

CHAPTER II

THEORETICAL FOUNDATION

A. Writing

1. Definition of Writing

According to Axel, Writing is a desire to express idea, opinion, feeling, and experience in written form.¹In addition, Sharples stated that writing can be saw as a process of ‘design’, a skill that is grounded in the way we use our intelligence to create and share things in the world.²

These are mean that writing is can’t do briefly. There are some processes that need thoughtful thinking to planning, organizing, writing, editing, revising, and writing skill. Therefore, the writer should pay attention among steps in writing. Besides that, the writer should be used her intelligence to expressing idea, opinion and her feeling in the writing form. The writer must have good capabilities in writing process.

In addition, Jack and Willy stated that writing consists of many constituent parts and we need to consider which ones will be the most important for a course: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.³ It means that in the writing students should pay attention

¹Axel. B. Rise, *th sty. Martin’s guide to writing*, (New York: St. Martin’s press Inc, 1985), 3.

² Roger Beard. *Talk for Writing: Review of elated research*, 9.

³ Jack C. Richard, Willy A. Renandya. *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 309.

the constituent parts. When students are going to write, they have known which one of the parts that must be focus. Therefore, if someone will write, they not only pay attention steps in writing process but also the constituent parts in writing.

2. Purpose of Writing

Basically, the purpose of writing is to communicate. Someone can communicate with other people trough writing. Graham and Harris in Beard stated that writing allows people to communicate with others who are separated by distance and time; writing makes it possible to gather, preserve and transmit information widely; writing offers a powerful tool for refining and extending one's knowledge about the topic.⁴ It means that writing is important for life. Besides for communication people can get information and add knowledge about everything in the word from writing. For instance, writing in the form of book, e-book, magazine, newspaper, and the other. These are from writing people that pour their ideas.

3. Process of Writing

Writing as a process needs a lot of time. This is related to many steps that must be done by writer in expressing ideas. Writing as a process involves the procedure of planning that are pre-writing, writing, revising an editing processes that writers go through to produce a piece of writing that will be publishing to public. Writing not only process that needs a lot of times, but also as a product. The

⁴ Roger Beard. *Talk for Writing: Review of related research*, 6.

‘product’ of writing is various and many forms depend on the purpose of writing itself.⁵

Writing involves several processes that are related to each other. The writer demands to compose ideas and express it into writing form, reviewing what has been written to see if there is a mistake in the writing. This is also the opportunities for writer to revise and edit their writing. Many factor that supporting writing activity. Writer’s working memory is main factor. Besides, the motivation of writer and social environment may also be important factors. In this matter occurs the interaction between each process. Added, use of diagrams and illustrations may be also significant to support the writing.⁶

Hayes and flower described the writing process in terms of the task environment, which included the writing assignment and the text produced so far, the writer’s long-term memory, including knowledge of topic, knowledge of audience, and stored writing plans, and number of cognitive processes, including planning, translating thought into text, and revising.⁷

It means that everything of the writing activity is a task. Started from the writers’ ability about their long-term memory to remember their knowledge about the topic and pour it into text until everything of the procedure of writing process, including planning, drafting, revising, editing, and publishing.

⁵ Penny McKay, *Assessing Young Language Learners* (New York: Cambridge University Press, 2006), 245.

⁶ Beard, Roger. *Talk for Writing: Review of elated research*, 8.

⁷ Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge, 2002), 23.

Good writers always use multiple processes to produce a good paper. It's such among editing, revising, and re-writing. Each component of writing process itself is complex. For example, planning a written composition requires an understanding of the topic and purpose of the writing task, expressing opinion and developing the idea, an ability to sort the ideas of the paragraph become relevant idea. Besides that, needed an organization of skills that is an ability to understand of how ideas will be grouped and sequenced. To help the students carry out every procedure of the writing process, each procedures of the writing process must be done openly and guided practice, and explicit practice phases.⁸ In other words, students learn how to develop their writing skills with highly proficient writing skills. Not only that, the students can learn how writing works when they are explicitly taught strategies for planning, writing, editing, and revising text.

Every writer certainty has a good stage in the composing of writing process. There are some general stages that owned by a good writer, but many more particular. According to Josep Boyle and David Scanion there are five stages of writing process, as follows⁹:

a) Planning

During the planning stage, students map out ideas and organize them. This stage involves selecting topic, choosing goals for writing, identifying an audience, brainstorming ideas

⁸Beard, Roger. *Talk for Writing: Review of related research*, 13.

