CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents some related information topics of the recent study. It is intended to provide some theory concepts which could support this research.

2.1 Writing

2.1.1 Definition of Writing

Writing is one of the important parts of language skills besides speaking, reading, and listening that learners need to learn. Writing is very important in the academic process, the students need to master a good writing skill to finish their education. Writing can be defined in various ways. There are some definitions of writing proposed by some experts.

Writing is an instrument that is used as a means to express feelings, thoughts, and students' appraisement about what has been seen, read, or experienced (Ontario, 2005:4). Writing is used as a process of conveying ideas on a paper. The author expresses the notions in a written form using language which is easy to understand to attain the desired purposes the author conveyed to the reader. Furthermore, Writing is a communication tool that is used as a text in an interactive process between writer and reader (Celce-Murcia, 2017:207).

Furthermore, Gupta & Ahuja (2015:43) states that writing is a creative activity which is the skill in language is very important to produce art by expressing ideas using a word in a sentence and meaningful paragraph that is easily understood by the reader. It means that the students are expected to be able

to produce a text by express their knowledge in a written form. Besides, the result of a written form must have meaning value to make the readers can acquire benefits and information from the text. Moreover, according to Dombey (2013:22) writing is a structure of texts that can communicate without the authors' present, it makes that writing is a more demanding process than the other skills. Writing is not just about placing spoken language down on a paper, but the texts can communicate with the reader and can be understood.

From the experts' definition, it can be concluded that writing is a creative activity of thinking and expressing experiences and ideas in a written form become meaningful text or sentence. Writing also an interactive process between writer and reader, which is not only for a media as an express idea but writing also give some pieces of information to the reader. Therefore Indonesian learners must have a good writing ability with the result to express ideas and experiences into a good written form and give clear information to the reader. In the process of writing, it is needed to look carefully at the structure related to the factors of the writing, in order to make the readers will easily understand the point and the result of the writing delivered by the writer. Therefore, the author is supposed to use the structure like words, phrases, and paragraphs, and others well. It will make the reader feels can communicate with the author without the authors' presence because the structure is clear.

2.1.2 Writing Process

Harmer (2004:4-6) states that there are four steps in the process of writing, those are planning, drafting, editing, and final version. All the steps of the writing process will be explained below:

1) Planning

    Planning is the first step in the writing process. The writer has to make a plan by thinking, trying, and deciding what they are going to say before the writer starting to write. In this step, the writer may implicate making detailed notes or jotted words. There are three main issues that the writer has to consider in the planning process, they are purpose, audience, and content structure. All the issues planning are explained below:

    a) The purpose of writing

        It is important to consider the purpose of writing because this will influence the production of a written form as a good writer. In addition, the purpose of writing will influence the use of language, the writer can decide the most suitable form of language. Therefore the information will be delivered well to the reader.

    b) The audience they are writing for

        Here the audience is a reader. The audience will influence the structure of the paragraph, the arranged shape of writing, diction, and language style whether formal or informal tone.

c) The content structure of writing

How the best sequence of facts, ideas, or arguments which the writers have decided to insert.

2) Drafting

The meaning of drafting is getting ideas on a paper in a sentence or paragraph form. Drafting is required in the writing process to help the writer to write ideas and determine what should write first, second, third, and so on, until the last.

3) Editing (reflecting and revising)

In this step, the writer read what has been written in a draft. If the writer finds the ambiguous or confusing text, the writer may change to be a good writing or remove it. Revising and reflecting are necessary by other readers to help the writer to make a suitable revision. The writers are able to change if they find something bad, such as wrong grammar, unclear information, inappropriate diction, etc.

4) Final Version

This is the last step of writing. After the writers have edited the draft, make a change in the editing process, then the writer should produce a final process by considering what is necessary. This may look different from the draft. Nevertheless, the writer is ready to send a written form to the reader.

2.1.3 The Purpose of Writing

McMahan et al., (2017:8) states that the purposes of writing as follows:

1) To express the writers' feeling

   The writers want to express their feelings and ideas in a written form. Usually, the writers pour their thought in a diary or other media to express their feelings.

2) To entertain the readers

   The writers aim to entertain the readers through a written form. The writers usually use authentic materials. It is a kind of literally writing.

3) To inform the readers

   It is used to explain something or to give some pieces of information to the readers. It is called as informative writing.

4) To persuade the readers

   The writer intends to convince and persuade readers with the writers' ideas and opinions. It is called persuasive writing.

