CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher describes writing skills, writing process, the role of teacher in teaching writing, kinds of genre text, recount text, process-genre based approach, and testing the writing skill.

A. Writing skill

Writing skill help the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. Writing skills have specific abilities which help writers put their thought into words in meaningful form and to mentally interact with the massage stated by Langan (2006).

1. Writing for Learning

Harmer (2004:31) states that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed parts of the syllabus in the teaching of English. The importance given to writing differs from teaching situation to teaching situation. Writing for writing role where the students write predominantly to augment their learning the grammar and vocabulary of the

language. Writing is often not time-bound in the way conversation is. When writing, students frequently have more than they do in oral activities.

Writing encourages students to focus on accurate language used and, because they think as they write, it may well provoke language development as they resolve problems which writing puts into their minds. Since here students are not writing to become the better writers. Writing for learning consists of:

a. Reinforcement Writing

Writing has always been used as a means of reinforcing language that has been taught. In simple form, teachers often ask students to write sentences using recently learn grammar. From this activity just writing sentence makes them think about the new grammar or vocabulary in a more considered way than if we asked them to provide instant spoken examples state by Harmer (2004:32).

Clearly the purpose of these activities is to give students opportunities to safe 'new' language better. And they can remember what they have been studying.

b. Preparation Writing

When the students write sentences or paragraph as preamble to discussion activities need such things as like preparation. Preparation is help writer to build their writing better. Preparation is important in many things as like writing, it is helpfully for the writer even though it is not the main focus on an activity. Give the students time to think up ideas rather than having to come up with instant fluent opinions. Something that many, especially at lower levels, find difficult and awkward stated by Harmer (2004:33).

2. Teachers Task in Writing

To help students to become better writers and to learn how to write in various genres using differences registers. Writing to write mostly is concerned in separate and distinct from the teaching or grammatical or lexical accuracy and range, even though both of them are the result of it.

Writing to write is important to help students with matters of handwriting, orthography (the spelling system), and punctuation, teaching writing is more than just dealing with these features too. It is about helping students to communicate real messages in an appropriate manner stated by Harmer (2004:39)

The tasks which teachers have to perform before, during, and after students writing are the following stated by Harmer (2004:41.42) :

a. Demonstrating

Students need to be aware of writing conversations and genre constraints in specific types of writing, teacher have to be able to draw these features to their attention.

b. Motivating and Provoking

Students' writers often find themselves 'lost words', especially in creative writing tasks. This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the tasks, and persuading them what fun it can be. Sometimes teacher can give them the word they need to start a writing task as a way of getting them going.

c. Supporting

Students need a lot of help and reassurance once they get going, both with the ideas and the means to carry them out. Teacher need to be extremely supportive when the students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

d. Responding

When responding, we react to the content and construction of a piece supportively and often (but not always) make suggestions for its improvement. When we respond to a student's work at various draft stages, we will not be grading the work or judging it as a finished product.

e. Evaluating

When evaluating our students' writing for test purpose, we can indicate where they wrote well and where they made mistakes, and we may award grades; but, although test marking is different from responding, we can still use it not just to grade students but also as a learning opportunity.

B. The writing process

Writing process is 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 (Hague, 1996: 14). It means writing involves a number of activities; setting goal, generating ideas, organizing information, selecting appropriate language, making a draft, reading and revising it, then revising and editing. Writing process as mention above is a complicated activity not only needs language skill but also creativity to arrange a set of words, sentence become =s a

readable and understandable text. In additional, writing basically of making a point and provide the evidence to support or develop that point to make clearer.

When we will write and producing a text, we must follow some steps which help us to write a text become easier. Those process are prewriting, drafting, revising, and writing the final paper. Each steps has function to make the writing become a good writing.

