

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

2.1.1 Definition of Writing

Writing skill is a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. For that reason, writing skill is the language skill considered as most difficult to master compared with other skills. Pouring idea and thought into writing should consider the grammar rule corresponding to the correct spelling.

According to Murray (1972:4), writing is the act production a first draf. Is the fastest part of the process and the most frightening for it is a commitment. When you complete a draft you know how much and little you know. And the writing of this first draft, rough, searching, and unfinished may take as little as one percent of the writer's time.

According to Busthomi (2009:75), states that writing is a means of communication, especially when the person we want to communicate is not right there in front of us. It has been widely admitted that writing is the most complex and difficult skill compared to the three other skills. This is because it involves several components such as content, organization, and language use, which have to be considered when a learner is writing.

In addition Marsudiono (2008:01-02),” writing is exploration where we can go to somewhere we have never known before. It is mean that with writing we can achieve what impossible to achieve in this world. To be able to write, you just not need the mastery of a language, but knowledge as well. Be broad minded. Open your eyes to see the world through the window of your mind. Reed everything you find. Even though, it is only the wrapping peanut paper. Observe your environment, pay attention to the social problems in your community, and closed to the nature. These will make you the tense of writing.”

According to Nunan (1999:271), Writing is a subservient skill, whose function was support the development of oral language.

Based on these statements above, writing skill will be easy if the students learn a lot. Sometimes, the students feel difficult in writing and lazy to practice, they are considered that writing not important to their life. Therefore, teacher should make more variations, creative and give motivation to the students that writing is important and give exercise to students in order they are will get a good writing competency.

2.1.2 Writing Problem

Many students poor in writing skills, students have difficulties in using the language especially in writing. They think that writing is boring and not important in their life. Beside of the students it self the teachers have significant a role in writing.

According to Ariningsih in Ambar (2010:9), the students found that writing was difficult and the some time stressing. They did not feel confident in their writing and did not encourage themselves to develop their ability in writing. Because, they did not frequently practice this skill unless the teacher asked them.

According to Hyme (1989:132), who coined the term communicative competence, these parameters not only involve the knowledge of composing sentences correctly according to grammatical rules but also the possibility, feasibility and appropriateness of the utterance.

According to Nunan (1999:271), Writing is not a spontaneous skill or acquired easily, in fact it is viewed as probably the most difficult thing to do in language.

Many students ignore writing skill that writing is important for their life. They think that writing is boring, difficult, and not interesting. Beside the students think boring and difficult, other problem was the teacher's technique used in teaching not interesting or monotone, the teacher much have creativity in order the students have enthusiasm in writing skill. Writing skill will easy if the students learning and practice.

2.1.3 Teaching Writing

Writing is one of skills among reading, speaking, and listening. Like the other skills, writing is an important part of communication. People frequently have to communicate in writing. There are many activities and occupation which need writing activities. People need writing to write personal letters, reports,

applications, articles, and other. In such terms, writing is a language skill which functions as indirect communication.

The teaching writing is a matter of prescribing a set of predetermined tasks or exercises to the students. When teachers teach writing course not only teach about how to develop ideas in writing, but also need a serious attention on how to write English sentences grammatically and systematically. Considering the importance of writing skills, teachers need to be more aware of the situation so that in equipping their students with writing skills as necessary life-skills, they will be more pedagogically competent (Rachmajanti, 2007: 82).

According to Richards and Renandya (2002: 303), writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Leki (2002:147) states, in the traditional way of teaching writing, teacher focuses more on the product, very little attention is paid to help the learner develop their ideas in the process of meaning-making. No wonder that writing activity becomes dull, dry and boring. Teaching writing does not mean simply having students do grammar exercise in writing. It is no longer means having students manipulate unfamiliar texts that have no special meaning for them. Intend, students are writing about, and most especially.

Based on the statement, most of teachers get problem in teaching writing, especially in Senior High School, the teachers are not creative in teaching. So, the students are not interested in writing and they are lazy to learn. They feel that writing is difficult and bored because the teacher just talks in front of the class without variations in teaching writing and they are difficult to express their ideas. It is important for the teacher to identify the students.

