

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a highlight of some theories related with the study as the references and basic of the research. This chapter covers about the nature of writing, spoken and written language, process based approach, and previous study. The explanation will be stated as followed.

A. The Nature of Writing

1. What is Writing

Writing is one of English skills. It is an act of communication in which people make marks on a paper surface or other in the form of graphic symbols: that is letters or combinations of letters which relate to the sound that the learners make when they speak, to make meaning. Hornby (1974:996) states that writing is the sense of the verb 'write'. Write is to make letters or other symbols on a surface, especially with a pen or a pencil on a paper (<http://teachingenglishonline.net/>). Yet, writing is clearly much more than the production of graphic symbols. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences that has meaning that could be understood by the reader. Those need a long process to do, whereas only make a sentence.

Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a certain purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and or to create a literary work (www.teachingEnglish.htm). It indicates that the learners could explore the ideas through writing. The learners also write depend on a certain purpose.

Writing is personal act in which learners take ideas and transform them into "self-initiated" topics. The learners draw on background knowledge and complex mental process in developing new insights. There are at least four types of knowledge that learners rely on when conducting writing, they are: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing writing product (O'Malley *et al*, 1996: 136). It means that writing is also the process of recalling previous knowledge about everything that ever heard, seen or experienced by the learners that help them to construct good writing product. Yet, the learners find difficulties to do that complex process since they have limited ability and mastery of English.

The problem of writing not only comes from the students but also the teacher. Teaching writing ability is also complex and sometimes difficult, requiring mastery not only of grammatical rhetorical devices but also of conceptual and judgmental elements (Heaton. 2000: 135). The

following analysis attempt to group the many and varied skills necessary for writing good prose into five general components or main areas:

- a. Language use : the ability to write correct and appropriate sentences.
- b. Mechanical skill : the ability to use correctly those conventions to the written language e.g. Punctuation, spelling.
- c. Treatment for content : the ability to think creatively and develop thoughts, excluding all irrelevant information
- d. Stylistics skill : the ability to manipulate sentences and paragraphs, and use language effectively.
- e. Judgment skill : the ability to write in an appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

It can be said that many rules in writing. The learners just not write but they must also know how to write appropriately, give attention toward their sentences, contents, structures, etc.

Based on all of the statements above, it can be said that writing is an act of communication with other people in the form of written communication. Writing is a process of expressing language in the form of symbols, letters, or words which is used to express ideas, thoughts, and feelings. Then, the process of writing itself must rely on the previous knowledge that learners ever capture and which is interesting for them.

Writing also needs to consider varied skills necessary, such as language use, mechanical skill, etc.

Furthermore, writing is complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary and punctuation. Beside to write well, students are expected to be able to present their ideas in written forms as writing is a means of communication. The fact is that the students getting difficulties to do that. In order to help students to write successfully and enthusiastically, teacher need to consider these separate issues (Harmer, 2007: 113):

a. Genre

One of our decisions about what to get students to write will depend on what genres we think they need to write. A genre is type of writing which members of s discourse community would instantly recognize for what it was. Such genre analysis will help students to see how typically texts within a genre are constructed. On the other hand, guided writing helps students to produce appropriate even with limited English.

b. The writing process

Sometimes we want to involve them in the process of writing. In this real world, this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a product or final version.

c. **Building the writing habit**

Many students either think or say that they cannot or do not want to write. This may be the lack of confidence, think it is boring, or believe that they have nothing to say. We need to engage them by giving activities that are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also as habitual activities.

Knowing such issues above the teacher should be able to serve students with the learning approach that could benefit for the students and teacher him/her self.

2. Teaching Writing in EFL Class

The reasons for teaching writing to the students of English as second Language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right (Harmer. 1998: 79).

- a. **Reinforcement** : Some students acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both their understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

- b. Language Development : Actually process of writing (rather like the process of speaking) helps them to learn as learners go along. The mental activity learners have to go through in order to construct proper written texts is all part of the ongoing learning experience.
- c. Learning Style : Some students are fantastically quick at picking up language just by looking and listening. For the rest of them, it may take a little longer. For many learners the time to think through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quite reflective activity instead of the rush and bother of interpersonal face- to- face communication.
- d. Writing as a skill : By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. The students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly, how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction, etc) just as they need to know how to pronounce spoken English appropriately.

