

CHAPTER II

THEORETICAL FOUNDATION

A. Writing

1. Definition of Writing

When discussing the definition of writing according to the approaches to the teaching of writing, it is not plausible to find “the” writing ability which is accepted and agreed upon amongst all researchers and practitioners of English writing.¹ The essential point that can be concluded that writing in highlight is about the writer being the conductor of an idea to be put on the media such as paper or magazine or any media. In line with the definition of the Nunan, he said that Writing is a mental effect of generating ideas and thinking about how to present them effectively in the form of written text.²

In the wider context of writing, The importance of writing skills is growing in tandem with increasing international interactions/transactions and opportunities to study abroad. The current trend for standardized tests such as TOEFL to cover this skill in compulsory sections of tests,

¹ Yi, J. Y. (2009). Defining Writing Ability for Classroom Writing Assessment in High Schools. *Journal of Pan-Pacific Association of Applied Linguistics*, 13(1), 53-69.

² David Nunan, *Teaching English To Speaker Of Other Languages : An Introduction*. (New York and London : Routledge, 2015), P. 78

and the emphasis on writing skills in Korea, are evidence of the increasing attention paid to this skill.

2. Teaching Writing

Principles of teaching writing Bryne (1988) suggests the principles for teaching writing with the following points: ³

Teach students to write Classroom writing tasks need to be set up in ways that reflect the writing process in good writers. We need to encourage our students to go through a process of planning, organizing, composing and revising;

Provide adequate and relevant experience of the written language Care is needed in the selection of text types for both reading and writing, always bearing in mind that students can usually read language that is more advanced than they can produce;

Show students how the written language function as a system of communication When setting writing tasks, teachers need to vary the audience, identify who the readers are to be and try to make every piece of writing fulfill some kind of communicative purpose, either real or simulated when students understand the context they are much likely to write effectively ;

³Bryne, D. (1979). Teaching Writing Skills. London: Longman.

Teach students how to write texts Unless you encourage the production of whole texts, you will not have the opportunity to teach all the important features that can help to make a text coherent;

Teach students different kinds of texts student's need opportunities to practice various forms and functions in writing and within these to develop the different skills involved in producing written texts;

Make writing tasks realistic and relevant Classroom writing tasks should reflect the ultimate goal of enabling students to write whole texts which form connected, conceptualized, and appropriate pieces of communication;

Integrate writing with other skills It will be better if teachers design a task or activities in which we integrate writing with other skills. For example, when we ask students to listen to an English song, we can provide a worksheet in which the students will try to complete the missing words;

Use a variety of techniques and practice formats Teachers need to provide various writing activities from controlled writing to the guided writing until free writing. Each activity will need different techniques and practice. Collaborative writing in the classroom

generates discussions and activities which encourage an effective process of writing ;

Provide appropriate support The process of marking, with its traditional focus on error-correction by the teacher needs review and modification into a range of activities involving students as well s teachers, thus revising an integral part of the process of writing. Students need time in the classroom for writing. The teacher's task is to select or design activities that support them through the process of producing a piece of writing.

So from some statement above we can conclude Teach students different kinds of texts student's need opportunities to practice various forms and functions in writing and within these to develop the different skills involved in producing written texts

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A. The Cognitive Aspect

Throughout the years, many researchers have suggested models for writing as a process of cognitive activities. What is going on mentally when a writer creates a piece of text, a paragraph? What are the thoughts? Cushing Wiegle writes that research has been done to "gain insight into the mental activity and decision-making process of the writer as he or she carries out a writing task" (2002:22). Moreover, Cushing Weigle writes that this line of research shows that writers spend a lot of time planning and editing their work for both organization and content, as well as considering the audience (2002:22- 23).⁴ Strömquist refers to "Hayes-Flower model"⁴ from 1981, "A Cognitive Process Theory of Writing", and writes that different stages that a writer goes through when writing is controlled by an over-arching factor; a component within the writer's writing ability, through which the different thought processes in the writing takes place (2007:32, own translation). Brown connects writing and thinking in a very basic way: "Written products are often the result of thinking" (2001:335).⁵ In his chapter on teaching writing (2001:334-360) it is

⁴ Cushing Weigle, S. (2002). *Assessing writing*. Cambridge: Cambridge University Press.