   In addition, Byrne (1988:2) states that it is helpful to be memorized some of the many uses when someone wants to make a writing. Some people used writing to make a note and used to record something to be memorized and also used writing to make a message and for academic purposes. For others, this may only be an occasional activity to fulfill spare time.

2.1.4 Students' Problem of Writing

Most students have difficulties in using language, especially in writing. Students consider that writing as a difficult activity, both in a foreign language and in the mother tongue. Some students are not good at writing, the students think that writing is unimportant activity and boring. The teacher has an important role in this problem aside from the students' problem. Problems were found in various aspects during the learning process of writing. In Maysuroh et al., (2017:8) was found the problem on some aspects of writing, they are grammatical problem belonging subject-verb and integrating sentences to be a coherent paragraph, improper choice of words, and other mechanical problems such as punctuation, spelling, and capitalization.

Byrne (1988:4) explains there are three categorizes problems which are caused by writing, they are psychological, linguistics, and cognitive problems. All problems are explained below:

1) Psychological Problems

Writing is basically a solitary activity and the fact which people are needed to write on their own draft. The act of writing is difficult because there are no feedback and direct interaction from the reader. This problem focuses on the difficulty of composition in developing material or content in writing.

2) Linguistic Problems

The language used between written and oral communication is different. In written language is simplified or even more complex. Here, linguistic aspects like language use, vocabulary, and grammar. Moreover, the choice of a

sentence in writing has been fully monitored. Not only the linguistics, but the interference on a cultural level is more difficult between the foreign language and mother tongue.

3) Cognitive Problems

Writing is learned even though the process of guidance. Although in speech is less used, but the written form of the language and particular composition should be master and learned like capitalization, punctuation, spelling, and paragraphing.

2.1.5 Criteria of Good Writing

Enre (1998:9-11) mentions there are six criteria of good writing, they are:

1) Meaningful

A good writing must have a meaningful text which is the written form have evidence to make the readers trust the truth.

2) Clear

It can be called as clear writing if the reader can read at a constant speed and understand the meaning.

3) Coherent

Coherent is mean that the information is clear and each part of it connects or follows in a natural reasonable way. The paragraphs organize systematically so the reader can easily understand.

4) Economic

In a good writing, must use appropriate words, clear sentences, correct concise, and emphatic to make the reader don't waste the time by veering away from the context of what the writer's means.

5) Cohesive

It means that the writing not only about grammar or spelling errors, but the writing also needs grammatical patterns, substitution, construction, elliptical, conjunction, and preposition to hookup among the clauses in paragraphs.

2.1.6 Teaching Writing

Writing is an activity to produce something which is the writers express their ideas into paragraphs or sentences and become meaningful text. It is not only a form of written text to express an idea, but also it can give some information. Therefore the students must have a good writing ability to make the readers catch what has been written and easy to be understood.

Teaching writing is important to influence students' writing skills. When teaching writing, the teacher must select support material and clear resources. Aside to guide them in teaching how to write, it is also the most effective to help students learn to write.

Virdyna (2016:71) states that teaching writing is how the teacher can facilitate, motivate, and encourage their students to express their minds into sentences or written forms. It means that the role of the teacher is very important in teaching writing since the students need to be helped during the process of learning in writing. The teacher not only teaches how to develop in writing, but

the teacher also needs to pay attention seriously on how to write English to become systematically and grammatically sentences. Keep in mind that teachers should remember if learners need to be guided and helped when the learning process in writing is running (Hidayati, 2018:30).

2.1.7 Assessing Writing

Assessment intends at improving and supporting student learning (Nodoushan, 2014:128). In the academic community, assessment as a term that is accountable. The assessment comes from the conflict between what the teacher should do and what learners can actually learn. The assessment had a positive acceptance among faculty, advisors, students, and other community members because an assessment reflects the attentions of and is easily construed by these varied constitutions Hamp-Lyson (1991). While writing is a productive skill that has interested in the concern of many language schools and institutes. Writing is one of the most difficult language skills to teach and even difficult to assess (Nodoushan, 2014). The teachers must have enough experience and provide appropriate practice to make students successful in their writing. It can be concluded that the aims of assessing writing are to know which students have achieved and the extent to which the teaching of writing has been useful.