1. Pre-Writing

According to Zemack and Rusimek (2006:8), there are three crucial activities which have to be done in prewriting. Those are choosing a topic, gathering ideas, and organizing. In additional, to choosing topic, gather ideas, and organize the writing, there are five prewriting techniques that can be applied to the students. Those are as follows:

1) Free writing technique

Free writing means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Students write with ignore about erasing mistakes, organizing material instead explore their idea by putting down whatever in their mind (Hogue, 1996:24). It means that free writing is just write topic without stopping with ignore about mistake of spelling, punctuation correctly or organize material.

2) Questioning technique

Questioning means students generate who, why, when, what, where and how questions about a topic. For example:

Question   : why don't you like to go to a movie?

Answer   : just too many problems involved.

With those question will develop students writing in their paper. In questioning, we generate idea by asking as many as questions as we can think about our topic.

3) Making a list, also known as brainstorming

Brainstorming means to write down ideas of all kind-good or bad-on piece of paper. Don't evaluate the ideas as this stage because in brainstorming all ideas are equal (Boardman and Frydenberg, 2008: 33).

In this technique students create a list of ideas and details that related the subject. Brainstorming is intended to accumulate raw material by making a list of everything about students' subject that occurs.

4) Clustering technique

Clustering technique is also known as diagramming or mapping is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering usually use lines, boxes, arrows and circles to show relationship among the ideas and details that occur. Begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put minor ideas or details in smaller boxes or circles. And use connecting lines to show how they relate as well.

5) Preparing a scratch outline technique

A scratch outline technique is an excellent sequel to the first four prewriting technique. A scratch outline often follows free writing, questioning, list making, or diagramming or it may gradually emerge in the midst of these strategies. In fact, trying to make scratch outline is a good way to see if you need to do more prewriting. If you cannot come up with a solid outline, then you know you need to do more prewriting to clarify your mine point or it several kind of support.

In a scratch outline, you think carefully about the point you are making, the supporting item for that point, and the other in which you will arrange those items. The scratch outline is a plan or blue print to help you to achieve a unified, supported, well organized composition.

2. Drafting

Drafting is an activity which the writer writes the paragraph or essay from start to finish. Use the writer's notes about ideas and organization (Zemack and Rusimek, 2006:9). It means after students have generated ideas, they need to write them down, and teachers have students draft their ideas in a number of ways. The students can be asked to do one-sitting writing, in which they are encouraged to write draft on their entire essay, from beginning to end, in one sitting. Another way, the students can make a draft in class and finish writing in home.

3. Revising

In revising, the writer needs to check the organization of the paragraph and look at the ideas. According Boardman and Frydenberg (2008:39), there are four questions that you have to ask to yourself like these:

1) Does the paragraph have unity?

2) Are there enough minor supporting minor supporting ideas for the major supporting sentences?

3) Do the supporting sentences have good coherence?

4) Is there good cohesion?

In short, the students need to consider revision of the content and organization of their ideas. However, this is not necessarily easy for students to do, so the teachers need to guide the students to revise their writing.

4. Editing

Editing is another aspect of writing and requires recognizing problems in grammar, syntax and mechanics (Gebrard, 2000:230). It means in this phase the students need to edit the mistakes in grammar (e.g. subject-verb disagreement, improper pronoun use, and incorrect verb tense); syntax (e.g. fragments and run-on sentences); mechanics (spelling and punctuation errors). Thus, the students should always edit your writing after you revise it.

Editing is not problematic in the way that revision is, because most students are willing to work hard at editing their work. However, it does take much time, knowledge, experiences, and commitment to become a good editor, and some students can become preoccupied with editing, so much so that they

equate good writing with correct grammar, syntax, word choice, and mechanics rather than with the expression of meaning which editing is simply part.

5. Writing the final paper

The last step of in the writing process is to write a clean revision of the paragraph with all the revision and editing carried out. This draft is the one that the students will turn in, so they have to be sure to use good writing format.