⁵ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* – 2nd Edition. New York: Longman.

evident that it is this specific viewpoint that forms the basis for his principles for designing writing techniques. To mention a few, he brings up that it is important to “balance process and product”, “account for cultural/literary backgrounds” and “provide as much authentic writing as possible” (2001:347).

B. The Process Approach

When working with Process writing the focus lies in the various steps that a writer goes through when producing text. Strömquist writes that traditional schooling of writing mainly has been focusing on the evaluation of error-less written products. Writing in terms of "psychological text producing processes" has, according to Strömquist, been a relatively untouched research area for many years. However, she claims that a lot of research has been conducted lately (2007:17-19, own translation).

Several literary sources about writing methodology that are used in this study (Cushing Weigle, Graham, Harmer, Hedge, Strömquist and Unger & Fleischman) bring up the Hayes-Flower model from 1981 "A Cognitive Process Theory of Writing" as a model that the theory of process writing has sprung from. The model was further developed and updated by Hayes in 1996. It is rather complex containing many components, therefore it is only the

model's central ideas that are brought forward in this text. Unger and Fleischman choose to explain process writing by referring to Hayes and Flower in a quotation: "This approach emerged from researchers' study of the steps that accomplished writers engage in as they write: planning and organizing ideas, translating ideas into text and reviewing and revising the result" (2004: 90).

Cushing Weigle writes that it is the individual that is the central focus in the Hayes-Flower model, not the task and that the individual parts of writing engage "interactions among four components: working memory, motivation and affect, cognitive processes and long-term memory" (2002:25). Cushing Weigle's claim that the Hayes-Flower model of process writing is based on first-language writing but that it suits second-language writing as well (2002:24).⁶

Another author that has written about process writing, named Strömquist, explains that writing includes different phases that a writer must go through. She further to writes that the level of awareness regarding when and how these phases occur can differ. It is this specific insight that forms the basis of the writing pedagogy that goes under the name; process writing.

⁶Expression used by Cushing Weigle (2002:24). We have chosen to use this expression when referring to this model.

C. Definition of writing skill

The most important reason for teaching writing is that it is a basic language skill. Writing as a skill needs much practice. It is an activity of producing a coherent, fluent, and extended piece of writing.⁷ Writing is either hard or easy, as a person makes it.⁸ Writing is particularly academic writing is not easy. It takes study and practice to develop this skill.⁹ The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mentals elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into live general components or main areas.

- a. Language use: the ability to write a correct and appropriate sentence.
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling.

⁷ Ary Setya Budi Ningrum, *Scaffolding Strategy In The Procces Writing To Improve Student's Writing Ability*, (Jakarta; Kementrian Agama Republic Indonesia, 2012), I.

⁸ Porter, Perrin. *Writer's Guide And Index To English* (Chicago Atlanta Dallas New York: Scott, Foresman Company, 1942), 288.

⁹ Oshima, Alice, *Writing Academic English* (Addison Wesley: Longman, 1991), 3.

- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
- d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
- e. Judgments skills: the ability to write appropriately for a particular audience I mind, together with an ability to select, organize, and order relevant information.¹⁰

3. Kinds of Text in Junior High school

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are procedure, descriptive, recount, and narrative. this study focused on descriptive text used wordwebbing technique.

A. Procedure text

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something, or getting somewhere.

¹⁰ J.B. Heaton, Writing English Language Test.(New York: Longman INC,1989),135.

Examples of procedure text include; recipes, itineraries, instructions, manuals, directions.¹¹

Generic structure of procedure:

- 1) Goals: showing the purpose;
- 2) Material: telling the needed materials;
- 3) Step lend: describing the steps to achieve the purpose

language feature of the procedure:

- 1.using temporal conjunction;
- 2.using action verb;
- 3.using imperative sentence;
4. using simple present tense;

How To Make Orange Juice

Ingredients:

- 50 ml of water
- The sweet orange fruit (orange Sunkist)
- Ice Cubes

Steps:

1. Prepare the fresh orange fruit;
2. Peel the skin and fiber;

¹¹ Mark Anderson And Kathy Anderson, Text Types In English 3, (Australia: Mac Millan,1998),

3. Enter into a blender (may use a juicer to make it more practical);
4. Combine water and ice cubes (you can also mix honey);
5. Blender for about 3 minutes and then pour into a glass;
6. Orange juice is ready to be enjoyed.