2.1.4 The Importance of Teaching Writing

The teacher has known about the importance of writing with their students. The teacher must creative in teaching in order the students to motivate in writing learning.

According to Suleiman (2000:155) the importance of writing to learning asserts that “writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development.”

Marsudiono (2008:02-03), mentions six advantages of Writing:

a. Writing is a tool for self-understanding

If we write our ideas, we will have more understanding about what we are writing. We have to seek a lot of information and share our ideas into writing.

b. Writing is a tool for self-expression

We can express our sadness, happiness, and all sort of our feeling by writing a poem, a short story, an essay and so on.

c. Writing is a tool to develop personal satisfactions, pride, and self-worth

When our writing is published, we will be very happy, satisfied, proud, and more self-confident

d. Writing is a tool for increasing awareness and perception

e. Writing is a tool for active involvement

Based on the statement above, teaching in writing can be easy if the teacher has creativity. And some advantages in teaching writing is can feel express like sadness and happiness.

2.1.5 Writing Process

The writing process is an approach to writing that entails the recursive phases of pre-writing, drafting, revising, editing, and publishing. In the writing process the teacher must use techniques in teaching, because it is important to stress consistency in the writing process.

According to Hedge (2005:51) the writing process may be a more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising and editing, a number of activities.

Caudrey in Fauziati (2002:150) argues that the process of writing includes planning, drafting, and revising. White and Ardntin Fauziati (2002:150) also argue that stages in the process of writing include generating ideas, focusing, structuring, drafting, evaluating and reviewing, in which all of them interact recursively.

According to Richards and Renandya (2002:316) process of writing in classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Process writing in the classroom is highly structured as it necessitates the *orderly* teaching of process skills, and thus it may not, at least initially, give a way to a free variation of writing stages cited earlier.

Oshima, Alice and Ann (1999: 3) state that there are four main stages in the writing process: pre writing, planning, writing, and revising drafts, and writing the final copy to hand in. The steps of writing process according to Oshima, Alice and Ann (1999: 3-12) are follows:

1. Step I Pre writing

Choosing and narrowing a topic into specific focus.



Picture 2.1 “The steps of writing process” (according to Oshima,Alice,Ann 1999:3-12)

After that, the next pre writing process is to generate ideas. This is done by a process called brainstorming. There are useful brainstorming techniques; they are listing, free writing, and clustering.

a. Listing

Listing is a brainstorming technique in which you think of your topic and quickly make a list of whatever words or phrases come into your mind. The purpose is to produce as many ideas as possible in a short time.

b. Free writing

It is a brainstorming activity in which to write freely about a topic. The purpose is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic or organization.

c. Clustering

This activity is used to generate ideas. The technique of using this activity is in the center of paper write a topic, draw a circle around it, then write whatever ideas around it.

2. Step II Planning (Outlining)

This step is organizing the ideas by brainstorming into an outline. The first is making sub list, to divide the idea. The second, writing the topic sentence, it is the most general sentence in paragraph and it expresses the central focus of the paragraph. The last is outlining, it is a formal plan for paragraph and then writing down the main points and sub points.

3. Writing and Revising Drafts

The first step in this stage is to write a rough draft from the outline. Second step is revising the content and organization. The third is proofreading the second draft, checking the grammar, sentence structure, spelling and punctuation. The last is writing the final copy.

White and Arndt (1991:3) describe writing as a form of problem-solving Which involves such processes as generating ideas, discovering a ‘voice’ with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

2.2 Word Webbing

2.2.1 Definition of Word Webbing

Webbing is a brainstorming method that provides structure for ideas and facts. Commonly used as a tool to help begin the writing process or a research assignment.

According to Stone (1990: 60), Word-Webbing is a powerful tool in concept development. Each team has a large sheet of butcher paper or chart paper. The student has a different color pen. The main topic is written in the center of the paper in a rectangle. The team member rountable once to add subtopics in rectangles around the main topic. Then, the team has a free-for-all adding details and making bridges between ideas.

