CHAPTER II

LITERATURE REVIEW

A. Writing Ability

1. The Definition of Writing

Writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape.[1] Writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study.

Writing is an activity that can usefully prepare for by work in the others skills of listening, speaking and reading.[2] This preparation can make it possible for words that have been use receptively to come into productive use. For example, in English academic purposes program, learners can be involved in keeping issue logs, which are a kind of project work.

Based on the definition above the writer concluded that writing is the activity that we can use to express our idea of the object in transcript style. Today the writing ability has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life is simply taken for granted in literate cultures.

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[1]Jeremy Harmer, *the practice of English language 3 longman.* P. 255
[2]I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*; ESL & applied Linguistics ProfesionalServies, (New York: Taylor &Routledge's, 2009), p.113

2. Teaching Writing Skill

Every student have their own learning style that can't be treats the same way each other. Some student, are especially influenced by visual stimulant and are therefore likely to remember things better if they see them. Some student on the other hand are especially affected by auditory input and as a result respond very well to things they hear. Kinaesthetic activity is especially effective for other learners, who seem to learn best when they are involved in some kind of physical activity, such as moving around or rearranging things with their hands.

When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing. In the case of the former, writing is used as an aide memory or practice tool to help students practice and work with language they have been studying.[3]

On the other hand, writing for writing is directed at developing the students' skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing.

The writer get conclusion that teaching writing is one way to help student learning motivation. When they write the lesson on their book they can recall what they have studied before. Imam syafi'i said "science is like a hunted animal and the writing

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[3]Jeremy Harmer, *How to Teach English,* (UK: Ochelot Publishing, Oxford, 2007).p. 112

is like a rope tie, because it is binding your game with strong strap".

3. The Process of Writing

Writing is never one step action, it is an ongoing creative act. When you first writing something, you have been already thinking about what to say and how to say it. Then, after you have finished writing, you read over what you have written and make changes and correction. You write and revise and write and revise again until you satisfied that your writing expresses exactly what you want to say.

There are four basic writing stages in process writing as a classroom activity.[4]

1. Planning (pre-writing)At this stage we should determine what would we write and what the point of view we will take the problem that we will write, in this stage we can make an outline of our writing to easy mapping problem that will be discussed.

2. Drafting (writing). After collecting the idea that will be write, start writing without editing the text.

3. Revising (redrafting) Revising is not merely checking for language errors it is done to improve global content and the organisation of ideas so that the writer's intent is made clearer to the reader.

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[4]J. C. Richards and W. A Renandya, *Methodology in Language Teaching*. (Cambridge University Press, 2002)p. 315

4. Editing. The last stage is editing at this stage we focus in tidying up and checking the text for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, examples and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.

According to Richards and Renandya about the process of writing, the writer concluded that writing is need long process because writing is not simple skill, we requires the preparation and writing material so that we write can be enjoyed by the reader.

4. Genres of Text

According to Gerot and Wignell (1994:194), there are thirteen genres. They are report, narrative, spoof, exposition (analytical exposition and hortatory exposition), discussion, explanation, procedure, review, description, recount, news item and anecdote.

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, the main function of Hortatory Exposition text is to persuade the readers or listener that something should or should not be the case. To strengthen the explanation, the speaker or writer needs some

arguments as thefundamental reasons of the given idea. In other words, this kind of text can be called as argumentation.[5]

Every text has specific structures that differentiate one to other the generic structure of hortatory exposition text consists of these following structures:

   a) Thesis, is the announcement of the issue of concern.

   b) Arguments, is contain of the reasons of doing something.

   c) Recommendation, is the statement of what ought to happen.

Language features of hortatory exposition text are:

   a) Focus on generic human and non-human participants, except for speaker or writer referring to self.

   b) Use of:

      (1) Mental processes: to state what writer thinks or feels about issue.

      (2) Material processes: to state what happens.

      (3) Relation process: to state what is or should be.

      (4) Use of simple present tense.

Based on the explanation above the writer concluded many kind and genre of text and hortatory exposition text is one

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[5]https://www.usd.ac.id/fakultas/pendidikan/f1l3/PLPG2017/Download/materi/bing/BAB-X-Hortatory-Exposition.pdf

of text that functioned to persuade the reader that they should or shouldn't do something.

