of ewes and their lambs to in to the yard for shearing the next day. Then it was time for rest.

It was a very long day but I enjoyed it a lot.

Source: http://www.lmpc.edu.au/Resources/Science/research_project/text_type/2_recount_eg.html (12 July 2009)

3. Report

Report is a type of text that has purpose to give information to the readers. The organization structures of this text are general statement,

characteristics (for example: habitat, appearance, food), and it may have sub headings. It has some language features:

- a. Using general nouns, e.g.: insects
- b. Using present tense
- c. Using special vocabularies, e.g.: vertebrate

An example of report text

Harvesting Machines

Headers harvest crops such as wheat, barley and oats. These machines are also known as combine harvesters. Headers combine the three operations needed to harvest a crop.

The comb on the front of the header cuts the head of the stalks. The auger pulls the heads into the machine. The stalks left standing in the paddock are called stubble. Threshing involves separating the grains from the head. The drum rotates, beating the heads. Straw and chaff are fed out the back of the header. Straw is spread over the ground. Stock can graze on this and standing stubble left after harvest.

There are a number of screens in the header. Grain passes over these and fans blow the husk away. This is called winnowing. The clean grain is stored in the box. When this is full, the grain is augured out into a chaser bin or truck.

Source: http://www.lmpc.edu.au/Resources/Science/research_project/text_type/1_report_eg.html (12 July 2009)

4. Procedure

Procedure is a type of text to tell how to do some thing. There are goal and steps in sequence as its organization structures. The language features of the text are:

- a. Using imperative pattern, e.g.: take, mix, chop, bake
- b. Using connectives, e.g.: fist, second, then, finally

An example of procedure text

Germinating Petunia Seeds

Follow these instructions to germinate petunia seeds.

You will need:

- | | |
|-------------------------------|---------------|
| a. a packet of petunia seeds | d. water |
| b. a seeds tray or small pots | e. fertilizer |

c. loamy friable soil or potting mix

Steps:

1. Fill seeds tray with soil
2. Incorporate fertilizer into soil
3. Scatter seeds on the surface of the soil
4. Cover seeds with a 3 mm layer of soil
5. Spray water to moisten the seed bed
6. Place seed tray in warm, sunny position
7. Keep soil moist by watering gently while seeds are germinating. Seeds will germinate in approximately 10-11 days.

Source: http://www.lmpc.edu.au/Resources/Science/research_project/text_type/3_procedure_eg.html (12 July 2009)

5. Argument

Argument is a type of text that has purpose to persuade others, to take a position and justify it from one side. Its organization structures are: personal statement of position, argument(s) and supporting evidence, possibly counter-argument(s) and supporting evidence, conclusion. The language features of the text are:

- a. using connectives (e.g.: first, second, in addition, therefore)
- b. may use persuasive language (e.g.: it is obviously wrong).

An example of argument text

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour smoky room, non smoker breathes as much as substance causing cancer as he had smoked fifteen cigarettes.

Smoking is not good for smokers and anybody else.

Source: <http://kbs.jogja.go.id/arsip.php?pelajaran=2&kelas=&media=> (17 July 2009)

6. Discussion

Discussion is a type of text that has purpose to persuade others, to take position and justify it from two sides. The organization structures and language features of this text are same as the organization structures and language features of argument text.

An example of discussion text

Alcoholic beverage almost exists in all Indonesian society. You will find tuak in Central Java, brem in Bali, and others. However, forbids the selling of alcoholic beverage in any forms. With the object in this mind, excess alcoholic drink will damage human body.

Drinking alcohol surely has negative effect on the drinkers. They might get alcohol poisoning, physical injuries, or, for students, weakened academic performance. The earlier a person drinking heavily, the greater their change of developing serious illness later on.

Otherwise, some people think that alcohol is just fine if they take it moderately. Their argument based on the research that drinking wine, one kind of alcoholic beverage, in small amount keeps the heart beat healthy. Furthermore, it warms the body in certain level to fight against coldness.