C. The Roles of Teacher in Teaching Writing

The role of teacher is so crucial in teaching writing because the teacher has to guide the students how to be a good writer. In additional, the teacher has to control the students whether they use the correct sentence in writing or not. It is because they write the foreign language, not the first language. According to Harmer (2007:330), teacher has important roles in teaching writing because she has to be motivator, resource and feedback provider. Based on those statements, the writer would like to discuss the three roles of teacher in teaching writing. Those are as follows:

1. Motivator

In teaching writing, all teachers have to motivate the students, create the right conditions for the generating of ideas, persuade them of usefulness of the activity; encourage them to make as much effort as possible for maximum benefit. This may require special and prolonged effort for longer process writing sequences. Therefore, the teacher has a big role to motivate the students in writing process so that the students have much desire to write in a good order.

2. Resource

Especially during more extended writing task, the teacher should be ready to supply information and language where necessary. The teacher needs to tell the students that the teacher are available and be prepared to look at their work as progresses, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students or students working in pairs or groups to complete a writing task.

3. Feedback provider

Giving feedback is needed to make the students' understand about how to write well. Consequently, teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers will chose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

Based on three roles of teacher above, she will try to be a good teacher in teaching writing by applying those roles well.

D. Kinds of Genre Text

There are many kinds of genre of the text, according to Djuharie (2007: 9) a text form a discourse. The genres of texts are: descriptive, explanation, report, exposition, procedure, review, narrative, recount, and news item. Each of the text above has different meaning and function based on each purpose of the text.

1. Description text is a text that has aims to give detail describes of someone, something, a place or an animal. For example : My Pet

"I have a pet. It is dog, and I call it Brownie is a Chinese bread. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones, everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school. Brownie plays with my cat. They get along well and never fight may be because Brownie does not bark a lot. It treats the other animals in our house. Gently, and it never eats shoes. Brownie is really a sweet and friendly animal".

2. 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, 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".

3. Report texts peel and 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. Snake have no legs, but long time ago they had claws to help them slitter along. Snakes often sunbathe or rocks in the warm weather. This is because snakes are cold-blooded".

4. Exposition text aims to make sure opinion, ideas, view of writer on a topic. For example: English

"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 text aims to give guidance, method, steps to doing something, generally procedures text contain about tips or steps to make a thing and doing activity. For example: how to make a cheese omelet.

6. Review text aims gives reviews about a work of film, music, book, exhibition, etc. for example : Final Destination 3

7. Recount text is a type of text contents reported events, someone activity or experience of someone. For example: Holliday

"On Friday, we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden, with a lots of colorful flowers and a tennis court.
On Saturday, we saw the three sisters. Then, we went on the scenic railway. It was scary. Then, Mommy and a 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 contents preaching event or proper events witnessed by the public. For example: Town 'Contaminated'.

E. Recount text

According Cahyono (2011: 14) recount texts is retelling the experiences in the past. A recount text presents the past experience in the series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. To some extent, actually the recount texts are not limited to talk about someone's experience only. They many kinds of form, for example newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters. Recount texts explore the series of events which happened to the participants. These events are the main element in composing recount text.

Emilia (2011: 74) stated that recount texts are the types of text which retell event or experiences in the past. Commonly, recount text written based on experiences own writer, but recount text be able to write based on imagination in outside writer experiences.

According Anderson and Anderson (1997) recommended the steps for constructing recount texts, they have three main parts: the first paragraph that gives background information about who, what, where and when (an orientation); a series of paragraphs that retell the events in the order in which they happened; a concluding paragraph that may include a personal comment (not all ways necessary).

In short, the generic structures of recount texts should consist of the following: Orientation (Introducing the participants, place and time); event (Describing series of event that happened in the past); reorientation (it is optional, stating personal comment of the writer to the story).

The linguistic features of recount texts as stated by Anderson and Anderson (1997) are: proper nouns to identify those involved in the text, descriptive words to give details about who, what, when, where, and how, the use of past tense to retell the events, words that show the order to events (for example, first, next, then).

According to Emilia (2011: 76) the linguistic features of recount texts are telling about specific participants: brother, sister, father, mother, or friends; in the form simple past; using action verb, such as: went, saw, fed, returned; using conjunction, such as : when, after, before, during, "first, next, then" (Anderson

and Anderson, 1997a:50); using pronoun, such as: I , we; explanation event with specific, usually chosen text more interest.

