CHAPTER II

REVIEW RELATED LITERATURE

Based on the discussion in chapter 1, in this chapter the writer describes some theories related with the teaching writing, invitation card, definition e-module, and teaching writing using e-module and previous study about the topic above.

A. Writing.

1. Definition of Writing

Meyers (2005:2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994:35) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether. From those definitions, writing can be concluded as the written form of human communication that represent the language and communication.

Writing is also a tool to share feelings, thoughts, and ideas. Again, it is used to communicate in the daily life. This is supported by Coulmas (2003), who says that the primary purpose of writing is to communicate meaning. In

addition, Browne (1999) states that writing as a method of communication can be used to establish and maintain contact with others, transmit information, express thoughts, feelings and reactions, entertain, and persuade. In line with this, Troyka (1987:3) in Rahardian (2003:11) says that writing is a way of communicating a message to readers to share information, persuade, and entertain. Furthermore, Halliday (1985) in Nunan (1993) suggests that written language is used for action (for example, public signs, product labels, television, and radio guides, bells, menus, telephone directories, ballot papers, computer manuals); for information (for example, newspapers, current affairs magazines, advertisements, political pamphlets); and for entertainment (for example, comic strips, fiction books, poetry, and drama, newspaper features, film subtitles). From the statement above, it is no doubt that writing is really essential in the human life. It helps the humans' life to be easy because the meaning can be expressed through writing. Harmer (2001) says that writing is undeniably developed into an instrument that helps human communicate with one another quickly and easily.

2. The Purpose of Writing

a. Express

In expressive writing, the writer's purpose or goal is to put thoughts and feelings on the page. Expressive writing is personal writing.

We are often just writing for ourselves or for close friends, usually, expressive writing is informal, not intended for other readers.

b. Describe

Descriptive writing portrays, people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about.

c. Explore/learn

In exploratory writing, the writer's purpose is to ask key question and reflect on topics that defy simple answers. In those topics where intuition and reflection are more important than rational analysis or argumentation, writers focus more on their journey of discovery than on any definite answer.

d. Entertain

As a purpose or goal of writing, entertaining is often used with some other purpose; to explain, argue, or inform in a humorous way. Entertaining may take the form of a brief joke, but its goal is to relax our audience and share some story of human foibles or surprising actions.

e. **Inform**

The purpose of informational or reportorial writing is to convey information as accurately and objectively as possible.

f. **Explain**

Explaining the whos, whats, hows, whys, and wherefores requires that the writer analyses the subject and show the relationship of those parts.

3. **The Process of Writing**

According to Harmer (2004), there are four elements in the process of writing, namely planning, drafting, editing (reflecting and revising), and producing a final version. The explanation is as follows

a. **Planning**

In the planning process, writers try and decide what it is they are going to write. They also have to think about three main issues. In the first place they have to consider the purpose of the writing since this will influence (amongst other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.

b. **Drafting**

Johnson (2008) defines drafting as the writers' first attempt to capture the ideas on paper. In this stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

c. Editing / Reflecting

In this stage, the students read all sentences they have written to see where the sentences work and where those do not work. Richards and Renandya (2002) suggest some simple checklists to alert students to some of the common surface errors. They are about the using of tenses, concord, verb form, preposition, article pronoun, and avoiding of fragments.

d. Producing a final version

After the process of editing the written text is done, the text can be changed based on the editing to make the better text if it is necessary. Then, it is the final version. This final version may be different with the plan and also the draft because things have changed in the editing process.

B. Teaching Writing

1. Definition of Teaching Writing

Writing is one of ways apart from speaking to communicate in everyday life. Millions of people especially students want to improve their

English skills including a writing skill. In fact, a writing skill is a difficult skill to be mastered. Richards and Renandya (2002:131) say that writing is the most difficult skill to master for English language learners.