Source: <http://kbs.jogja.go.id/arsip.php?pelajaran=2&kelas=&media=> (17 July 2009)

D. Teacher's Role in the Teaching and Learning of Writing

During the teaching and learning of writing, teacher has some roles. In Harmer, the important role of teacher during the teaching and learning of writing are:²³

1. Motivator

As a motivator, the teacher has to create the right conditions for generating ideas. Teacher has task to persuade students of the usefulness of

²³ Jeremy Harmer, *The Practice 4th edition*, op.cit., p330-331

the activity. Teacher also has task to encourage students as much effort as possible for maximum benefit. Teacher may also suggest lines to those who can not think of anything, or prompt them with his or her own ideas.

2. Resource

Teacher should be ready to supply information and language where necessary. Teacher needs to tell students that he or she is prepared to look at their work when they are doing it. He or she can also offer advices or suggestion in a constructive way. There can be time for discussion with individual student or students working in pairs or group to finish a writing project.

3. Feedback provider

Teacher should respond positively to the content of what students have written. When offering correction, teacher will choose what and how much to focus. It is based on what students need at the particular stage of their studies and on the task they have undertaken.

E. Feedback in Writing

Feedback in general context of teaching is information given to the students about his or her performance of a learning task, usually with the objective of

improving this performance.²⁴ Feedback on writing is on the content, organization, and language forms (grammar, vocabulary, spelling, and punctuation).²⁵ Students who receive feedback on their writing can improve it.

Feedback is crucial element in writing activity. In some sources, there are some ways to give feedback. There are three kinds of feedback that are commonly used in writing activity, teacher feedback, peer feedback, and self feedback.

1. Teacher feedback

Giving feedback on students' writing is one of teacher's important roles during writing activity.²⁶ Teacher feedback can be written or spoken. Teacher gives written feedback after students finished their writing and collect it to the teacher. Teacher gives comments or responses on students' writing. Teacher also gives suggestion in order to improve their writing. Spoken feedback is usually given when students are in progress completing their writing. Teacher comes to each student to give comments and suggestion towards their writing orally.

2. Peer feedback

Students also can give feedback each other during writing activity (peer feedback). They give comments on other students' writing in order to give

²⁴ Penny Ur, op.cit., p.242

²⁵ Ibid., p.170

²⁶ Jeremy Harmer, *The Practice 4th edition*, op.cit.,p.150

feedback. Students who receive feedback from peer can improve their writing based on the comments given by peer.

Victoria Chan (2001) as cited in Harmer argued that to make sure that the comments are focus, teacher can design a form of sentences that must be completed by students, such as *Your piece of writing are ..., I like the part ..., I'm not sure about ...*, etc. Peer feedback can be more successful done in groups.²⁷ Working in groups, students can share each other when they give comment towards other students' writing.

3. Self feedback

Teacher also can ask students to evaluate their own writing.²⁸ Through this self-evaluation, they are expected to know the strength and the weakness of their own writing. Doing self-evaluation, students are usually given such kind of self-evaluation guide.²⁹

Self feedback is included in assessment for learning.³⁰ The assessment is used to improve learning. Doing self-assessment, students are expected to receive positive feedback that can improve their learning.

In Petty, there are some kinds of self-assessment that is used to improve learning.³¹ Three of them are suitable for writing activity, self-assessment against learning goal, self-assessing against goal learned from an exemplar, and self-assessing to improve summative assignment.

²⁷ Lynne T. Diaz-Rico, op.cit., p.172

²⁸ Jeremy Harmer, *The Practice 4th edition*, op.cit., p.151

²⁹ Lynne T. Diaz-Rico, op.cit., p.171

³⁰ Geoff Petty, *Evidence Based Teaching*, (Cheltenham: Nelson Thrones, 2006)

³¹ Ibid., p.262-267

Self-assessment against learning goal is done at the end of a task, topic or lesson. Students are reminded of the goals, objectives, or assessment criteria. Then, students are asked to look over their work and self-assess what they have learned, know, and can do and what they still need to learn to achieve the goal or objectives. Students use the assessment results to set themselves an individual action plan. The action plan is implemented in the next lesson.