Following are scoring rubrics according to Jacob, at all (in Reyhan, 2012:2) differentiated five aspects: content is weighed 30, organization and vocabulary are weighed 20 points, language use is 25 points, and the mechanism is weighed 5 points. These are the criteria:

Tabel 2.1 Scoring Rubric by Jacob

Aspect	Level	Criteria
Content	30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substantive, thorough development of the thesis, relevant to the assigned topic.
	26-22	GOOD TO AVERAGE: Some knowledge of the subject, adequate range, limited development of the thesis, lack of detail, mostly relevant to the topic.
	21-18	FAIR TO POOR: Limited knowledge, little substances, in adequate development of the thesis.
	16-13	VERY POOR: Does not show knowledge of the subject, non-substantive, not pertinent.
Organization	20-18	EXCELLENT TO VERY GOOD: Fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	FAIR TO POOR: Non-fluent, ideas confused or disconnected lacks of logical sequencing and development.
	9-7	VERY POOR: Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	EXCELLENT TO VERY GOOD: Sophisticated range, effective word/ idiom choice, and usage, the word from mastery, appropriate register.
	17-14	GOOD TO AVERAGE: Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured.
	13-10	FAIR TO POOR: Limited range, frequent errors of word/ idiom form, choice, usage but meaning confused or obscured.
	9-7	VERY POOR: Essentially translation, little knowledge of English vocabulary, idiom word form, or not enough to evaluate.

Language Use	25-22	EXCELLENT TO VERY GOOD: Effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.
	21-18	GOOD TO AVERAGE: Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	FAIR TO POOR: Major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	VERY POOR: Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanism	5	EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	FAIR TO POOR: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR: Mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

2.2 Essay Writing

2.2.1 Definition of Essay Writing

Essay writing is a series of writing that contain opinions and also have subjective or argumentative nature. These personal views must be logical and can be understood properly. An essay is a group of paragraphs written to discuss a single topic and about a central main idea that has at least three paragraphs (Zemach&Rumisek, 2005:56).

An essay is a form of writing that expresses the thoughts and feelings of the author into an organized form of writing about facts which are then discussed in more depth according to the authors' personal views. An essay isn't a container to deliver some information, but an essay is a tool that is used for arguing the writers' opinions about facts (Barker, 2013:10). So, the essay is a short piece of writing that contains the opinion or argument of the author about the topic.

2.2.2 Element of Essay

According to Zemach&Rumisek (2005:56), there are three elements of essay writing, they are the following:

1) Thesis

The thesis is the first paragraph of an essay. This is where the writer introduces the topic very first time. The sentences in the thesis give the main idea. Generally, it is not very long, the sentences in a thesis about 4-6 lines. A thesis statement should not state two sides of an argument. The thesis statement is very important because it is the first paragraph of the essay. It will make an impression on the reader and will affect their view of the overall essay. So, the

writer needs to grab the readers' attention to continue reading the essay by making the thesis statement as interesting as possible and as understandable as possible. Another strategy to engage with the readers is to start with a question. Therefore, the readers' first impression of the essay must be favorable.

2) Body

These are the paragraphs that explain and support the thesis statement. The body is also the main core of an essay. The body comes between the thesis and the conclusion. So, the most vital and important content of the essay will be here. In the body, not be confined to one paragraph, but there must be one or more paragraphs in the body of an essay according to the content. The paragraphs in the body of an essay should always explain the thesis statement. In addition, each paragraph in the body should discuss one part of the thesis.

3) Conclusion

The conclusion is the last paragraph of an essay. The conclusion summarises or restates the thesis and the supporting ideas of an essay, but make sure the words and syntax are different. A conclusion is also a great place to sum up an argument. The importance of an essay aims to summarise the main points of an essay, restates the thesis but using different words and make a final comment about the essays' main idea. In conclusion, don't introduce a new statement. A conclusion only restates or gives further commentary on ideas discussed in the essay. The thesis and conclusion work together to make the topic and main ideas of the essay clear to the reader.

2.2.3 Types of Essay

There are five types of essay according to Bianco (2008), all the types are explained below:

1) Narrative

The narrative essay usually tells a story, or it can also be called a short story. Generally, a narrative essay tells about the detailed experience that the writer has faced in life. The story in a narrative is meant to the author which the story can be either real or imaginary. A narrative essay is when the author narrating an incident or story through the essay, so it is commonly written in the first person. The narrative essay aims to involve the reader to feel as they were right there when the story is happening. Therefore, make the story as clear and real as possible. The features of narrative essay are a clear introduction is clear with the topic whether the story about a personal experience or an observation, personal stories and detail of the story is great, generally in the first person, make the reader feels involved in the story, and the writing should be personalized.