In line with this, Harmer (2004:54) also proposes some tasks that should be applied by English teachers in teaching writing. (1) Task is demonstrating. (2) The teacher needs to motivate and also provoke the students in writing. (3) The English teacher needs to act as a supporter to the students. (4) Task is responding. The way teachers react to the students' work can be divided into two main categories, that of responding, and that of evaluating. (5)The last task is evaluating. Teachers evaluate the students' writing for test purposes by showing where they wrote well and where they made mistakes. Teachers may award grades.

2. **Teaching Writing for Junior High School**

According to Decree of National Education Minister 23 of 2006, the curriculum that is used in the school is K13 (Kurikulum 2013). The goal of the teaching English in the scope of writing is the students are able to express the meaning in transactional and interpersonal formally and informally in the form of recount, narrative, procedure, descriptive, and report in the daily life context. The expected writing competence of Grade VIII students of junior high school in the first semester is displayed in the table below

Table 2.1:

The Standard of Competence and Basic Competence of Grade VIII of Junior   High School

Standart of competence	Basic competence
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	4.5 menyusun teks khusus dalam bentuk greeting cards, sangat pendek dan sederhana, terkait hari hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

From the table above, it can be seen that Grade VIII students of junior high school in the first semester need to acquire some skills in order to tell the story and express the invitation text. Therefore, the teacher should give them more exposure and more chances in practicing their writing skill. Thus, it is expected that they are able to master those writing well. Moreover, they are able to implement it in their daily life. To help the students learn effectively so the standard of competence and the basic competence can be achieved, the writer used the electronic module. The e-module helped them to be more familiar with the certain expressions or word regarding to the topic, they also had the chance to practice the language with their friends.

3. Assessing Writing

The writer realizes that the most important thing to know the students'
writing skill is from their product, in this case their writings activity. It can be
assumed that, if the students have a good writing skill, their writing will be
good and almost perfect. In order to be fair on scoring process, the writer need
to decided which scoring rubric that should be used as scoring reference. In
nature, there are three main types of rating scales. They are primary trait
scales, holistic scales, and analytic scales. In primary trait scale scoring, the
rating scale is defined with respect to the specific writing assignment and
essay are judged according to degree of success with which the writer has
carried out the assignment. However, Weigle (2002) states that in second
language writing assessment, primary trait assessment has not been widely
used, and little information exists on how primary trait scoring might be
applied in second language testing.

And the other hand, holistic scale is assessing a single score to a script
based on the overall impression of the script. Each script is read quickly and
then judged against a rating scale, or scoring rubric, that outlines the scoring
criteria. Weigle (2002) argue that is another drawback to holistic scoring is
that a single score does not provide useful diagnostic information about a
person's writing ability. It does not allow rates to distinguish between various
aspect of writing. They adds that holistic score are not always easy to

interpretation, as raters do not necessarily use the same criteria to arrive at the same score.

Meanwhile, in analytical scale, script are rated on several aspect of writing or criteria rather than given single score. In line, Weigle (2002) states that analytic scoring schemes thus provide more detailed information about students' writing abilities in different aspects of writing. He also argues that analytic scoring is particularly useful for second language learners, who are more likely to show marked or uneven profile across different aspects of writing. Finally, analytical scoring can be more reliable than holistic scoring. Based on the reason above, the writer decided to use analytical scoring rubric proposed Jacob (1981) from Weigle (2002) the writing scoring rubric

Table 2.2 Scoring rubric

Criteria	Ratting	Description	Score
1.Content	5 (excellent)	Main ideas stated clearly and accurately, change of opinion very clear.	
	4 (good)	Main ideas stated fairly clearly and accurately, change of opinion relatively clear	
	3 (average)	Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak.	
	2 (poor)	Main ideas not clear or accurate, change of opinion weak.	