B .Descriptive text

The descriptive text presents the appearance of things that occupy space, whether they are an object, people, building, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words. The explanation about this term will be presented in the text session.¹²

The generic structure of descriptive:

- 1) Identification; identifying the phenomenon to be described;
- 2) Description; describing the phenomenon in parts, qualities, or/and characteristics.

Language feature of procedure:

- 1) Using attributive and identifying process;
- 2) Using adjective and classifiers in the nominal group;
- 3) Using simple present tense.

¹² Elizabeth Cow, *Writing Brief Edition* (Texas: Scoot, Foresman, And Company,n.d.),148.

C. Recount Text

The recount is a piece of text that retells past events, usually in the order in which they happened. A recount aims to give the audience a description of what occurred and when it occurred. Some examples of recount text types are; newspaper, report, conversation, speeches, television, interviews, etc.¹³

Generic structure of recount:

- 1) Orientation: Introducing the participants, place and time;
- 2) Events: describing a series of event that happened in the past;
- 3) Reorientation: it is optional. Stating personal comment of the; writer story.

Language feature of recount :

1. Introducing personal participant: I, my group, etc
2. Using chronological connection; then, first, etc
3. Using linking verb; was, were, saw, heard, etc
4. Using action verb; look, go, change, etc
5. Using simple past tense.

¹³ Mark Anderson And Kathy Anderson, Text Types In English 1, (Australia: Mac Milan, 1998),

D. Narrative Text

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are the construction of certain characteristics that relate a take through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.¹⁴

The narrative text is a type of written text that tells a story of one character or more who take a certain situation. Its purpose is to present a view of the world that entertains or informs the reader of the listener. It is related to the recount type. There are many different types of narratives including humor, romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary- novel, etc.

Generic structure of narrative:

- 1) Orientation: Introducing the participants and informing the time and the place
- 2) Complication: describing the rising crises which the participants have to do with

¹⁴ Mark Anderson and Kathy Anderson, text types in English 3, (australia: mac Millan),

- 3) Resolution: showing the way of the participant to solve the crises, better or worse

Language feature of narrative:

- a. Using processes verbs
- b. Using temporal conjunction
- c. Using simple past tense

4. Process of Writing

Richards and Rodgers (2001) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to 34 improve their writing skills in generating ideas by giving activities, such as brainstorming, clustering, and rapid free writing.¹⁵

The planned writing experiences for the students can be described as follows:

a. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to

¹⁵Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

stimulate students' ideas to write, the writing activities must be prepared to provide the learning experiences of writing, such as brainstorming, etc.

b. Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audiences, such as peers, other classmates, etc.

c. Revising

The students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simple activity of checking language errors but it is done to improve the content and organization of the ideas so the writer's intention is clearer for the reader.

d. Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes in grammar, spelling, punctuation, sentences, diction, etc.

To sum up, the arrangement of the steps cannot be separated because it works like a wheel. Each stage in the process of writing will work in line to help the students in composing the text.

B . Word Webbing

1. The Definition of Word Webbing

Before knowing the definition of team word-webbing clearly, we must understand that team word webbing is a certain kind of technique in cooperative learning. There are some strategies in teaching reading. One of them is the team word webbing. It is not a new strategy and teachers often use it in teaching but they do not know that it can be an interesting activity in teaching reading. Teachers know it as clustering or semantic mapping. Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. Semantic mapping is an adaptation of concept definition mapping but builds on students' prior knowledge or schema.¹⁶ The framework of semantic mapping includes the concept word, two category examples, and other examples. This is a very interactive process and should be modeled by the teacher first. The steps involved in semantic mapping are: write the concept word on the board, explain the steps involved and have

¹⁶<http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/sm.htm>.18 -03-2011

students think of as many words as they can for the concept word, write the list on the board or overhead and have students copy it, and finally in groups have students put the words into categories.

