

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

The terms of writing have several meanings. According to the Longman dictionary, “writing is words that have been written or printed”. Many experts have proposed the definition and explanation of writing. Widdowson (1978:62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. Hornby (1974:996) states that writing is in the sense of the verb ‘write’. Write is to make letters or other symbols (ideographs) on a surface, especially with a pen or a pencil on a paper. Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose.

The purposes of writing are to express one’s self, to provide information for one’s reader, to persuade one’s reader, and to create a literary work. The term of ability defined as skill or power.

Based on the Longman dictionary, “ability is the state of being able to do something. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

According the explanation above writing is words that have been written or printed who have purpose to communicate a message for a readers, persuade a

reader and writing can be a literary work. When we are writing currently, we have a purpose for which we are writing. In addition, according to Collerson (1988:105), writing can be one of the most effective means of learning. Writing is not only write but send a idea from writer mind, experience, or only express their mind.

B. Writing Problem

According to Byrne (1979), writing is a difficult activity for people both in their mother tongue and in their foreign language. It means writing is difficult when the writer write the foreign language because they are not only Indonesian language but also English language writing is difficult skill for people or students. Beside the problems mention above there are some problems, which classified into three kinds by Byrne, those are:

1. Psychological problem

Writing essentially is a solitary activity and the fact that we are required to write to our own, without the possibility of benefit of feedback, and it makes the act of writing difficult.

2. Linguistic problem

In writing, we have a compensate for the absence of these features: we have to keep the channel of communication open through our own effort and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we procedure can be interpreted on its own.

3. Cognitive problem

Writing is learned through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that a reader who is not present can understand them and perhaps by a reader who does not know us.

The three problems above can be solved by practicing more writing, guiding the students, and motivating the students to keep writing.

Besides those problems, there are other problems, which are able to hinder the success of teaching and learning writing. Those are as follows:

1. Teaching the less proficient writer

Unlike proficient writers, less proficient writers tend to jump right into the writing task without using prewriting strategies to generate ideas and organize thoughts. In addition, in the revising process, the students just edit grammar, syntax, spelling, and punctuation without showing many additions, deletions, substitutions, or reordering of ideas. Perhaps this is because there is often confusion associated with revision, and unlike proficient writers, less proficient writers seem to lack patience to work through the confusion in the process of clarifying meaning.

However, the teacher has to overcome those problems and try to improve the students' writing skill. Therefore, the teacher needs to give less proficient writers more of everything that is more time; more opportunity to

talk, listen, read, and write; more instruction and practice in generating, organizing, and revising ideas. Moreover, more attention to the rhetorical options available to them, and more emphasis on editing for linguistic form and style. In short, the teacher needs to do more than simply take less proficiency students through a process of producing a piece of writing. The teacher also needs to give full attention to them, to show them how to plan a piece of writing through prewriting activities, how to draft and revise.

2. Difficulty in writing English

Some students simply do not like to write. When the students believe they cannot write, or have a defeatist attitude toward writing, they disengage themselves from the writing process. In addition, to explore ways to give the students a more positive perspective about their writing, the teacher can demystify writing process. It means the teacher has to lead the students through prewriting, drafting, and revising activities.

3. Responding the teacher's feedback

Writing teacher often spend many hours reading and marking students papers, offering revision suggestions and feedback on language errors. The teachers correct, circle, underline, write notes like 'preposition problem'. However, the students quite often do not pay attention to our comments and corrections. In addition, it will prevent the students to improve writing ability.

To overcome those problems, the teachers have to make the students understand what the important of understanding the teachers' feedback.

Then the teachers can explore different ways for students to get feedback on their writing such as one to one conference, peer-response group etc.

C. Writing Process

Writing process seen as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text (Hogue, 1996: 14). It means writing is the process that needs some activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and revising, then editing. Writing is not only activity write and then finish. According to Capella University in journal of *The Writing Process*, explain that: “the writing process helps writers produce stronger, more focused work because it highlights connections and allows for movement between research and the phases of writing”. There is some step, which helps us to write a text become easier. Those are pre-writing, drafting, revising, editing, and writing the final paper.