Based on the reasons above, it can be concluded that writing is very important, especially on English as Second Language because it will be useful for their life. They can produce creations from their ideas or they

can record something etc. If writing is not taught for them appropriately, they will be confused how to record or write something, for example if they want to get a job or write a report.

The importance of writing cannot be overestimated. It lies at the basis of other crucial skill, such as reading: Teacher trains to teach students to be able to write; they have to read, and therefore have something interesting they want to write about (Psaila: www.timesofmalta.com/articles/view/20080912/education/teaching-writing-ability-49k). It means that to solve problem in writing activity, the students must be interested in what they want to write because it influences in writing product. If the students are not interested in what they write, of course the writing product is not maximal.

One of the most important things a writing class should aim at is bringing the learners to the point where they are willing to revise and feel comfortable about revising what they have written (Murcia, *et.al.*2002: 160). It means that the teacher must be able to manage condition in writing class be fun and comfort when the student write, it will help them to be easier in writing, for example getting the ideas. The teachers should give opportunity as much as, so the learners can explore their ideas effectively.

Teacher can teach writing by giving the easy themes which is there are in the learners' surroundings, especially for the children where English is still strange for them, so the teacher can teach writing start

from their environment, for example about their family, their hobby, experiences, etc., The learners will enjoy this activity and often want to keep writing.

Based on the explanation above, it can be taken a conclusion that in teaching writing especially for young learners, the teachers should use the easy themes for them. It has purposes that by using easy themes, for example about their experiences, the students can write and get ideas easier; also they will be fun to write especially in English.

3. Difficulties in Writing

Many teachers assume that their learners can already write in their own language or are in the process of learning to write. However, since the process is a long one, the teachers also assume that most of their learners will still be copying with the mechanics of writing as well as thinking about what to write (Scott and Ytreberg, 2010: 68). It means that not all of the learners can write easily, they have different ability to understand and mastering the materials. Every learner has different difficulties in writing, so the teacher has to find to solve and help their problem in writing. Especially for young learners in which English is as foreign language, the teachers must have to good ways or technique to teach English, for the first in writing. In writing, grammar, punctuation, diction, spelling, organization the ideas, etc. are very important, so the

teachers need to teach writing calmly and interestingly ways in order that the learners can enjoy it.

Writing has certain characteristics which seem to make it difficult for students to get to grips with (Scott and Ytrberg, 2010: 69). Students in a recent ESL class especially, about the time when students write in English, many for them feel worried and not confidence (Richard and Renandya, 2002: 307). It can be seen that actually writing is not difficult but how to use the target language in writing becomes a problem for the users. When students write in their native language they feel comfortable, free, and self-assure. In teaching writing where its position as a foreign and second language, when the learners begin to write in English, they will face some problem to write, some of them are:

- a. In writing, they cannot make the same use of body language, intonation, tone, eye contact and all the other features which help them to convey meaning when they talk.
- b. Very little, of what they write is concerned with the here and now, which is where many young children exist for a lot of the time.
- c. Many children take a long time to master the skill of witting. They cannot concern in one idea or organizing their sentence structure, even their vocabulary is very limited, if the teachers can occasionally type out a students' work it really does help those who are struggling with the mechanics of writing.

- d. The last, the fact that writing in a foreign language is all too often associated with correcting errors. Handwriting, grammar, spelling and punctuation are often given priority over content. If the teachers try to make children's writing meaningful from the start, with the emphasis on content, then errors can be gently corrected and re-written in cooperation with the teachers (Scott and Ytreberg, 2002: 70).

It means that in writing, just not writing but it needs organization the ideas, linguistics, structure of sentences, etc. It is useful for the reader to easier understand what the writers' means, so in writing, teachers as a guide the students to teach them how to write correctly and take easy. Writing activities help to consolidate learning in the other skill areas (Scott and Ytreberg, 2010: 69). Balanced activities train the language and help aid memory when they do writing activities. To practice in speaking freely helps when doing free writing activities. Reading helps students to see the rules of writing, and help build up their language choices. So, it can be concluded that when learners do writing activities, the other skills like reading, speaking, and listening can influence their writing. It will influence their language choice, their ideas, language structures, etc.