There is no specific definition of team word webbing. We

know it as clustering or semantic mapping. In a brief definition:

*Team word webbing (clustering or semantic mapping) is a powerful tool in concept development and information exchange.*¹⁷

Team word-webbing belongs to cooperative learning and it has several characteristics, which are as follows:¹⁸

- 1) Topic may be different for each group
- 2) Students identify subtopic for each group member
- 3) Steering committee may coordinate the work of the class as a whole
- 4) Student research the information using resources such as library reference, interviews, visual media
- 5) Students synthesize their information for a group presentation: oral and or written each group member plays part in the presentation
- 6) Each group present to the whole class
- 7) This method places greater emphasis on individualization and students' interest. Each student's assignment is unique

¹⁷ Jeanne M Stone, *Cooperative Learning Reading Activities* (Australia: Hawker Brownlow Education, 2007), page 166

¹⁸ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (USA: Cambridge University Press, 2001), 2nd Ed., p. 198

8) Students need plenty of previous experience with more structured group work for this to be effective

The concept of team word webbing is that students write simultaneously on a piece of chart paper, drawing main concepts, supporting elements, and bridges representing the relation of ideas in a concept. The use of team word webbing teaching-learning is to the analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts.

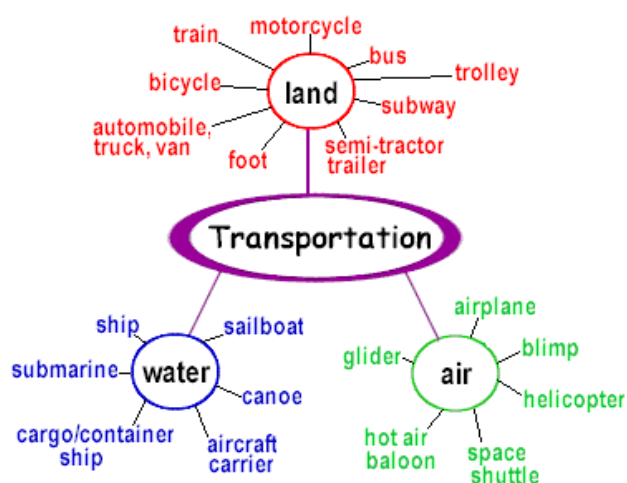
In this strategy, the main topic is written in the center of the paper in a rectangle. The team members' Round Table add core concepts in ovals around the main topic. Then the team has a free-for-all adding details and making bridges between ideas.¹⁹ This is a quick way to explore background knowledge, summarize main points, or to check if students have the connections between ideas that you are seeking. In groups of four, students write simultaneously on a piece of paper or chart paper, drawing main ideas, supporting elements, and bridges representing the relation of ideas in a concept. Giving each student a different color marker encourages more involvement. The chart paper allows the "big picture" to be taped up on the walls and more connections made, possibly adding more information throughout

¹⁹ Jeanne M Stone, Cooperative Learning Reading Activities, p.166

the week. In simple sentences, the general concepts of team word webbing can divide into three steps:

- 1) write the topic in the center of the paper;
- 2) Round Robin to create core concepts around the topic;
- 3) Free-for-all to complete the word web.

Example of word webbing



The chart above shows word webbing by rooting the main word into related words and those are connected with related to another related word. That chart will expand the ability of students more than the two levels of word webbing. Tarkashvand in her research showed that learners more enjoy drawing the connection of the word by using shape and color in liberty.²⁰ So, can be seen that word webbing will be more interesting by using various color and

²⁰ Zahra Tarkashvand, *Male Learner's Vocabulary Achievement Through Concept Mapping and Mind Mapping: Differences and Similarities*. (Academic Journal Education Research and Review, Vol.10, 2000) P.796

shape. For example, for the main word students may use square and for the first rooted words in a circle and the second rooted words in triangles and the different color for a different stage.