1. Pre-writing

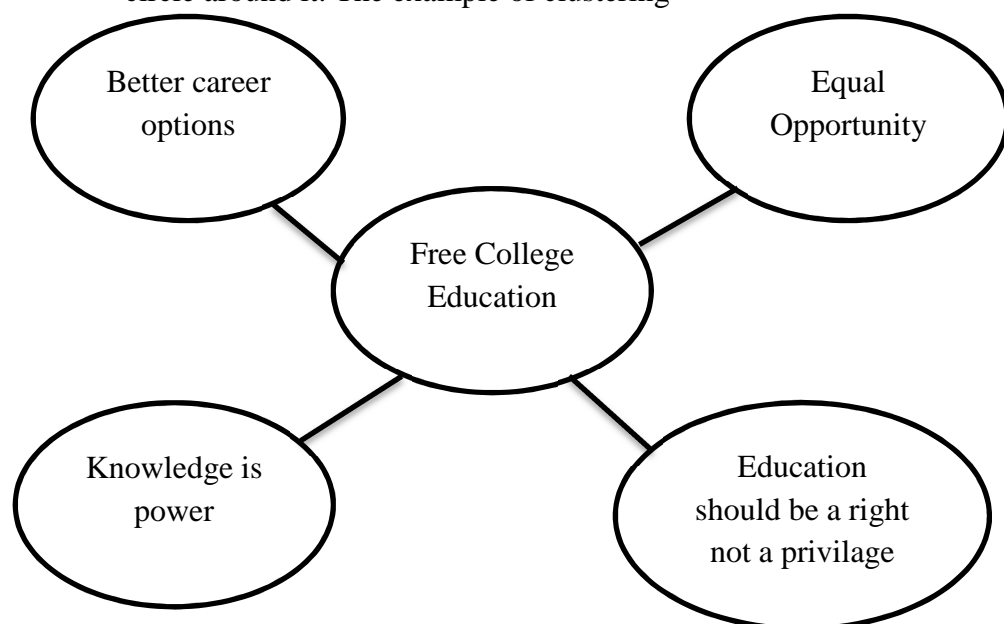
According to Steve Peha (2002), Pre-writing is any activity that helps writers figures out what to write about. It means in pre-writing the writer coming up inspiration and ideas to writing something about. The writer can use any technics can be used. There are some technics can used in pre-writing, according to LAVC Writing Center (2002), there are four different options technics in pre-writing: Free writing, Clustering, Listing, and Brainstorming.

a. Free writing

Free writing is a technique where you write out as much as you can within a short period of time (Kent State University). It means free writing is we write anything as much as we can write but the time not short. The writers are not erasing the wrong sentences.

b. Clustering

Clustering is a type of prewriting that allows you to explore many ideas as soon as they occur to you. Clustering allows begin without clear idea. To begin to cluster, choose a word that is central to you assignment (Melanie Dawson & Joe Essid, May-July 2010). It means clustering explore the writer idea from choose a word that become main idea and then the main idea considering and put a circle around it. The example of clustering



c. Brainstorming

According to Colorado State University (1993-2014), brainstorming is an informal way of generating topics to write about, or points to make about your topic. The important point about brainstorming is that there should be no pressure to be “brilliant”. It means topic of general will write only points and the writer writing no pressure and enjoy. LAVC writing center explain that brainstorming: ask yourself questions about topic. Who, what, when, where, why, and how are good questions to start. The example, how can I improve my grade?.

d. Listing

Listing is a *brainstorming* technique many people find useful. It means doing just what its name suggests -- listing possible topics and then sublists of things, you could say about each topic. A list could consist of the main topic of regional dialects and then sublists would be regional dialects you know or have experienced. Additional sublists might be particular words of each of those dialects, things you have noticed about those dialects (i.e. New Yorkers speak fast), what you think those dialects sound like, etc, Colorado State University (1993-2014).