B. Spoken and Written Language

A comparison between speech and writing (spoken and written language) should help learners to understand some of the difficulties learners'

experiences when they write (Byrne. 1993: 2). When developing courses for teaching writing (and for teaching speaking, for that matter), it is important to be aware of the differences between the spoken and written modes. Too often in the past, teachers attempted to teach spoken language by presenting learners with written language models, and vice versa, as though writing were “talk written down”. This raises the question of just what the differences are between the two different modes. It means that on writing, spoken language is needed too because it will help learners to understand their difficulties, finding the ideas, get clear information, etc.

Although writing is clearly much more dependent on how effectively the learners use the linguistic resources of the language. It would be wrong to conclude that all the advantages are on the side of speech. While it is true that in writing learners have the task of organizing their sentences carefully so as to make their meaning as explicit as possible without the help of feedback from the reader, on the other hand learners do not normally have to write quickly: learners can rewrite and revise their sentences until they are satisfied that they have expressed our meaning. Equally, the reader is in a more privileged position than the listener to some extent: he can read at his own pace and reread as often as he likes. Then, some of the differences between spoken and written language can be clarified in the table below:

Table 2.1. The differences between spoken and written language

Spoken Language	Written Language
Generally used to communicate with the people in the same time and place relies on shared knowledge between the interactants and often makes references to the shared context generally accompanies action (take place in context which make references clear).	Used to communicate across time and distance, must recreate for reader the context it is describing (creates its own context and therefore has to be fully explicit).
Usually involves two or more speakers creating spoken texts together (speaker and listener in contact, interact and exchange the role).	Usually written by one person removed from an audience (reader not present and no interaction possible).
Interactants build spoken unrehearsed texts spontaneously within social and linguistic parameters (immediate feedback given and expected).	Written language can be edited and redrafted any number of times (no immediate feedback possible, writer may try to anticipate readers' reactions and incorporate them into text).
Speech is transitory. Intended to be understood immediately. If no, listeners expected to interact	Writing is permanent. Can be reread as often as necessary and at own speed.
Sentences often incomplete and sometime ungrammatical. Hesitation and pauses common and usually some redundancy and repetition.	Sentences expected to be carefully constructed, and linked and organised to form a text.
Range of devices (stress, intonation, pitch, speed) to help convey meaning. Facial expressions, body movements and gestures also used for this purpose.	Devices to help convey meaning are punctuation, capital, and underlining (for emphasis). Sentence boundaries clearly indicated.

Based on the different between spoken and written language above, it can be known that writing is crucial, because firstly writing is a way of knowing, of discovering what the writer knows as he/she put it down not only in the form of words and phrases but of all the wonderful stuff in his/her mind the may only become clear as he/she engages in the process of writing. Secondly, writing is for discovery of learning, not just demonstration of teach. For writing, unlike speaking, provides the writer with a way not only to generate ideas before presenting them to an audience, but also to scrutinize that ideas and language the writer product.

C. Process Based Approach

1. The Nature of Process Based Approach

Process based approach is an approach where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. Brown (2001; 336) states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process.

Process-oriented approaches concern the process of how ideas are developed and formulated in writing. Writing is considered a process

through which meaning is created. This approach characterizes writing as following a number of processes: First, a writer starts writing ideas as drafts. Subsequently, he checks to see whether the writing and the organization makes sense to him or not. After that, he checks whether the writing will be clear to the reader. This approach focuses on how clearly and efficiently a student can express and organize his ideas, not on correctness of form. Students are first asked to go through such writing processes, trying organize and express their ideas clearly. The assumption is that what the student as a writer is going to say will become clearer through these processes. Students are also taught writing devices used in marking the organization and in making the general coherence clearer.

The process approaches focus on how a text is written instead of the final outcome. As noted in Hyland (2003), the process approaches have a major impact on understanding the nature of writing and the way writing is taught. Research on writing processes has led to viewing writing as complex and recursive – not linear. The process approach therefore emphasizes the importance of a recursive procedure of prewriting, drafting, evaluating and revising.

The pre-writing activity would involve introducing techniques that help the students discover and engage a topic. Instead of turning in a finished product right away, students are asked for multiple drafts of a work. After discussion and feedback from readers, the learners would revise the drafts. Rewriting and revision are integral to writing, and

editing is an on-going multi-level process. The multiple draft process thus consists of: generating ideas (pre-writing); writing a first draft with an emphasis on content (to discover meaning/ author's ideas); second and third drafts to revise ideas and communication of those ideas. In writing classrooms that follow such process model, the central elements are the writer, the content and the purpose, and multiple drafts.

