

Hak Cipta Diindungi Undang-Undang

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Theoretical Framework

According to Syafi'i (2015, p. 103), theoretical framework is viewed as the relevant theories that relates to references from various printed documents in order to provide the researcher and the readers with the alternative answer of the problem theoretically. Therefore, the theoretical framework explains how the researcher can develop his/her research project based on the theory through printed document.

2.1.1 The Concept of Word Order Knowledge

The word order is the arrangement of words in a phrase, clause or a sentence in order to show their relationship to one another. The word order is essentially concerned with the way of distribution of words specifying which words, phrase or clause can appear in particular position in a sentence. Word order may differ in several languages. All languages in the world have their own word order to create a meaningful sentence. In learning English, the students can't use their native language word order to write or speak in English. The error in word order could be fatal in writing, since it can affect the organization and meaning in sentence. In order to write in English, the students should consider the English basic word, so they writing can be meaningful.

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In linguistics, word order also known as syntax. According to Verma (as cited in Ariyaratne, 2008, p. 1) the word order refers to the order in which words appear in sentences across different languages. The traditional perception of word order is based on the description of syntax that is an arrangement of words in sentences. From the statement above, syntax and word order are the knowledge of arrangement of the word within the sentence. To find out the ability in word order, the students should able to write using English basic word order.

2.1.1.1 Basic word order

English has basic word order which is used very often in sentences. Even languages with fixed word order have constructions which permit word orders as the basic form that called “basic word order” (Greenbergian cited in Kuningas and Leino, 2005, p. 301). There is some variation in the practice of linguists on this question, both in terms of what criteria to employ in these instances and in terms of whether to classify a language at all when the criteria do not yield an obvious answer. Eventually, these issues have been most widely discussed in the context of identifying a basic order of subject, object, and verb, but they apply to all pair of elements.

According to Lane and Lange (1993, p. 111), basic word order in English is:

Subject + Verb + Object

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Gene + is reading + the newspaper.

OR

Subject + Verb + Complement

Gene + is + happy.

From the explanation above, the elements in basic word order include in subject, verb, object, and complement. These elements will affect the sentence function according to the order of the elements. The example above gives us the order of declarative sentence in general since the elements is taken from basic word order. Wallwork's (2011, p. 21) theory explains that English has a strict order in which words can appear in a sentence. S1 shows an example of this order.

S1. *The researchers sent their manuscript to the journal.*

This order is rarely altered. It is:

1. Subject (the researchers)
2. Verb (sent)
3. Direct object (their manuscript)
4. Indirect object (the journal)

The key is to keep the subject, verb, direct object and indirect object as close to each other as possible. This is illustrated in S2, which maintains the exact order of S1.

S2. *Last week the researchers sent their manuscript to the journal for the second time.* In the second example, there is some



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addition information within the sentence, but the main parts in the first sentence still maintain in the same position. In short, Adrian's theory state the English basic word order will maintain it exact order, even the sentence is illustrated in different form.

To form sentences in using correctly, the basic word order can be the references in writing. Writing with format of (S+V+O), (S+V+C), (S+V+O+A), and (S+V+C+A) are accepted in grammatical rules of basic word order.

2.1.1.2 Elements in word order

To create meaningful sentences, the word order should be formed in correct order. In order to create a correct word order, Wallwork's (2011, p. 32) suggested that the elements of words order should be kept as close to each other as possible.

The word order contains the main element which forms a sentence. These elements stand as their own function within the sentence; functional categories like S (subject) O (object) C (complement) A (adjunct), V (verb) or P (predicator) are the constituents elements in word order (Verma as cited in Ariyaratne 2008, p. 3). The elements of the word order as follow:

1. Subject

The subject identifies the theme or topic of the clause and precedes the verb phrase. Subject is present in all finite clauses and does not occur in imperative

mood. In some occasion, subject can be found in noun phrases or adjective phrases. Writing noun phrases and adjective phrases in correct order is essential in order to make the subject clearer.

Subject usually denotes certain semantic role, but it is frequently used also as a semantically empty subject, which functions only as an obligatory element to complete the sentence structure grammatically (Biber et al. cited in Kaprálová 2008, p. 10). The using of subject is as a completion in the sentence. It is very rare occasion where the writer creates an error for the simple subject. But using phrases for the subject, it needs a further understanding of the order of phrases.

2. Verb

Verb is a word that tells what the subject is doing or links the subject to a describing word (McLean 2012, p. 230). Verb usually comes after the subject and before an object or compliment. Writing a correct verb may be a simple thing, but it is also can be difficult task for the students. Learning the rules of verb is crucial in writing in order to perform correct verb within the sentence.

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The using of subject verb agreement may become a difficult task for the students in writing since the students have to match between subject and verbs. The students should pay more attention in using singular verb, plural verb, using of has/have, and verb be (am, is, are, was, were, been, etc.). In the different level of writing, verb phrases tent to be used by advanced writer, and it is also connected with verb rules in writing. In short, knowing the rules of verb within the sentences is important in writing.