D. Kind of Genre Text

A text forms a discourse. Text in the discourse have communicative goal to be achieved, based on the goal a text classified into some type. The

genres of texts are description, report, explanation, exposition, procedure, review, narrative, recount, and news item (Djuhaeri, 2007:9).

Each of the above has different meaning and function based on each purpose of the text.

1. Narrative text is a text containing a story of fairytale aims to amuse the reader. The content of narrative text is fantasy or true story that gets spices engineer. The example of this text is the story about Cinderella, snow white, Aladdin etc.

2. Report texts peel an observation or experimental result about things, animals, people or place. The example for report text is as follow:

“Snakes are reptiles. These cold-blooded creatures belong to the same groups as lizards. Snakes have no legs, but long time ago they had claws to help slither along them. Snakes often sunbathe on rocks in the warm weather. This is because snakes are cold-blooded”.

3. Explanation text based on the function to explain a process of shaping, a theory, concept, ideology, definition and another thing that related to natural phenomena, for example: A brief Summary of speech production.

“Speech production is made possible by the specialized movements of our vocal organs generate speech sounds waves. Like all sound production, speech production requires a source of energy. The source of energy for speech production is the steady stream of air that comes from the lungs as we exhale”.

4. Exposition texts aim to make sure opinions, ideas, view of writer on a topic. For example:

“English is the most important language in the world. It is the language spoken at the United Nations; it is also the official language of diplomacy. In addition, English is useful in many occupations. For

example, air traffic controllers all over the world must be able to speak English”.

5. Procedure texts aims to give guidance, method, steps to doing something, generally procedure text contain about tips or steps to make a thing and doing an activity. For example : How to make fried rice.
6. Review text aims gives reviews about a work of film, music, book, exhibition, etc.
7. Recount text is a type of text containing reported events, someone activity or the experience of someone. For Example :

“On Friday we went to Blue mountains. We stayed at David and Della’s house. It has a big garden with lots of colorful flowers and tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scasry. Then mummy and I went shopping with Della. We went to some antique shops and tried on some old hats”.

8. News item text is a type of text containing preaching event or proper event witnessed by the public. For example: Town ‘contaminated’.

E. Motivation

1. Definition

According to Microsoft Encarta Dictionary motivation have 3 (three) definition:

- Giving of reason to act: the act of giving somebody a reason or incentive to do something.
- Enthusiasm: a feeling of enthusiasm, interest, or commitment that makes somebody want to do something, or something that causes such a feeling.

➤ Reason: a reason for doing something or behaving in a particular way.

“Motivation is encouragement from inside of people” (Mario Teguh:2010). It means the motivation is from our self and then we are deciding to work or doing something better than before. The other said from Keller (1983) clarified four components of motivation—interest, relevance, expectancy, and outcomes in the educational theory of motivation. It means that components explained that motivation as interested people to the expectation the next and get the positive outcomes/ value/ goals, because average motivations is to get better than before. He cited “the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect” (p. 389).

H. D. Brown (1994) defined motivation as “the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit” (page 34). It means that the motivation as the power of some body that influence to do or not to do something caused by interesting, passion, desire, and idea to achieve what he/she wants, and motivation will influence attitude, mental, think paradigm and many more.

Motivation is essential element of successful language acquisition and is a dynamic process subject to continuous flux (Dornyei, 2001). Williams and Burden (1997) suggest that each individual L2 learner’s motivation is influenced by both external factors related to the socio-cultural and contextual background of the learner and internal factors related to the individual learner. Internal factors include the learners’ attitudes towards the activity, its intrinsic interest, and the

perceived relevance and value of the activity (Journal of Second Language Writing 16 (2007, 219–237).

The explanation above explains much definition about motivation that difficult to analyze. According to Suzanna Hidi & Pietro Boscolo (2007, 1-2), “A useful way of organizing the variety of motivational constructs is by referring to the three main areas into which recent motivational research can be divided (wigfield & Eccles, 2002b), and considering how each are many related to writing”. The first area is motives to write, the writer’s perceptions of his/her ability to write, and both professional and students writers. So, students or writer should have a motives because motive is purposes of goal orientation. The goal orientation is values and interests, which activate students’ behavior. A second area regards the writer’s perception. It means students should have positive or negative about their text to representation for teachers evaluate. Finally, students as professional or writers, when dealing with a demanding task, try to manage it by using various, more or less productive strategies: from planning time, to adopting metacognitive tools, to resisting the temptation of giving up writing.