5. Assessing Writing

Assessing writing is one of the best known and most widely uses analytic scales in ESL was created by Jacobs. In Jacobs scale, scripts are related on five aspect writing: content, organization, vocabulary, language use, and mechanics.[6]

Table 2.1

The criteria of assessing writing

No	Score	Level	Criteria
1	**Content**	25-21 23-20	**Excellent to very good:** knowledge, substantive, through development of thesis, relevant to assigned topic.
		21-17	**Good to average**: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		16-13	**Fair to poor**: limited knowledge of subject,

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[6]Sarah Cushing Weigle,*Assessing Writing,* (Cambridge: Cambridge University Press, 2002), p.115

			little subject, inadequate development topic. **Very poor**: does not show knowledge of subject, non-substantive, or not enough to evaluate.
2	**Organization**	20-18	**Excellent to very good**: Fluent expression, ideas clearly, started/ supported, succinct, well
		17-14	organize, logical sequencing, cohesive.
			Good to average: somewhat choppy,
		13-10	loosely, organize but main ideas stand out, limited support, logical
		9-7	but complete sequencing.
			Fair to poor: non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
			Very poor: essentially translation, little

			knowledge of English vocabulary, idioms, words form, or not enough to evaluate.
3	**Vocabulary**	20-18	**Excellent to very good**: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
		17-14	
			Good to average: adequate range, occasional errors of word/ idiom form choice usage but meaning not obstructed.
		13-10	
		9-7	**Fair to poor**: limited range, frequent errors of word/ idioms for choice, usage, meaning confused or obscured.
			Very poor: essentially translation, little knowledge of English vocabulary, idioms, word

			form or not enough to evaluate.
4	**Language use**	25-22	**Excellent to very good**: effective complex construction, few errors of agreement, tense, number, word order/
		21-18	function, articles, pronoun, perceptions.
			Good to average: effective but simple construction, minor problems in complex
		17-11	construction, several error of agreement, tense, number, word/ order function, articles, pronouns, perception but meaning seldom obscured.
		10-5	**Fair to poor**: major problems in simple/ complex construction, frequent errors negation, agreement, tense,

				number, word/ order function, articles, pronouns, perceptions or fragments, nouns, deletions, meaning confused or obscured.
				Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communication or not enough to evaluate.
5	**Mechanic**	5	**Excellent to very good**: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	
		3	**Good to average**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		2	**Fair to poor**: frequent

			errors of spelling, punctuation, capitalization, paragraphing poor handwriting, meaning confused or obscured. **Very poor**: no mastery of conventions, dominated by errors of spelling punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

B. Problem-Based Learning

1. The Definition of Problem-Based Learning

Originally Problem-Based Learning was introduced at McMaster University, Canada. In 1966, a small but influential group of educational innovators put together a new curriculum. Jim Anderson a professor of anatomy and physical anthropology is considered the creator of PBL with learning in small group of students. The ideas of presenting real-life patient problems and

the use of simulated patient for education purpose was the brainchild of the neurologist Howard Barrows.[7]

In educational science problem-based learning (PBL) is an approach that challenges students to learn through engagement in a real problem.[8] It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face as future managers in complex organizations.

Problem-based learning is an innovative, student-driven learning strategy that challenges students to think critically. Within this framework, students develop skills in self-directed learning, critical thinking, self-evaluation, interpersonal communication, and the ability to retrieve, access, and use information. A small group of students participates in an interactive process directed at understanding a staged but realistic sequence of a clinical case scenario.

The identifying characteristic of problem-based learning is that the content needed to solve the problem is not presented to the students. This needed content and other information regarding

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[7]van Berkel, H. J. (Ed.). (2010). *Lessons from problem-based learning*. (Oxford University Press, USA)p. 6

[8]Szopa, Anna, ed. *Academic Entrepreneurship and Technological Innovation: A Business Management* Perspective*: A Business Management Perspective*. IGI Global, 2012.p.118

the problem must be identified by the group, researched by the individual students, and then presented to the small group for discussion. The problems serve as the stimulus for learning, and the students make the knowledge relevant by putting it in the context of situations.[9]

Based on the definition above the writer get conclusion that Problem-Based learning is a learning method which involves student centered learning in small groups lead by a tutor or "expert", it's get the students to think critically and as a simulation for students in problems solving in the real life.

2. The Steps of Problem-Based Learning

Generally the steps of problem based learning includes four main steps: (1) being introduced to the problem, (2) exploring what they do and do not know about the problem, (3) generating possible solutions to the problem, and (4) considering the consequences of each solution and selecting the most viable solution.

Along the development of problem-based learning strategy many experts describe the application of problem-based learning. According to John Dewey an American-based educational expert explains 6 problem-based learning steps:[10]

1) Define the problem, is students determine the problem to be achieved.

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[9]Lowenstein, A. J., & Bradshaw, M. J. (2004). *Fuszard's innovative teaching strategies in nursing*. Jones & Bartlett Learning.p. 141

[10]Sanjaya, Wina. "*Strategi pembelajaran berorientasi standar proses pendidikan.*" (2006).P 217

2) Analyse the problem, students review the problem critically from various points of view.

3) Formulate the hypothesis, namely the student steps to formulate various possible solutions in accordance with the knowledge they have.

4) Data collecting, is students look for and describe the information needed for troubleshooting.

5) Testing the hypothesis, is students take or formulate conclusions in accordance with acceptance and rejection of the hypothesis proposed.

6) Formulate recommendations for problem solving, namely the steps students describe recommendations that can be done according to the formulation of hypothesis testing results and conclusion formulas.