F. Process genre based approach

A process genre approach, which is introduced by Badger and White (2002) enables teachers to provide the teaching on the linguistic organization of written discourse as well as the practicing to move from concepts, thoughts, and ideas to written texts. Before process genre approach is discussed further, other approaches to the teaching of writing will be a little bit reviewed. The participles of process genre approach and a sample of implementation in the classroom are discussed subsequently.

In the context of EFL, there are commonly three approaches to writing (Badger & White, 2002). They are product, process and genre approaches. The emergence of one approach is followed by another as a result of different perspectives from professional writers and educators in seeing how writing should be taught or learned.

1. Product Approach

Product approaches are named so because the focus is essentially on the ability to produce correct texts or "products" (Richard, 1990:106). In these approaches, learning to write in EFL/ESL mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts (Hyland, 2003:3). The teaching of writing is then often synonymous with the teaching of grammar and sentences structure.

Controlled writing, guided writing and free writing are some techniques used in the teaching of writing. The students learn writing by imitating the input in the form of texts provided by the teacher, or to quote what Richards (1990: 106) says, "The main criticisms here are that skills, such as planning a text, play a relatively small role in these approaches; the knowledge the learners bring to the classroom is undervalued and not enough attention is given to the social context in which texts are produced (Badger & White, 2002: 157).

2. Process Approaches

The introduction of the process approaches of ESL composition, as Silva (1990: 15) said seems to have been motivated by dissatisfaction with controlled composition or product approach. While product approaches concentrate on the form and structure of writing, process approaches focus on how writers create writing that has form and structure (Richards, 1990: 108). In the process approaches, the teaching of writing involves a number of writing stages, namely prewriting, drafting, revising, and editing. The students learn problem solving skills connected with the writing process that will enable them to realize specific goals at each stage of the composing process. However, the criticism addressed to these approaches is that they often regard all writing as being produced by the same set of processed; they do not give enough importance to the kind of texts writers produce and they probably do not provide learners with sufficient input to carry out the writing tasks successfully (Badger & White, 2000: 157).

3.   Genre Approach

In the 1980s, the genre approaches became popular along with the notion that learners could benefit from studying different types of written texts as genres. Genre can be defined as "abstract, socially recognized ways of using languages for particular purposes" (Hyland, 2003: 18). It means that the learners, when write, should have certain goals and intentions, certain relationships to the readers, and certain information to convey, using the forms of a text as resources to accomplish these. Thus, the central aspect of the situation in genre approaches is purpose. The different kinds of writing or genre, such as apology, recipes, arguments or reports, provide a place for different purposes (Badger & White, 2000: 155).

In the genre-based approaches, the teaching of writing, as Agustien (2006) described is started from the first stage called BKoF (Building Knowledge of the Field) where the teachers and students build cultural context, share experiences, discuss vocabulary, grammatical patterns and so on. The second stage is called Modeling of text (MoT) where the students are exposed to written text to develop reading skills. The third stage is called Joint Construction of Text (JCoT). At these stages try to develop written texts with their peers and white the help from the teachers. Finally they write texts independently in the stage called Independent Construction of Text (ICoT). Yet, the main criticisms are that genre approaches down play the skills needed to produce a text and see learners as largely passive that they are unlikely to be able to use the language creatively (Badger & White, 2000: 157).

4.   Process Genre Approach

The criticisms over the product, process and genre approaches have generated the idea to synthesize the three approaches into one approach. Badger & White (2000: 157) name the synthesis as process genre approach. Hyland (2003: 22) and Harmer (2004: 86) are in the same opinion to synthesize the three approaches although they do not explicitly give a name to the synthesis of the three approaches. Hyland states that the approach is a synthesis of process, purpose and context, while Harmer states it is a blend of genre study and process sequences.