2. Process in writing

The nature of process based approach is teaching writing that emphasize on the process of writing. So, in this case the researcher also highlights the process of writing. Writing should be seen as a process - a way of learning-as well as a certain end product- a way of telling. So, Tompkins (1994) assured that the current emphasis in writing instruction focuses on the process of creating writing rather than the end product. It is why the writing process is important. How the processes that are done by both teacher and students could produce good product of writing. According to Richards and Renandya (2002) and Gebhard (2000) there are four stages of the writing process itself, those are: planning (pre-writing), drafting (writing), revising (re-drafting), and editing. In addition there are three other stages externally imposed on the students by the teachers, namely responding, evaluating and post-writing (Richards and Renandya, 2002:316). The planned learning experiences for the students while in the process of writing may be described as follows:

a. Planning (pre-writing)

Pre-writing is any activity in the classroom that encourages students to write (Richards and Renandya, 2002:316). It stimulates thoughts for getting started. In the prewriting step, you get ideas to write about. Taking notes is one way to gather ideas. Another way to get ideas is called free-writing. Here is how to do free-writing. Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as you do when you write a letter (Hogue, 2008: 28).

Gebhard (2000; 226) states that prewriting ways to get started in writing to find the topics, generate writing ideas, focus, plan content and organization. There are some others ways to get started in writing. It is popular activity in prewriting that is called brainstorming, in which the topic is introduced by the teacher or students' itself. Based on the topic they have decided, students call out as many associations as possible while the teacher (or students) jots them down.

In this phase, the students try to order or list their ideas and arrange them according to their priorities topic. The students put the ideas into subsist based on the main idea and eliminate all the irrelevant ones.

b. Drafting (writing)

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richard and Renandya, 2002: 317). In this case, the students begin to write down their ideas based on composition the main ideas in pre-writing stage. Students can consult their ideas to the teachers and ask their help to arrange the sentence structures.

Responding to students' writing by the teachers has a central role to play in the successful implementation of process writing. Response can be oral or in written, after the students have produced the first draft and just before they begin to revise (Richard and Renandya, 2002: 317). In this case, the researcher responses students' writing product using written and oral feedback. Yet, in this case the researcher only gives feedback on the final product not on the first draft.

c. Revising (re-drafting)

When the students revise, they review their draft on the basis of the feedback or comment given in the responding stage. Students reexamine what was written to see how effectively they have communicated their meanings to the reader. In this stage, the students are rewriting their draft after getting feedback or comment from the teachers. According to Fawcett (2011) revising means rethinking and rewriting the first draft and then making whatever changes, additions,

or corrections are necessary to improve the paragraph. Revising is not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that students' intent is made clearer. In this stage the students improve their writing product based on the revision from the teacher and rewrite the second draft.

d. Editing

Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to a reader (Richard and Renandya, 2002: 319). However, student not always expected to know where and how to correct every errors, but editing to the best of their ability should be done as a matter of course, prior to submitting their work for evaluation each time. At this last stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own for grammar, spelling, punctuation, diction, sentence structures and accuracy of supportive textual material such as quotations, examples, and the like. This step is actually almost the same with activity in revising, yet in revising the main concern is adding, deleting, and modifying. Revising and editing is not an easy activity to be done by the students, especially for junior level of

students. Some students have limited knowledge and understanding about those steps. So, those steps could be done by the teacher and the students just write the next draft based on the feedback from the teacher. If there are some mistakes happened again, the teacher gives feedback again and students write the next draft until got the correct draft.

Writing is really a complex activity. In teaching writing, both teacher and students cannot merely concern on the product, but should consider the steps in processing writing. It can be said that the both of teacher and students must know and follow the steps in writing if they want to produce good writing product.

3. Process Based Writing Instruction

Since the early 1970's, writing instruction has made a steady turn from emphasizing the finished product to the writing process. Many educators advocate a process-based approach to teaching writing because it is concerned with the various stages from pre-writing, drafting, responding, revising, editing, to evaluating that allow students to go through such stages so as to complete particular writing tasks. Further, some authors suggest that process-oriented writing when implemented in the classroom incorporate another stage externally imposed on students by a teacher. Such a stage includes post-writing (e.g., reading aloud, displaying, or publishing) in which teacher and peer reviews are also

included because both have central roles in the successful implementation of process-based writing instruction. More crucially, in such activities, students have opportunities to improve their compositions, may be motivated to write better, and are trained to think critically (Widodo, 2008; 2).