⁹ Joseph. R.B, David. S, *Method and Strategies for Teaching Students with High Incidence Disabilities 2nd edition*, (United States: Cengage, 2017), 272-273.

related to the topic, and organizing ideas into a framework for drafting. In some cases, students work independently. Teachers often incorporate cognitive maps or other visual displays to help students structure and expand on ideas.

b) Drafting

This stage consists of putting previously generated ideas into written sentences. During this phase, students work to craft sentences and paragraphs by juggling various versions of them from brainstormed ideas. Just as decoding problems can interfere in the writing process. Recall that working memory is limited in its capacity to hold information; therefore, if ideas are not written down quickly enough in rough draft form, they may be lost forever. Students who lack prerequisites, such as an understanding of sentence or paragraph structure, may also have difficulty during the drafting stage because they may have to recall the rules and procedures or sentence formation, using precious needed for ideation. For other students, using a weak strategic approach to writing may interfere in effective drafting of ideas.

c) Revising

Revising usually involves proofreading of writing product for meaning. While reading, students check to see whether the written draft makes sense on a micro level and macro level. From a cognitive perspective, according MacArthur in Boyle and Scanion revising involves detecting differences between what was originally written and actual meaning. Revising may involve moving chunks of texts around to improve the transition

between sentences and to develop the coherence of the paper as a whole. In other cases, revising might be as simple as filling in missing words. Finally, revising provides students with an opportunity to check if their papers meet their goals.

d) Editing

Editing primarily involves proofreading for grammatical and mechanical errors in the paper. Grammar refers to the system of rules by which words are arranged into meaningful units. Some rules are implicit and we may not be able to state them, but we know when they have been violated. Other rules are explicit, such as subject-verb agreement, and are taught to students as a tool to check their writing during proofreading. In terms of mechanics, most teachers focus their attention on the basics of mechanics such as spelling, punctuation and capitalization.

e) Sharing and Publishing

This last stage is sometimes omitted from the writing process, but we feel that it should always be part of it. We feel that if students spend the time to produce a written product, then it should be shared with others. Sharing can be as simple as posting a report (for example, a weather report) with young children, or more involved, such as having students read poems or other works aloud to the class.

4. Kinds of Writing

According to Thomas, writing is divided into four categories. They are Exposition, Description, Narration and Persuasion.

1. *Exposition* explains how things work an internal combustion engine. Ideas, a theory of economics. Facts of everyday life, how many people get divorced. History, why Custer attacked at the Little Big Horn. Controversial issues laden with feelings, abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion /denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.
2. *Description* deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.
3. The subject of *narration* is a series of related events, a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.
4. *Persuasion* seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of *argument*, offering evidence or logical proof. Another form of persuasion is *satire*, which ridicules

folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of *eloquence*, appealing to ideals and noble sentiments.¹⁰

Based on the explanation above, narrative text is part of narration because narrative text is a kind of text to retell the story that past tense. Narrative sequences people/characters in time and space.

5. Writing Assessment

In the writing assessment, teachers have to know the types of writing performances first to determine what the scoring method that will be used.

There are four categories of written performance. One of them is responsive. According to Brown, responsive is assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.¹¹ It means that in this category, students asked to make a text that consist of two or three paragraph.

There are three major approaches to scoring writing performance of responsive writing are commonly used by test designer that are holistic, primary trait, and analytical.¹² In this matter, the writer use analytical scoring in assessing the students

¹⁰Thomas S. Cane, *The Oxford, Essential Guide to Writing*. (New York: The Barkley Publishing Group, 2000), 6-7.

¹¹H. D. Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), 220.

¹²Brown, *Language Assessment....*, 241.

writing task. In this assessing there are five categories: content, organization, vocabulary, language use, and mechanics.