According to Heembrock (2008: 51) word webbing is an activity with the goal to build vocabulary. In the middle of a blank sheet of paper, simply write a

word, circle the word, brainstorm, and then write all the words, adjectives, thoughts, and memories associated with the word. Connect each word with the central word by drawing a line. When one sub word is circled and a new and related word is mentioned, write it down too, circle it, and connect it to the sub word. Continue this activity until all ideas are exhausted.

According to Bloom (2007: 60), following a theme or a topic presented in class, engage children in a brainstorming activity called word webbing. From these statements, word webbing is an excellent way to increase vocabulary and thinking skills. Word webbing helps students to organize their thoughts and link new ideas with what they already know.

Hickerson in James, (2005: 208) word webbing is advocated as a way of preparing the student for entry into a text and for recording information while reading. It is also useful for organizing ideas prior to writing on a new theme.

According to Heembrock (2008: 51) steps of word webbing are connect each word with the central word by drawing a line. When one sub word is circled and a new and related word is mentioned, write it down too, circle it, and connect it to the sub word. Continue these activities until all ideas are exhausted and according to Stone (1990: 60) each team has a large sheet of butcher paper or chart paper. The student has a different color pen. The main topic is written in the center of the paper in a rectangle. The team members roundtable once to add subtopics in rectangles around the main topic. Then the team has a free-for-all adding details and making bridges between ideas.

Remind the students that all imaginative stories have characters, a setting, a problem, and a situation. Tell the students that they will use these elements to create their own stories. Using the following example, have students word web ideas on a chart paper for creating a new imaginative tale. Each student has a different color of marker and writes ideas for the different elements as he/she thinks of them. Have the group make any connections between ideas. Stone (1990: 118).

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2.2.2 Word Webbing in Teaching Writing

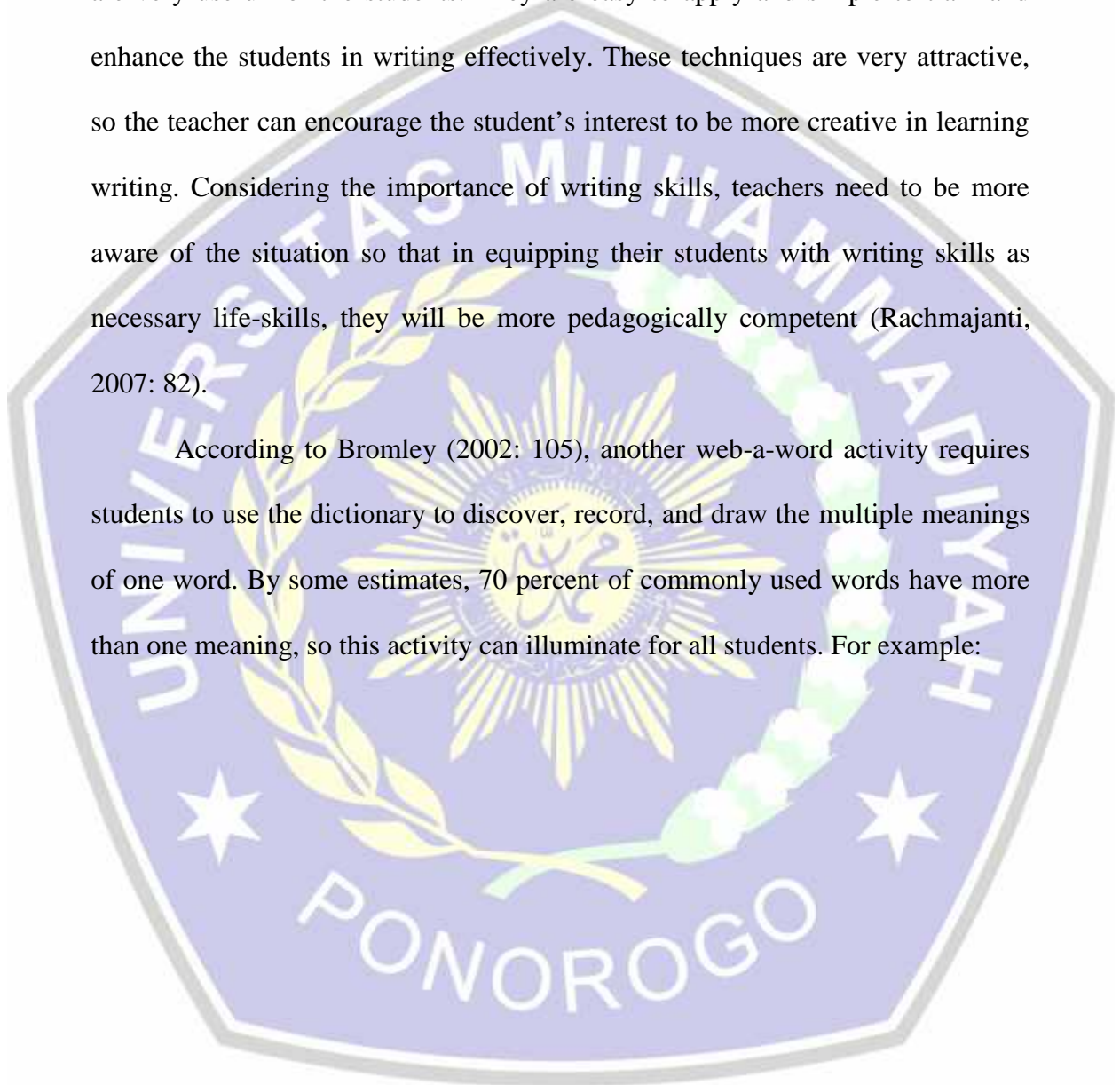
According to James (2005: 208), another useful activity which aids comprehension and study skills is that of word webbing. The process of word webbing is also known as 'thought mapping' or 'concept mapping'. The 'web', or diagram, produced is often referred to as a 'graphic organizer'. Word webbing is useful for organizing ideas prior to writing on a new theme. Charts containing key words to be encountered in the text are prepared in advance by the teacher, or the teacher and students together brainstorm ideas and write key words on the blackboard.