2) Description

The descriptive essay describes what something is or what something happened. Here the author describes a place, an object, an event, or maybe even a memory. The descriptive essay provides details of sight, touch, sound, taste, and smell. The essay generally uses a lot of sensory details. A good descriptive essay is when the readers feel the emotion the author was feeling at the moment. The features of descriptive essay are a clear pattern of

organization, adjective, and adverb use to help in describing a subject, uses a specific subject, and specific details in describing a subject.

3) Cause and Effect

Cause and effect essay explains why or how some events happened, and what resulted from the event. Cause and effect is a study of the relationship between two or more events or experiences. Cause and effect essay discuss the reasons why something happened. The aims of cause and effect essay are for discussing relationships, reasons, and how one thing led to another.

4) Compare and Contrast

Compare and contrast essays are using for comparing two or more subjects, concepts, ideas, etc. It is informative because they discuss a subject in one of two ways. Compare and contrast essays discuss the similarities and the differences between two things, places, people, concepts, etc. It could be written simply to amuse the reader. The essay could discuss both similarities and differences or just focus on one side. A compare essay usually discusses the similarities and a contrast essay discusses the differences.

5) The Argumentative or Persuasive

The argumentative or persuasive essay is one that tries to persuade the readers to the writers' point of view. The writer can either be serious or funny, but the writer always attempts to convince the readers of the validity of the writers' opinion. The function of an argumentative essay is to prove that the writers' opinions about a particular subject are correct and truthful than other opinions on the subject. The features of the argumentative or persuasive essay are a clear

position taken by the writer, a counter argument, well defined controversial issue, an argument persuasive as to why the writers' stance is correct, support the thesis using facts, quote, data, and rhetorical question.

2.3 Problem Based Learning Method

2.3.1 Definition of Problem-Based Learning Method

Problem-Based Learning method is a model learning that can help students to improve their skills which are needed in the current era of globalization. Problem Based-Learning is designed in the last 1970s. This learning model presents a real problem for students as beginner learning, then completed through investigation applied using problem solving approach. The process in Problem-Based Learning method is purposed at enhancing students' learning and motivation by using the power of authentic problem solving. Michael (in Argaw, 2016:858) states that Problem-Based Learning is a learning method in which relevant problems are introduced at the beginning used to present the context and motivate the students in learning.

Problem-Based Learning method is an innovation in learning because the students' abilities are really optimized through group or teamwork processes systematic, so students can empower, hone, testing and developing their thinking ability in a way continuously (Nurdyansyah&Fahyuni, 2016). It can be concluded that in Problem-Bassed Learning method, learning is more prioritizing the learning process, where the role of the teacher as a facilitator, the teacher must focus on helping students. The teachers in this model act as a problem presenter, asker, hold dialogues, help find problems, and give learning facilities. Besides,

teachers give support that can increase student inquiry and intellectual growth. It does not mean that teachers give the authority for making students learn without supervision and out of responsibility as a teacher, but it will practice students' responsibility and motivate students in learning. This model will be successful if teachers can create an open classroom environment and guide the exchange of ideas from student to student or student to teacher.

Problem-Based Learning method is an active strategy which suitable for better preparing information to students for professional practice (Cohen, 2002:105). Students work together in a small group discussion, communicating and integrating information, students also bringing together collective skill at obtaining in a process to get information about the problem that resembles inquiry where make the students think more critically. Problem-Based Learning method can be implemented when teachers choose the materials or topics of a subject which they have a problem and can be solved. The problem used can be taken from books, the internet, events around the environment, an event in a family, or social life.

From the explanation above it can be concluded that Problem-Based Learning method is a learning model that uses real world problems as a context for students to learn by building critical thinking and skilled in problem solving and also to acquire knowledge and essential concepts from lecture or subject matter.

Problem-Based Learning method is not designed to help teachers convey a large amount of information to students, but Problem-Based Learning method is

designed to help students in developing thinking, finishing problems, and intellectual skills. Therefore, learn about the role of mature people by experiencing it through various real situations or situations that are simulated and become independent and autonomous learners.