Table 3.1

This is specific criteria of assessing writing according to Jacobs:

No	Level	Score	Criteria
1	Content	30-27	Excellent to Very Good: knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	Good to Average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	Fair to Poor: limited knowledge of subject, little subject, inadequate development topic.
		16-13	Very Poor: doesn't show knowledge of subject, non-substantive, or not enough

			evaluate.
2	Organization	20-18	Excellent to Very Good: Expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive.
		17-14	Good to Average: somewhat choppy, loosely organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	Fair to Poor: non-fluent, ideas confused or disconnected, lack logical, sequencing development.
		9-7	Very Poor: doesn't communicate, no organization, 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 obscured.
		13-10	Fair to Poor: limited range, frequent errors of word/idiom for, choice, meaning confused or obscured.
		9-7	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/function, articles, pronoun, prepositions.
		21-18	Good to Average: effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number,

			word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	Fair to Poor: major problems in simple/complex construction, frequent errors 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, doesn't communicate, or not enough to evaluate.
5	Mechanic	5	Excellent to Very Good: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

		4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	Fair to Poor: frequent errors of spelling, punctuations, capitalizations, paragraphing, poor hand writing, meaning confused or obscured.
		2	Very Poor: no mastery of conventions, dominated by errors of spelling, punctuations, capitalizations, paragraphing, handwriting illegible or not enough to evaluate. ¹³

B. Narrative Text

1. Definition of Narrative Text

There are many kinds of writing. One of them is narrative text. Before the students write a narrative text, they should know the typical of paragraph namely topic sentence,

¹³Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2009), 116.

supporting sentence and concluding sentence.¹⁴ Topic sentence is the most general of paragraph that consists main idea, opinion and feeling. And then supporting sentence consist the sentence that support the main idea of topic sentence. The last is concluding sentence reminds the reader of the topic sentence.

Narrative text is one of genres that must learning by students especially in Junior High School at second grade. According to Thomas narrative is a meaningful sequence of events told in words.¹⁵ In addition, Knapp and Watkins stated that narrative sequences people/characters in time and space.¹⁶

According Sharon Sorenson a narration (or narrative) tells a story. Sometimes narration explains a writer's purpose. Sometimes it is part of other means of development, such as character sketches, autobiographies, biographies, and short stories.¹⁷

Based on the definition above, the writer concludes that narrative text is a text that tells the story about sequences of events which consists characters, time, and space.

¹⁴ Alice Savage. Masoud Shafiei. *Academic Writing 1*, (Oxford), 34.

¹⁵ Thomas S. Cane, *The Oxford, Essential Guide to Writing*, (New York: The Barkley Publishing Group, 2000), 366.

¹⁶ Peter Knap and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales Press Ltd, 2005), 222.

¹⁷ Sharon Sorenson, *Student Writing Handbook Fifth Edition*, (Canada: Willey Publishing Inc, 2010), 97.

2. The Generic Structure of Narrative Text

Every kind of text has the different generic structure. To write a narrative text, the students should mastery the generic structure of narrative text.

The structure of narrative is generally more complex than the orientation and sequencing typical of recounting. The generic structures of narrative text are orientation, complication, resolution.¹⁸

- 1) Orientation : introduce the character and the setting.
- 2) Complication : present the problem or the conflict in the story.
- 3) Resolution : the solution or the ending of the story.

3. Grammatical Features of Narrative Text

To helps the students to write the narrative text, the writer need language focus. The language features in narrative text are using specific language, as follows:

- a. Focus on specific or individualized participant
- b. Use simple past tense
- c. Use temporal conjunction
- d. Use direct and direct speech
- e. Use saying verb, linking verb, and action verb.¹⁹

¹⁸ Peter Knap and Megan Watkins, *Genre, Text, Grammar.....*, 227.

¹⁹ Peter Knap and Megan Watkins, *Genre, Text, Grammar.....*, 221-222.

C. PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy

1. The Definition of PLEASE strategy

According to Graham in Handayana, PLEASE Strategy is a plan and write a paragraph containing a topic sentence, supporting sentence/ details and a concluding sentence/ statement.²⁰ It means that in the PLEASE strategy students taught how to write a paragraph completely with topic sentence, supporting sentence, and concluding sentence with the following step by step in the PLEASE strategy.

Joseph Boyle and David Scanlon stated that PLEASE strategy incorporates components of the process approach into a strategy format using the mnemonic PLEASE.²¹

In addition, Welch and Link stated that PLEASE Strategy was developed as a meta-cognitive strategy for written expression to assist students in planning and writing compositions by modifying a highly structured, step-by-step procedure originated by Kerrigan. The PLEASE strategy was developed to condense all of the actions from the Kerrigan procedure into more succinct steps by simplifying the steps terminology to facilitate prewriting planning and ongoing evaluation.²² In other word, a first letter mnemonic is used to

²⁰ Suri Handayana, *The Effect of Using Pick-List-Evaluate-Activate-Supply-End (PLEASE) Strategy toward Students' Writing Ability on Descriptive Paragraph*. (UIN Suska Riau: Pekan Baru, 2013), 20.