The students writing need motivation to movement in emotional and cognitive. Motivation is characterized by movement, both emotional and cognitive, and the writing process that results is characterized by movement. It means the value of writing, the students can move their emotion and cognitive because the students has object to release their mind about critics or angry to someone with writing.

F. Microsoft Word 2007

Students use word processors in writing and editing text. Word processor helps students using spelling and grammar in word processors. Computers are an excellent tool for editing stage, (The writing center LAVC 10/1003). The benefit using Word processor not only for students but also for teacher because teachers can prepare worksheets and material for young learner using word processor. When teacher using word processors, they can correcting, editing and providing feedback on learners' digitally submitted written work. Word processors include dictionary, grammar, and thesaurus tools (Gavin Dudeney & Nicky Hockly, 2007:21).

We will focus on Microsoft word as word processors because almost all of students using that. There are many series of Microsoft word are students use, that is Microsoft word 2007, Microsoft word 2010, and Microsoft 2013. Almost all of students using Microsoft word 2007.

Microsoft word 2007 is one of package on the Microsoft office 2007. Microsoft word 2007 is software completing from earlier version. Earlier versions of Word all looked alike. They had menus, toolbars, task panes, and other pop-up, drop-down, leak-out nonsense. With Word 2007, all that stuff is gone, nailed shut in a box and wheeled away into that huge warehouse where the U.S. government keeps the Ark of the Covenant. Word 2007 sports no menus. It has only one tiny toolbar (Dan Gookin, 2007).

Microsoft Office 2007 contains loads of new features. Unfortunately, finding— let alone using — these new features can be troublesome. Therefore,

with Office 2007, Microsoft added its most important feature ever — making the programs easier to use (Wallace Wang, 2007). It means in Microsoft word 2007 give more attractive feature than old series. Microsoft word 2007 give new interface.

G. Spelling and Grammar Checker

There are many programs to check the sentence, vocabulary and punctuation. Especially for spelling and grammar checker helps students or learners to edit their works. Spelling and grammar checker usually has one system in word processor.

Spelling and grammar is one of kind function in the Microsoft word 2007 to correct and check text has we wrote. “As the title of this section suggests, it may very well be true that Word’s document proofing tools know an impressive number of words and have mastered countless grammatical rules, and they may do their dandiest to recognize *context*, but they still often fail. So, just because it appears that your document contains no errors does not mean that everything is perfect. There’s no better way to proof a document than to read it with human eyes” (Dan Godin, 2007).

According to Phoebe Stedman (2012) state:

“There are lots of benefits of using spelling and grammar checker software. For the students, teachers, professionals, businessmen who are busy enough and other research workers spelling and grammar checker software is hot cake”.

Here in below some of the benefits of spelling and grammar checker software:

1. Spelling and grammar checker helps to find out the mistakes both of grammar as well as spelling of a written works. A writer cannot find out his or her own mistakes and at this time, this software can be a great help. It not only finds out the mistakes but also shows the way to make correction.
2. It is a wonderful benefit of using this software and that is error free writings. No longer have you to wait with your mistakes in the writings- spelling and grammar checker software will make it fresh, error free.
3. Spelling and grammar checker software is offering wonderful opportunity of saving money for proofreading. If you appoint a proofreader you have pay a great deal of money, therefore, you are not getting 100% error free work from him, but the software is easy, cheap and secure.
4. People who are not expert for spelling and grammar can create unique and best quality text with the help of spelling and grammar checker software.
5. It is very important for a businessman to ensure error free message, text, website contents and other writings to catch sight of the visitors at first sight. Spelling and grammar checker software is must here to create error free writing for your business.
6. Those who are seriously busy with their several activities can use the software to create their necessary writings fast, easy and error free.