3. Object

In writing a sentence, object has a function to make the information clearer. In general, object comes after verb. Objects identify who or what has been directly affected by the action of the verb (Kaprálová 2008, p. 10). The object can be a direct object or indirect object. When an object followed by transitive verb, it is called a direct object. An indirect object explains to whom or to what the action is being done. The indirect object is a noun or pronoun, and it comes before the direct object in a sentence (McLean 2012, p. 56).

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For beginner writer, choosing the correct noun or pronoun for the object is a challenging task. When the pronoun becomes the object of the sentence, students would be difficult to decide which pronoun is appropriate as the object.

4. Complement

Complements give further information about another clause element, namely subject or object. According to McLean (2012, p. 230) subject complement or subject predicative characterizes or identifies the referent of the subject and is used with copular verbs only. Object complement or object predicative characterizes the preceding object. The compliment may consist of noun phrases and adjective phrases. Writing noun phrases and adjective phrases will be difficult task for the students if they cannot arrange the words correctly. Writing more than one adjective within the adjective phrases is a challenge for the students because English has a strict rule in arranging adjectives.

5. Adjunct

Sentences should consist at least subject and verb, it reflects a complete thought. Adjunct stands as

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additional information within the sentences, and it also doesn't affect any grammatical error if it is omitted (Todd 1987, p. 71). Adjunct refers to adverbial, which the main function for explaining the verb. In this case, adverb phrase will be the closest example to point out the function of adjunct. Forming adverb phrases, students need to arrange between verb and adverb.

Word order refers to the form of sentences which is accepted pattern in sentences. In other words, the words should be arranged correctly to create good sentence, McLean (2012, p. 49) added that complete sentences require key information: a subject, a verb and a complete idea. Indicating the elements or parts of speech within the sentences would help in comprehending the structure of complete sentences. In addition, Capella (retrieved 2018, p. 52) stated that by identifying the subject and predicate, the basic structure of a complete sentence is revealed. In top of all, every element of word order needs to be written with considering grammatical rules applied.

2.1.2 The Concept of Writing Descriptive Paragraph

Writing is a productive skill which requires the writer to express their ideas through writing. In addition, Jozsef (2001, p. 5) states that

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writing is among the most complex human activities, it involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. There are many factors that should be considered in writing, especially for EFL students. The factors such as grammar, linguistic, and vocabulary can affect students' writing outcome. In addition, Hudson (2004, p. 1) stated that grammars are both tools and resources in part of writing outcome. Lindsay & Knight 2007 (as cited in Rojas 2012, p. 21) define writing as the process of combining "letters in a particular order to form words, phrases, clauses, and sentences and put sentences together to make a coherent text".

Writing is one of the means used to communicate with people. Mistakes in writing can affect the information from writer that he/she implies. For the students, they need to write academically, and academic writing should have some components within every sentences and paragraph.

2.1.2.1 Academic writing

In contrast, academic writing requires some elements that don't exist in personal writing. Academic writing and personal writing also have different purposes and object of the writing. According to Bowker (2007, p. 1-3), there are 3 differences between personal writing and academic writing:

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1. Some of structure is needed in academic writing, and in the other hand personal writing doesn't need any particular structure.
2. Academic writing is based on citation of published authors, and personal writing doesn't need any citation.
3. Academic writing follows the rules of punctuation and grammar, in the other hand personal writing doesn't strict to punctuation and grammatical rules.

In short, academic writing is different from personal writing, especially in form and object from the writing itself. In addition, Oshima and Hogue (2007, p. 3) state that academic writing is the kind of writing used in high school and college classes. Academic writing refers to academic setting, and students need to write academically since they are in education institution.

2.1.2.2 Sentence Writing

There are many definitions to define the meaning of sentence. In general, sentence is a group of words that has a complete thought. That definition is pretty easy to understand, but the information about component and condition within the sentence are lacking. McLean (2012, p. 49) gives a complex definition about sentence, he describes sentence as group of words that contains a

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subject and a verb and can stand alone as a complete thought, grammatically correct. An independent clause is a complete sentence. A sentence not only needs complete ideas but also needs a correct grammar.

2.1.2.3 Paragraph writing

After making good sentences, writers need to form their sentences into a paragraph. In general term, paragraph is a group of sentences that organized into a paragraph. According to Syafi'I et al (2014, p. 1) a paragraph is made up of three kinds of sentences that develop the writers' main idea, and the sentences are topic sentence, supporting sentence, and concluding sentence. A good paragraph should have a main idea, and usually the main idea is stated in the topic sentence. Every sentence in the paragraph must develop the topic sentence. In addition, Kane (2000, p. 89) defines paragraph is a group of sentences developing a common idea, called the topic. McLean (2012, p. 314) states that a good paragraph should have a topic sentence, the sentence in a paragraph that controls the point of the paragraph. With a topic sentence, the writers can develop their ideas through the topic sentence. Occasionally, a topic sentence comes at the beginning or at the end of the paragraph, and even in the middle.