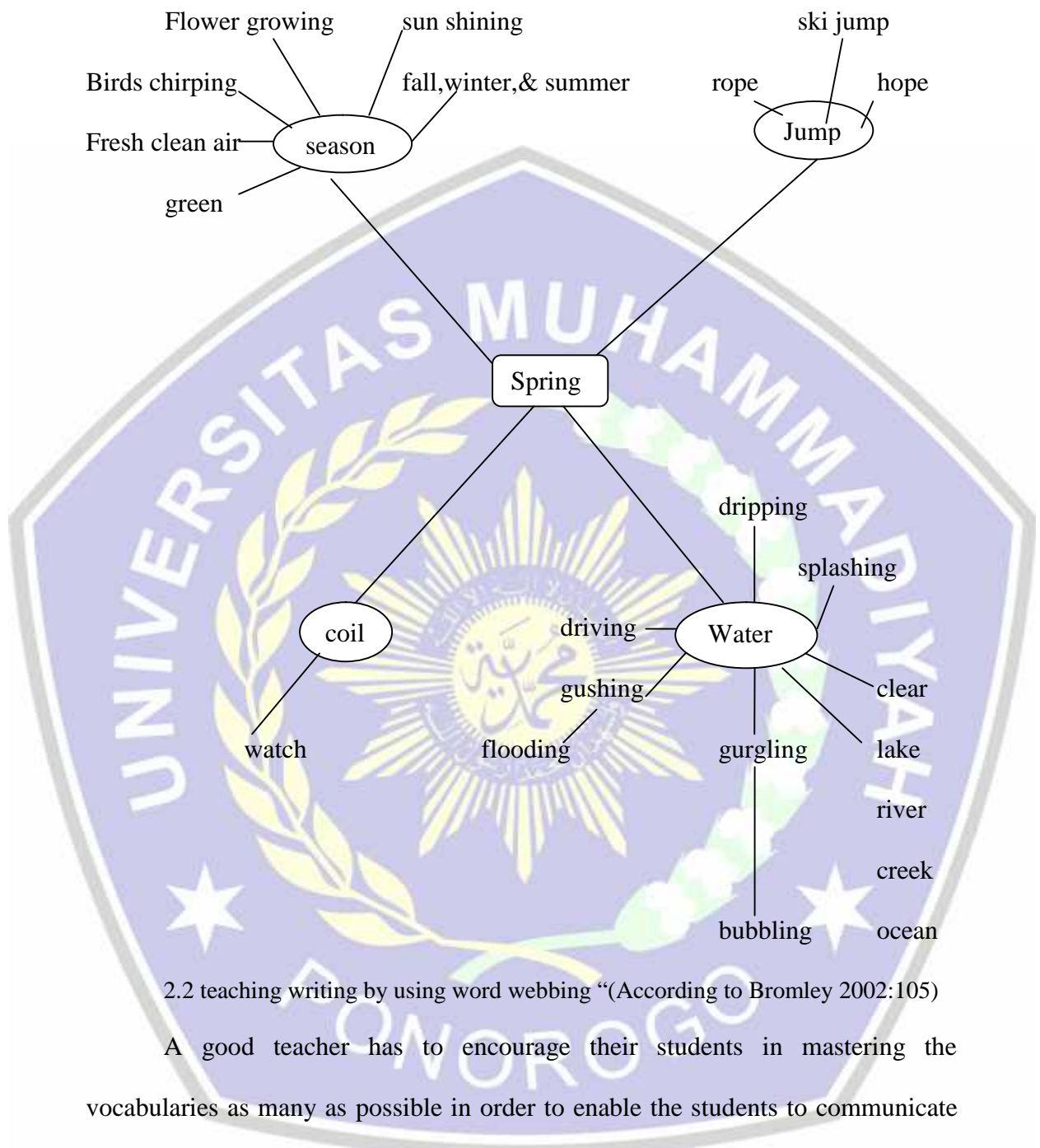
Lauries in Bromley (2002: 105) says, "webbing words this way gives students an idea of the vast number of words that can be derived from one root, prefix, or suffix. It has prompted some students to explore the dictionary on their computer, and prompted some parents to buy a dictionary for family use. But,