In the process genre approach, as Badger and White (2000: 157-158) describe, writing is viewed as involving knowledge about language (as in genre and product approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approaches), and skills in using language (as in process approaches). The process genre approach model also describes that writing development happens by drawing out the learners' potential (as in genre approaches) and by providing input to which the learners respond (as in product and genre approaches).

The development of editing will vary between different groups of learners, hence the input the learners need, will not be the same. Learners who know a lot about the production of a particular genre, and are skilled in it, may need little or no input. In other words, what input is needed will depend on their particular group of learners.

The implementation of the process genre approach, as Badger and White (2000) explain further, requires teachers to imitate strongly the situation and give adequate support for learners to recognize the purpose and other aspects of the social context such s the field (topic), tenor (how it might attract a certain group of people), and mode (the ways in which topic is presented) of the text they are about to produce. When given a task, students would first consider the real situation and audience and be given language practice on the specific genre. After that, students would go through the process writing approaches and with the help of the teacher, plan, and organize their ideas before drafting and revising again with the purpose and audience in mind.

G. Testing the writing skill

Test is the process of analyzing and measuring knowledge and ability (Linday and Knight, 2006: 121). Test, may be constructed primary as devices to reinforce learning and to motivate the students or primary as a means of assessing the students performance in the language. The test is geared to the teaching that has taken place; the teaching is often geared largely to the test. Standardized tests and public examinations, in fact may exert such a considerable influence on the average teacher that they are often instrumental in determining the kind of teaching that takes place before the test.

A language test which seeks to find out what candidates can do with language provides a focus for purposeful, everyday communication activities. Such as test will have a more useful effect on the learning of a particular language

than a mechanical test of structure. In the past even, good tests of grammar, translation or language manipulation had a negative and even harmful effect on teaching. A good communicative text of language however should have a much more positive effect on learning and teaching and should generally result in improving learning habits.

The writer test was assigned based on the following scoring guide stated by Heaton (1991). In this study, the researcher uses analytic scoring guide, because by using analytic scoring guide the researcher gets students' writing achievement completely and specifically also more accurate to score the writing.

Table 2.1: Scoring Guide

Content	
30-27	Excellent to very good: describing subject in detail and clearly substantive etc
26-22	Good to average: describing subject clearly but not too detail-adequate range etc.
21-17	Fair to poor: describing subject in general limited knowledge of subject, little substance etc.
16-13	Very poor : does not describing subject-non substantive etc
Organization	
20-18	Excellent to very good: fluent expression- ideas clearly stated etc
17-14	Good to average: somewhat choppy-loosely organized but main ideas stand out etc
13-20	Fair to poor : non fluen- ideas confused or disconnected etc.
9-7	Very poor: does not communicate-no organization etc
Vocabulary	
20-18	Excellent to very good: sophisticated range- effective word/idiom choice and usage etc
17-14	Good to average: adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured etc
13-10	Fair to poor limited range-frequent errors of word/idiom form, choice, usage etc
9-7	Very poor: essentially translaton-litle knowledge of English vocabulary.
Language Use	
25-22	Excellent to very good: use past tense in all nominal and verbal sentence correctly etc.
21-19	Good to average: use past tense in most of nominal and verbal sentence

	correctly etc
17-11	Fair to poor: use past tense in some nominal and verbal sentences correctly etc
10-5	Very poor: use past tense in most of nominal and verbal sentences incorrectly etc.
Mechanics	
5	Excellent to very good: demonstrates mastery of conventions etc.
4	Good to average : occasional errors of spelling, punctuation etc.
3	Fair to poor: frequent errors of spelling, punctuation, capitalization etc.
2	Very poor: no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

The maximum total score of writing is 100 and the minimum total score is 34. Only students who get score more than 49 can pass the test.

Table 2.2 Rating Scale

Score	Criteria
100 – 90	**Excellent**
89 – 70	**Very Good**
69 – 60	**Good**
59 – 50	**Pass**
49 – 40	**Weak**
39 – 34	**Poor**