	1 (very poor)	Main ideas not all clear or accurate, change of opinion very weak.	
2 organization	5 (excellent)	Well organized and perfectly coherent	
	4 (good)	Fairly well organized and generally coherent	
	3 (average)	Loosely organized but main idea clear, logical but incomplete sequencing	
	2 (poor)	Ideas disconnected, lack logical sequencing	
	1 (very poor)	No,organization, incoherent.	
3. vocabulary	5(excellent)	Very effective choice of words and use of idiom and word forms	
	4 (good)	Effective choice of word and use of idioms and word forms	
	3(average)	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2 (poor)	Limited range, confused use of words, idioms, and word forms	
	1(very poor)	Very limited range, very poor knowledge of words, idiom and words forms. Grammar	
4. grammar	5 (excellent)	No errors, full control of complex structure	
	4 (good)	Almost no errors, good control of structure	
	3(average)	Some errors, fairy control of structure	
	2 (poor)	Many errors, poor control of structure	
	1(very poor)	Dominated by errors, no	

		control of structure	
5.Mechanic	5 (excellent)	Mastery of spelling and punctuation	
	4 (good)	Few errors in spelling and punctuation	
	3(average)	Fair number of spelling and punctuation errors	
	2 (poor)	Frequent errors in spelling and punctuation	
	1(very poor)	No control over spelling and punctuation	
Score			

The scoring rubric is used to assess the students' writing ability. The writing evaluation system based on the five components including content, organization, vocabulary, grammar and mechanic. The level of students' writing can be described into five categories such as excellent to get five points, good to get four points, average to get three points, poor to get two points, and very poor to get one point. In sum, teachers would better use this scoring rubric to assess the students' writing ability in order to be fair on scoring process.

4. The Importance of Improving Writing Skill by Using E-module

In teaching writing, the teacher needs method to make the teaching effective. Using e-module is one of method that suggested by the writer in teaching writing especially in invitation card. Through this method, the

students ask to think together and can increase the students' creativity. Because through using e-module learning students asks to think together, sharing ideas and solved the problem. The use of e-module when learning can encourages the students to stimulate their imaginative power so that they will have a concept in their mind about what they are going to write. According to Anyasari (2010) writes that students were not reluctant to start writing because they could easily generate ideas to write when they get a picture series about the material that they are going to write. It means that applying pictures series to students in writing activity, students can generate their idea in writing a text. The e-module assist them because the e-module can guide the students in writing activity. E-module helps students to be inspired have more creative ideas.

C. Electronic Module

1. Definition of E-Module

E-modules are teaching materials that are packaged systematically and interesting based on the curriculum and certain conditions that can be displayed using a computer, laptop, or smartphone. E– module is the electronic based part of learning utilizing information technology and education. Not only utilizing internet media but also utilizing that others device such as tape recorders, videos, cassettes, projectors and others. E-module is teaching materials that are packaged in a manner systematic and

interesting that can be used independently for reach certain destinations and have navigation connected to it internet as well as videos and learning tutorials presented in kind electronics so that students are richer in knowledge and smart in the development of information technology very rapidly.

In times like today the print media has gradually faded switch to digital media. This is in the midst of education, especially in making modules, not limited in its making. Modules in the era globalization like now in the form of digital or commonly called e-modules. An electronic module or e-book is a display of information in the form of module that are normally recorded electronically using hard disks, diskettes, CD or flash disk, and can be opened and read using a computer or an electronic module reader (e-module reader or e-book viewer).

Electronic modules (e-modules) are defined as learning tools which is made electronically, contains systematic and interesting material for achieve the expected competence. (P2M LPPM UNS Team, 2013).

In making modules there are some similar characteristics between the print module and the e-module but there are also differences. The difference between the printed module and the electronic module in this table.