most important, I see carry-over into my students' reading and writing. They are much more confident in attacking and using multisyllabic words.”

The teaching writing by applying word-webbing and picture techniques are very useful for the students. They are easy to apply and simple to train and enhance the students in writing effectively. These techniques are very attractive, so the teacher can encourage the student's interest to be more creative in learning writing. Considering the importance of writing skills, teachers need to be more aware of the situation so that in equipping their students with writing skills as necessary life-skills, they will be more pedagogically competent (Rachmajanti, 2007: 82).

According to Bromley (2002: 105), another web-a-word activity requires students to use the dictionary to discover, record, and draw the multiple meanings of one word. By some estimates, 70 percent of commonly used words have more than one meaning, so this activity can illuminate for all students. For example:





2.2 teaching writing by using word webbing “(According to Bromley 2002:105)

A good teacher has to encourage their students in mastering the vocabularies as many as possible in order to enable the students to communicate with others. The teacher must have a good technique in teaching. There are many ways in teaching English to increase the students’ achievement in vocabulary. One of them is word webbing.

2.2.3 The Step of Using Word Webbing

Ideas for using word-webbing (Stone, 1990: 60)

- 1) Students can word-web the elements of a story.
- 2) Students can word-web a topic after a hands-on prewriting experience.
- 3) After reading several writings (books, poems, plays, stories) on a theme, students can word-web to begin exploring the connections between the writings and the theme.
- 4) After Brainstorming and Categorizing, students can word-web to create their own version.

According to Segal (2003: 33), how it's done:

- 1) Begin with one word, key concept, consideration, obstacle, or component of your idea generating session. Write this at the top of the page.
- 2) Draw two lines, one going southeast from the word, the other going to southwest (assuming north is at the top of the page). Ask for two words that connect with the main word. Write these down at the end of each line.
- 3) Draw two lines from each of those words in the same fashion. Ask for two connecting words for each. Continue for a total of four levels.
- 4) At level four, reverse the procedure by delimiting the thinking. Draw one line from the second word and one from the third, and ask, "What do these two concepts have in common?" continue through the rest of the web until you have one final word or phrase.
- 5) Use any of the concepts brought forward to apply to the idea generation.