3. Advantages and disadvantages of Problem-Based Learning

Advantages

Based on Taufiq Amir, problrm-based learning have many potential benefit consists of these following:

1) Become more remember and increase understanding of teaching material

2) increase focus on relevant knowledge

3) Encourage thinking

4) Build team work, leadership, and social skills

5) Build learning skills (lifelong learning skills)

6) Motivate learners.[11]

The writer find the advantages and disadvantages of this approach as follows:

The aims (advantages)

1) Interactive, creative, and practice-orientated edjcation, use of different sources of information.

2) Discussing ideas and notions results in more knowledge and better recall.

3) Self-directed learning promotes the development of personal, individualized learning objectives.

4) Few contact hours, more student autonomy in lime allocation.

Daily student practice (the disadvantages)

1) Students focus on the standard (recommended) literature and the Internet, preferably in their native language.

2) Free riders cause regression towards the mean in tutorial groups. 'Seven jump' is no more than a ritual.

3) Inadequate fit of personal learning objectives and assessment requirements.

4) Tutor involvement is decisive for the effectiveness of group process.

4. Authentic Assessment of Problem-Based Learning

Authentic assessment of problem based learning is included in the category of performance appraisal, assignment

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[11]M. Taufiq Amir. Ph.D "*Inovasi Pendidikan Melalui Problem Based Learning*", Jakarta: Pranamedia Group, 2009. P.26

assessment, or portfolio assessment. The form of authentic assessment of problem-based learning strategies as follows:[12]

Table 2.2

The criteria of assessing problem-based learning

Criteria	Quality	Assessment point		
		Very good (3)	Good (2)	Need guidance (1)
The problem solving	35%	Able to identify the problem and provide solution	Able to identify the problem, but there is no solution	Unable to solve the problem
The conclusion of problem	35%	Create a conclusion according with the plot of problem solving	Create a conclusion, but not according with the plot of problem	Unable to create a conclusion

[12]Said, Alamsyah, and Andi Budimanjaya. "Strategi Mengajar Multiple Intelligences." *Jakarta: Pranamedia Group* (95).p. 122

			solving	
Teamwork	30%	All group member shows cooperation and division of good working	Most of group member shows cooperation and division of good working	Some small group member shows cooperation and division of good working

C. Previous Study

To prove the originality of this study, the researcher presents some previous study that deal with this title.

The first research was conducted by Rodriguez and friends (2013) with the title "An Analysis of the writing skill difficulties at the foreign language department of the University of El Salvador" The conclusions of this study indicate that students' difficulties is the application of writing techniques, such as mappings it's usually people confused what he should write when he just study writing and the problem of editing. Then they consider mapping as the most difficult technique, This was due to the lack of information about it and the need of practice and explanation, and Students generally come to English composition

without any idea about organizing their ideas, even in their mother tongue. And professor usually make the following techniques: brainstorming, free writing, making a list, editing and mapping. These techniques are presented according to their effectiveness where the most accepted are brainstorming, free writing and making a list.13

Based on the research above the writer concluded, learning method were very important, then students easy to understand the learning process. One of them is using problem based learning method, an approach used by currently curriculum. Problem based learning is defined as collaborative, student centered exploration of real world problems, for which the teacher acts as fasilitator (or tutor or mentor) who offers decreasing guidance over time.

The second reaserch was done by Elfira the student of Universitas Bina Darma Palembang. With the tittle "Kemampuan Menulis Teks Berita Melalui Model Pembelajaran Problem Based Learning Siswa Kelas VIII Sekolah Menengah PertamaNegeri 35 Palembang " this research discussed the problem of whether there are effect of problem-based learning instructional model of the conventional model in learning to write text news eighth grade students of SMP Negeri 35 Palembang.

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[13] Aragón, J., Baires, D. C., & Rodríguez, G. S. (2017). *An Analysis of the Writing Skill Difficulties of the English Composition I Students at the Foreign Language Department of the University of El Salvador* (Doctoral dissertation, Thesis. El Salvador: School of Arts and Sciences Foreign Language Department University of El Salvador).

The goal is to determine whether or not an effective learning model problem based learning on students' learning news writing text. The method used in this study is a quasi-experiment. Sample was 77 students with details of 38 people VIII.6 grade (grade control) received a text message with the teaching of writing conventional models, and 39 people VIII.7 grade students (the experimental class) got the teaching of writing text with a word problem based learning model learning. 14

Based on the research above the writer get conclusion that there was difference in students' ability to write a text message between students who are taught using problem-based learning model of learning with students taught with conventional models.

D. Hypothesis

1. The alternative hypothesis (Ha)

   There is significant influence of problem-based learning approach towards students' writing ability at the second grade of SMA Al-Khairiyah Kalapian.

2. The null hypothesis (Ho)

   There is no significant influence of problem-based learning approach towards students' writing ability at the second grade of SMA Al-Khairiyah Kalapian.

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[14] Elfira, E. (2013). Kemampuan Menulis Teks Berita Melalui Model Pembelajaran Problem Based Learning Siswa Kelas Viii Sekolah Menengah Pertama Negeri 35 Palembang. *Jurnal Fkip*.