Table 2.3
Differences in Print Modules and E-modules (Electronic Modules)

E-module (Electronic Module)	Print Module
Form of electronic (such file .doc, .exe, .swf, dll)	In the form of print out (paper)
It is displayed using electronic and use specific sofware to open and read the module (Laptop, PC, HP, Internet)	.It is displayed using paper
E- module more efffective to bring anywhere because it doesn't need a lot of place	It is need a lot of place because usually module contain of a tick of paper and heavy to bring anywhere
The production is cheap	The production is expensive
Durable and not easy weathered	Paper durability is limited by time
It is need electricity	It doesnt need electricity
Can be equipped with audio or video in presentation	. Can't be equipped with audio or video in presentation

Sumber : (Tim P2M LPPM UNS, 2013)

2. Form of E-Module

The product developed using portable document format application developed into based interactive multimedia learning English lessons with products produced in the form of E-modules which contains English material with the subject matter of VIII grade and the material is Invitatition card in the MTs. Darul Hikmah with the development of applications that attract the attention of students is accompanied pictures, text and quizzes related to material Invitation cards that aim to improve the students' learning motivation and achievment.

D. Invintation Card

1. Definition of Invitation Card

Dealing with 2013 curriculum for the Eight Grade students. Invitation is one of the subjects of English on the course book of 2013 curriculum, this materials means that how the students to invite someone to attend a celebration based on 3.4, 4.4, and 4.5 competence, it is designed by writer in accordance with the needs of students and as a reference for teaching materials that used by the teacher in the learning process

2. Generic Structure of Invitation Card

1. Including event title : including the purpose or type of event will be held

2. Showing orientation : inform about what will or who will come

3. Stating date and time : including when or where the event will be held

4. Giving closing statement: including hope of the writer to the reader to come to his or her event.

E. Previous Study

1. The project was conducted by Bee Choo, Y. & Zainuddin, N.S. (2018) entitled "The Use of E-book to Improve Reading Comprehension among Year 4 Pupils". The study's aim is to discover the influence of reading comprehension and oral proficiency in English learning. In this study, among Year 4 pupils in one of the primary schools in Malaysia. The participants involved were twenty pupils consisting of seven males and thirteen females. The ability of reading is an ability that is owned by an individual to response or give reaction. The

differences between this previous study and this study, they are: (1) this previous study is focus on the student reading comprehension by using e-module but in this study the writer focus on the student writing ability in material invitation card by using e-module. (2) This previous study to know the significant improvement of reading ability but in this study to know the significant difference of students' achievement between before and after being taught by using e-module in English learning process.

2. The study that was conducted by Ahmed and Rahman entitled "The Effect of Interactive E-book on Students' Achievement at Najran University in computer in education course". This study is aimed to examine the effect of interactive e-book on students' achievement at Najran University in computer in education course. Quasi-experimental study designs is used in the study and to collect data the writers built achievement test to measure the dependent variable represented in the achievement affected by experimental treatment. The differences between this previous study and this study, they are: (1) this previous study investigate the different students achievement between the use of e-books and printed book, but this study investigate the significant influence of using e-module on student writing ability in material invitation card.(2) This previous study uses students at Najran University as the sample, but this study involve the students of eight grader at Junior High School.

Those previous above are used as reference for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the writer this time. The study was the effectiveness of using e-module in teaching writing invitation card. The difference between this study and previous studies were the objective of this study and method of this study. In addition, the lack of previous studies above there was on representative of students that will used as sample not too much attention by writer, instrument that valid and reliable also not considered. The objective of this study was to find the effectiveness of using e-module in teaching writing invitation card. The method of this study was quantitative method and the design of this study was quasi experimental design, and in this study the writer will complete of the preliminary that still lack

F. Conceptual Frame Work

Communication is an essential need for human being. One of the ways to communicate with other people is by writing. As stated in the previous chapter writing is important for language learners because writing is the form of communication. They are expected to be able to write English accurately, correctly, and acceptably in the daily life.

This is the conceptual frame based on the student problem in writing:

The students have low writing ability in invitation card >The use of electronic module. Students are able to improve their writing ability. > Electronic module

facilitates students' opportunity to learn English independently and improve their creativity in writing invitation card.