In the process-based writing instruction, a teacher and students play pivotal roles. For a teacher, she or he serves as resource, facilitator, motivator, and feedback provider and evaluator. First, as a resource, the teacher provides some input that is learnable or comprehensible for the students by selecting useful tasks or activities for the students. In addition, she or he should provide advice to the students in a constructive and tactful way (Harmer, 2007). As a monitor, the teacher is required to monitor students' activities because there are varied activities that are to be done by the students.

As a motivator, inasmuch as the students go through intense activities, the teacher needs to motivate the students to complete writing tasks assigned. As feedback provider and evaluator, before the teacher evaluates the students' performance as a whole, he or she provides feedback on the students work or responds positively and encouragingly to the content of it, as Harmer (2007) emphasizes. Then, the teacher can assess the students work as a result of the feedback given.

For students, they serve as competent planners, writers, feedback providers of their peers work in a peer review activity, and editors for

their own compositions. In other words, the students can serve not only as planners and writers but also as feedback providers in addition to the teacher. Students involvements in providing feedback mean empowering them in thinking critically, but objectively providing constructive feedback to their peers. As editors, they are encouraged to edit their own pieces of writing upon the completion of the revision phase (Brown, 2000). This can encourage the students to assume a responsibility for their composition improvement. In addition to such four roles, since the students are encouraged to reflect on what they have learned during the class periods, the students are trained to be reflective students so that they are aware of their own learning practice.

To sum up, the process-based writing instruction involves the step-by-step activities that enable students to complete writing tasks assigned in which the teacher and students play crucial roles in working on such tasks.

D. Previous Studies

Process based approach is not a new issue in language teaching, especially in teaching writing. There are some previous studies concerning process based approach in teaching writing. The first study is conducted by S. Meeampol from Bangkok. He conducted research about A Study of the Effectiveness of the Process-Based Writing in an EFL Classroom of Second-Year Students at Bangkok University. This research was aimed to study the

results of using the process-based approach in an EFL writing classroom by comparing its effectiveness to that of the product-based approach and to study the attitudes of the students taught with the process-based approach. The subjects were 88 students from two EFL second-year classes at Bangkok University, selected through the purposive sampling. After 14 weeks of the process-based treatment, it was found that the students with the treatment could gain a better writing ability. The students with the process-based treatment could outperform the students who did not receive the treatment on all three tests (Writing Quiz 1, Quiz 2, and Posttest). Regarding the effectiveness of the process based approach on the students' attitudes, the questionnaire results showed that the students had positive attitudes towards the process-based method and that the method could help them write better and make the class more interesting.

The second was a research conducted by Belinda Ho from City University of Hong Kong. The title of her research is Effectiveness of using the process approach to teach writing in six Hong Kong primary classrooms. This study investigates how effective process writing is in helping about 200 students at the upper primary school level and the lower primary school level improve their writing skills and their attitudes towards writing. Six primary school teachers, three in the lower primary school level and three in the upper primary school level, each implemented an innovative two-month process writing program in their schools. The effectiveness of the program was investigated through post-interviews and the comparison of a pre- and post-

questionnaire, a pre-test and a post-test, and pre- and post- observations of the strategies used by the students in both their pre-tests and post-tests. It is found that the program brought about positive results across all classes and in both the upper and lower levels, though the results in each classroom differed slightly. Process writing seems to be a feasible solution to heightening the writing abilities and confidence of students, especially those who have higher English proficiency and those at the upper primary level.

Based on the previous studies above that both of those stated process based approach is effective in teaching writing, the researcher is motivated to conduct a research. In this case the researcher conducted an observation about the implementation of process based approach in teaching writing that is used by the English teacher at 8th grade of MTs Negeri Ngnatru. The researcher had found previously that the writing achievement of students at 8th grade is categorized as good one based on the score. The researcher uses descriptive study with qualitative approach. The researcher conducted observation and elaborate the implementation of process based approach in the writing class. It is also intended to give information about process based approach.