²¹ Joseph. R.B, David. S, *Method and Strategies for Teaching Students with High Incidence Disabilities 2nd edition*, (United States: Cengage, 2017), 276.

²² Marshall. W, Jeffrey. B.J, *Write PLEASE: A Video-Assisted Strategic Intervention to Improve Written Expression of Inefficient Learners Pennsylvania State Uni*, 39.

facilitate recall of each strategic step and cue specific student behavior.

PLEASE Strategy is a mnemonic that reminds students to think of each step that must to do. They conclude PLEASE strategy stands for Pick, List, Evaluate, Activate, Supply, End, as follows:

1. *Pick* a topic
2. *List* your ideas about the topic
3. *Evaluate* your list
4. *Activate* the paragraph with a topic sentence
5. *Supply* the supporting details
6. *End* with a concluding sentence.²³

2. Using PLEASE Strategy in Writing

In applying PLEASE strategy, there are six steps that must be followed by teacher and student. Each step follows a letter in the word PLEASE. Josep Boyle and David Scanion stated the explanation about PLEASE strategy.²⁴

- 1) *Pick*, students are taught to pick a topic and decide on their audience. Once students have chosen the topic, purpose, and audience, they continue in this step by choosing the proper format to use to write the paragraph. So, teacher provides instruction to students how to pick the topic, audience, and proper format. This is related to the kind of writing. For

²³ Todd, M. Gina L.H, 2010, *Using the PLEASE Strategy with a Struggling Middle School Writer with a Disability*, Intervention in School and Clinic, 327.

²⁴ Joseph, *Method and Strategies.....*, 277.

example, the topic discussion in this case is Narrative text. legend is one of the kinds of narrative text. Teacher instructs students to pick the topic from some of the legend given. For examples, the legend of Tangkuban Perahu, Lake Toba, Candi Prambanan and other.

- 2) *List*, students are taught techniques to generate and list ideas about the topic. Generating ideas can include asking various questions about the topic and then answering them, as well as listing or mapping out ideas. These ideas include topic ideas and related (that is, supporting) ideas. So, teacher shows students technique to list information about the topic. For example, teacher instructs students to list the information about the legend of Tangkuban Perahu that they knew.
- 3) *Evaluate*, students are taught to evaluate their list in terms of completeness, organization and sequencing, of ideas that will be used to generate supporting sentences. Teacher instructs students to evaluate if their list is complete, organize, and sequence well. For example, teacher instructs students to give number of their list from the first story until end.
- 4) *Activate*, students are taught to activate the paragraph with a topic sentence. During this stage, students are also taught how to write a short declarative topic sentence. So, teacher provides instruction to students about writing a topic sentence. It is related to generic structure of the text. For example, teacher instructs students to make a topic sentence

to introduce the paragraph. Topic sentence is the most general of paragraph that consists main idea.

- 5) *Supply*, students are instructed on how to supply supporting sentences for their topic. During this stage, students generate supporting sentence from their list of ideas. Over time, students are taught to enhance ideas by generating clarifying or expending sentences. So, teacher instructs students to support the topic sentence with supporting sentence from the list of ideas. supporting sentence consist the sentence that support the main idea of topic sentence.
- 6) *End*, students are taught to end with a concluding sentence and evaluate their work using the COPS (Capitalized, Overall, Punctuation, Spelled) strategy. So, teacher reminds students to end the paragraph with concluding sentence. concluding sentence reminds the reader of the topic sentence.

Based on the explanation above, the writer concludes that PLEASE strategy facilitate students to remember and apply the activity from each cue that given in writing.

3. The Advantages of PLEASE Strategy

The advantages of using PLEASE strategy are:

- 1) To help students generate and organize ideas.
- 2) To help the students to write a paragraph completely with topic sentence, supporting sentence and concluding sentence.

- 3) To help the students remember of each step that must to do involved in the writing process.
- 4) To help students evaluate their work using capitalized, punctuation and spelling well.
- 5) PLEASE strategy is suitable for all of kinds of writing.

Based on the explanation above, this strategy is good for writing narrative text.

4. The Disadvantages of PLEAS Strategy

The Disadvantages of using PLEAS Strategy are:

1. Too many steps must be taken by students
2. Thea teacher must be explained step by step slowly so students understand