2.The use of Word Webbing in Teaching Writing

By working simultaneously on a piece of paper, students write words that are important in the topic being studied and make drawings that illustrate the main topic and their supporting elements. Before implementing team word webbing, students should have numerous opportunities to the web as a teacher direct the activity (Wiesendanger, 1992).²¹

Word webbing is a proper technique to teach writing. In the learning process, the teacher will introduce the category of words or offer the topic, for example, my holiday. Then, the teacher suggests students use the word category or topic as a keyword and ask them to write the word in the center and circle that represents the keyword. Then the student writes another word, circle again and draw a line between them from the keyword. Each line consists of one word related to “my holiday” such as my journey, beach, and my impression. By using this word webbing, students are hoped to find their own new words that related to the keyword.

²¹ Wiesendanger, Katherine D. And Louis Bader. (1992). *Reading horizons*. Michigan: Michigan State University.

The followings are procedures to teach writing by using the team word webbing technique. First, students are instructed to gather around and make a circle form, second, the teacher asks students to think about a topic. Many topics are mentioned by them and the teacher chooses one of them. For example “my best holiday. Third, after the teacher gets the student's response. Ask them what they think about the best holiday. Fourth, the students mention everything about the holiday include the location and detail of the holiday. This activity makes students think more and build their idea, fifth, the teacher writes “cat” in the center of the board and then circle it. Sixth, the teacher asks students to think more about “my best holiday”, the student who answers is asked to write his word around the word “my best holiday” then circle it. Seventh, the teacher asks another student to draw a line between the words on the board. After that teacher tells them that the line means the relationship of the words. Eighth, the teacher asks for more suggestions from the class until the students got enough ideas. Ninth, the next activity is the time for each student to make his/her web maps. Finally, to make them able to use this technique, the teacher just make an example of webbing with the

levels. Research on team word webbing has been conducted previously by Hermita (2017).²²

The research purpose was to find out the increase in students' ability in reading comprehension that was taught by using the team word webbing technique. It was a quasi-experimental method which was conducted in SMA Negeri 14 Makassar in the academic year 2017/2018. The similarity was the technique, whereas the differences were the level of education and the skill. She applied team word webbing to increase reading comprehension which resulted in a significant improvement in the students' reading ability after being taught by team word webbing technique.

3. The Advantages and Disadvantages of Word Webbing

a. The Advantages of Word Webbing Technique

The Word webbing technique is an easy way of stimulating students to analyze the connection between words. Students will be more enjoyable to attempt relating words and describing those. This will help students focus on the teaching-learning process. This technique is a great way to express them without the pressure of words and word phrases

²²Hermita, *students' ability in reading comprehension that was taught by using team word webbing technique*.(makasar:2017)

construction. This enjoyable technique can be developed as another need, teaching linguistic structure or class of words. The teacher may modify this technique along with a word-class topic. The teacher can use some rules to limit the related words so students focus on retrieving words. This will sharpen students' ability in classing words. The learners will enjoy their liberty in using connection words as they are motivated to use other colors and shapes in drawing maps. Lubliner said "If you can't figure out the meaning of the word put a post-it in the book and check with the teacher or look it up in the dictionary later".²³ So, it is undeniable that students cannot master vocabulary if they do not consult a dictionary. This will maintain their vocabulary achievement so difficult words will stick on their mind. New knowledge or information is added to prior knowledge easily by word webbing. For example: First, the teacher writes the main topic in the center of the board or paper, then, students write the subtopics on four corners of the paper with different color markers. They add some ideas and relate them to the subtopics or the main topic. All students have a chance to add

²³ Shira Lubliner. The Effects of Comprehensive Vocabulary Instruction on Title I Students' Metacognitive Word-Learning Skills and Reading Comprehension. (Journal of Literacy Research). p. 163-200

their ideas. It is like a web page on the Net. So, word webbing had the best effect on vocabulary comprehension and production in the present study

b. The Disadvantages of Word Webbing Technique

Every technique has an advantage and there is also a disadvantage in it. The disadvantage of this technique is it takes them time to draw a circle or another shape and line to take the words in. Students' attention will also be distracted by their enthusiasm to word webbing and it will affect the main material of learning. Disadvantages of this technique are students too much time in making a circle on the topic and subtopic, shape, and connecting lines. And then the longer if the teacher ordered the students to color in each circle.