2.3.2 Characteristics of Problem-Based Learning Method

Problem-Based Learning method is effective for high level learning process. This learning helps students to process information that has been known and arrange their knowledge itself about the social world and its surroundings. Problem-Based Learning method aims to develop basic even complex knowledge. According to Nurdyansyah & Fahyuni (2016:84–85), there are five characteristics of Problem-Based Learning method, all characteristics are explained below:

1) Submitting Question or Problem

   Problem-Based Learning method organizes teaching around questions and problems, which both are socially important and personally meaningful for students. Questions and problems raised must comply with the following criteria:

   a. Authentic, the problem must be more rooted in the real life of students rather than the principles of certain disciplines.

   b. Clearly, the problems formulated clear and not caused to new issues.

   c. Easy to understand, the problem given should be easy to understand and made according to the development level of students.

d. Broad and appropriate with the learning objectives, the problem covers all subject matters to be taught according to the time, spaces, and resources available and based on predetermined learning goals.

e. Useful, problems that have been prepared and formulated must be useful, which can enhance students' thinking ability in solving the problems, as well as arousing students' motivation to study.

2) Focusing on Interdisciplinary Linkages

Even though the problem is possible centered on certain subjects (mathematics, science, social science) the problem to be investigated has been chosen indeed real so that in the solving process students can review the problems from many subjects.

3) Authentic Inquiry

Problem-Based Learning method requires students to conduct an authentic investigation to find a solution to real problems. They analyze and define problems, develop hypotheses and make predictions, collect and analyze information, conduct experiments (if needed) make an inference and formulate a conclusion.

4) Generating and Exhibiting Product

Problem-Based Learning method requires students to generate certain product in the form of real work or artifacts and demonstration that explains or represents the form of settlement of the problems which they found.

5) Collaboration

Problem-Based Learning method is characterized by students who work with each other, most often in pairs or in a small group.

2.3.3 Advantages and Disadvantages of Problem-Based Learning Method

According to Sanjaya (in Tyas, 2017:46) explained the advantages and disadvantages of Problem-Based Learning method, they are :

1) Advantages of Problem-Based Learning

a. Challenging students' abilities and give satisfaction to find new knowledge for students

b. Enhancing new motivation for students

c. Enhancing students in transferring students' knowledge to understand real life problem

d. Helping students to develop new knowledge and training students' responsibilities

e. Encouraging students to evaluate the result and the learning process

f. Developing students' ability to think critically and adapt to new knowledge

g. Providing opportunities for students to apply their knowledge in real life

h. Developing students' interest in continuous learning not only in formal education but also in informal education

i. Simplifying students to master the concepts learned in order to solve real life problems

2) Disadvantages of Problem-Based Learning Method

    a. When students have no interest or no confidence to be able to solve the problems, they were reluctant to try it

    b. The achievement of Problem-Based Learning method need good enough time for preparation

    c. Some students assume that without understanding the material that is needed to solve the problems are being studied, they will not try to learn what will they want to learn

2.3.4 The Stages of Problem-Based Learning

In Problem-Based Learning method, the learning process utilizes an environment to get learning experience. A learning experience is a learning activity that must be done by students in order to achieve mastery of competency standards, basic abilities, and learning materials. Through of Problem-Based Learning method, students express their ideas, train to reflect perceptions, argue their thought, and communicate with each other. Teachers can understand the process of students' thinking, guide students, and intervention of new ideas on the principles and concepts. Thus, students can imagine and have an idea to process writing text.

According to Nurdiansyah&Fahyuni (2016:88) there are five stages to implement Problem-Based Learning method as follows:

Tabel 2.1 Five Stages to Implement Problem-Based Learning Method

Learning Stages	Teacher Behavior
Stage 1: Orienting students to problem	The lecturer explains the learning objective, the logistics needed, and motivates students to be involved in problem solving activities of their own choosing.
Stage 2: Organizing students to learn	The lecturer helps students define and organize learning assignments related to the problem.
Stage 3: Helping independent inquiry and groups	The lecturer encourages students to gather appropriate information, gather experiment, get an explanation and solution in problem solving.
Stage 4: Developing and presenting the work of exhibitors	The lecturer helps students in planning and preparing the appropriate work such as reports, video recordings, and models, and helps students to share their work.
Stage 5: Analyzing and evaluating the problem solving process	The lecturer helps students to reflect or evaluate on their investigation and the processes they use.

2.4 Previous Study

The previous study that is found is a research conducted by:

1. Atika Dyah Syarifa (2018), entitled "The Implementation Problem Based Learning to Improve Students Writing Skill at Eight Grade of SMP N 2 Salaman in Academic Year 2017/2018".

2. Munjizatul Milah (2015), entitled "The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text (a Classroom Action Research at the Third Grade of MA NU 04 Al-Ma'arif Boja in the Academic Year of 2015/2016)".