Analyzing a good piece of work for desirable characteristics is the first stage to do self-assessing against goal learned from an exemplar. Students can analyze a good of narrative writing for example. Then students set themselves goal or determine assessment criteria based on what they have learned from the exemplar. Then, students create their own work, trying to achieve their goal. For the last activity, they self-assess using their self-set goal.

Self-assessing to improve a summative assignment is aimed to improve work in progress towards a summative assignment, coursework, project or dissertation or similar, so it can be improved before it is submitted. Students assess their draft work against the assessment criteria. There is a class discussion to clarify difficult points. Then, students go away and improve their work before submitting it.

Using self-assessment as feedback can give advantages. These are the advantages for using self-assessment as feedback:³²

- a. It makes the students aware of the goal and familiar with the characteristic of good work.
- b. It helps them work out how to improve.
- c. It encourages students to take responsibility for their own learning.
- d. Students learn to learn.
- e. It makes the students realize that success or failure depends not on talent, luck or ability, but on practice, effort and using the right strategies.

F. Assessing Writing Work

After conducting such kind of writing task, teacher's role for the last is as assessor. Teacher must assess or evaluate students' writing work. The common method used is scoring. There are three major approaches to scoring writing performance for free or guided writing; holistic, primary trait, and analytical.³³

1. Holistic Scoring

Holistic scoring is assessing a single score to an essay which represents a reader's general over all assessment. Each point on a holistic scale is given systematic set of descriptors. The reader evaluator matches an

³² Ibid., p.267

³³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Longman, 2004), p.241-243

over all impression with the descriptors to arrive at the score. Test of Writing English (TWE) is a prime example of holistic scoring.

There are some advantages of using holistic scale: fast evaluation, relatively high inter-rater reliability, score represent standards that are easily interpreted by lay person, scores tend to emphasize the writer's strength and applicability to writing across many different disciplines. On the other hand, there are some disadvantages using holistic scoring: one score masks differences across the sub skills with in each score, diagnostic information is unavailable, and the scale may not apply equally to all genres of writing.

2. Primary Trait Scoring

Primary trait scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. Lloyd-Jones (1997) suggested a four point scale ranging from zero (no response or fragmented response) to four (the purpose is unequivocally accomplished in a convincing fashion). A primary trait score is used to assess summary, lab report, graph description, and response to article.

3. Analytic Scoring

There are six major elements of writing are scored using analytic scoring. It enables students to home in on weakness and to capitalize on strengths. There are some experts that designed analytical scoring scales. One

of them is Brown and Bailey. They designed an analytical scoring that specified five major categories and a description of five different levels in each category.

Table 2.1
Brown & Bailey analytical scoring

	20-18 Excellent to good	17-15 Good to adequate	14-12 Adequate to fair	11-6 Unacceptable- not	5-1 College-level work
Organization: Introduction, body, and conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expression used, material shows plan (could be outlined by reader), supporting evidence given for 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; sequences logical but transitional expression may be absent or misused	Mediocre scant introduction or conclusion; problems with the order; the generalizations may not be fully supported 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 no made any effort to organize the composition (could not be outlined by the reader)
Logical development of ideas: content	Essays addresses the assigned topic; the	Essay addresses the issues but misses some points; ideas	Development of ideas not complete or essay is	Ideas incomplete; essay does not reflect careful	Essay is completely in adequate and does not

	ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought	could be more fully developed; some extraneous material is present	somewhat off the topic; paragraph aren't divided exactly right	thinking or hurriedly written; in adequate effort in are of content	reflect college-level work; no apparent effort to consider the topic carefully
Grammar	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragment 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 fragments	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences and fragments 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 message; reader can't understand what the writer was trying to say; unintelligible sentence structure

		present			
Punctuation, spelling, and mechanics	Correct use of English writing convention; left and right margins, all needed capitals, paragraph indented, punctuation and spelling; very neat	Some problem with writing convention or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capital missing, no margins, severe spelling problems
Style and quality of expression	Precise vocabulary usage; use of parallel structures; 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	Inappropriate use of vocabulary; no concept of register or sentence variety

Teacher needs more time when using analytic scoring, but students receive more information about their writing. Score in five or six major elements will help students to pay attention to areas of needed improvement.