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To develop the topic sentence, writers need to create supporting sentences. McLean (2012, p. 320) explains that a sentence in the middle part of the paragraph that helps explain, enhance, or prove the topic sentence. With supporting sentences, writers can explain more detail about the topic sentence.

In the end of the paragraph, the last sentence called the concluding sentence. After finished writing the last supporting sentence, writers need to end the paragraph with concluding sentence. According to Syafi'i et al (2014, p. 7) a concluding sentence tells the reader that the paragraph is finished, and it completes the picture or story about the subject of the paragraph. To end a paragraph, writers can write about summary or general statement of the paragraph.

In conclusion, a good paragraph should include a topic sentence, supporting sentences, and concluding sentence. With these 3 elements, the reader can understand every point the writer tries to utter.

2.1.2.4 Descriptive writing

Description or descriptive etymologically is derived from the word *describe*. *Describe* means to draw, illustrate or to picture object, place, person, in order to have visual image of the object described. Descriptive writing illustrates or describes a particular

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object through written words. Dirgeyasa (2016, p. 56-57) explains that descriptive writing is the way to describe or illustrate the object, person or idea so that the reader can see the object, person or idea by reader's eyes physically. To describe object through writing, the writer has to write using particular words that can illustrate the object.

2.1.2.5 Assessing Writing

Assessing writing is giving score and feedback about students' work in written form in order to know the achievement of students' writing ability. Assessing students' writing is not a simple task, teacher needs to consider the students' writing ability, and as usual the teacher has to be clear about the objective and criterion (Brown 2003, p. 218). Harmful backwash of the assessment can occur if the teacher doesn't consider these elements. For the objective and criterion, it should follow the curriculum which is used in the school, so the assessment will lead the purposes based on the curriculum.

Not everyone is equally good at rating written work, even with training. Ideally, trainee scorers should be native speakers (or be near-native), which are speakers of the language is tested (Hughes 2003, p. 106). The raters in assessing writing should have experience of teaching writing and marking written work. Basically, to find reliability scores, there should be at least 2 raters for scoring the test.

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Brown (2003:243) writes classroom evaluation of learning is best served through analytic scoring. In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. There are five indicators becoming measuring the students' writing competency such as format, punctuation and mechanics, content, organization and grammar. However, to assess the writing ability, the score rubric that used by the researcher was supposed by Oshima and Hogue (2007:195) which is format (5 points), punctuation and mechanic (5 points), content (20 points), organization (35 points), and grammar and sentence structure (35 points). This rubric was the mean in assessing the students' writing, but considering the research problem, so the researcher modified the format within the rubric.

2.1.3 The Relationship between Word Order Knowledge and Writing Ability in Descriptive Paragraph

Every language in the world has its own term of language. One of the term is word order, and in English it is refers to grammatical rules. According to Oxford Learner's Dictionary (2008), grammar is rules of forming words and making sentences. When forming words to creates sentences, this case is pretty difficult for EFL students because every language has different form of word order. In order to write in English, EFL students need to learn about grammatical rules (word order).

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As stated before, Lane and Lange (1993, p. 110), a word order error is one in which the order of words in a sentence is incorrect or awkward. To write a good paragraph, students need to create good sentences. In short, if the sentences in are not well organized, so the paragraph will be difficult to understand. In addition, McLean (2012, p. 4) states that beginning with the sentence and its essential elements in writing. It is logically correct that every writing that starts from making a sentence. In conclusion, word order takes an important role in writing because writing a paragraph begins with sentences, and writing sentences begins with word order.

2.2 The Teaching of Writing and Its Curriculum

2.2.1 Teaching of Writing

In teaching English, the key principles in teaching should reflect the communicative function. Writing is also means of communication, the teaching of writing should consider its output which contains communicative function. When talking about teaching writing, it refers to the productive skill in English, and it will be different with teaching receptive skills (reading and listening). Kelly (2012, p. 7) gives explanation about differences between teaching productive skills and receptive skills, is that writing and speaking deal with output, while reading and listening deal with input. The output of teaching writing refers

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to the students' writing, and it requires the students to generate original language into the target language.

Based on theoretical and empirical issues in teaching writing, it emphasis the interaction between process and product (Nunan 1991, p. 91). The product oriented in teaching writing focuses on the fluency of the students in writing according the curriculum or syllabus. Before getting the product of teaching writing, the process approaches is an important stage in teaching writing. The process approaches more focus on classroom activities in developing students' writing skill. The interaction between process and product are essential in order to achieve the purposes of teaching writing.

2.2.2 The Curriculum

The word curriculum is taken from the Latin verb *currere*, which means to run. The Latin noun *curriculum* refers to both a 'course' and a 'vehicle'. In Education context, the interpretation of curriculum points at course of learning. Taba (as cited in Thijs and Akker 2009, p. 9) defines curriculum as a 'plan for learning'. This definition is acceptable in general term of curriculum, but the context and representation of the curriculum still need specification in order to clarify the purposes of the curriculum. Marsudi (2014, p. 1) gives a clearer definition about curriculum, he defines curriculum as a set of planning and arrangement about purposes, contents, and courses along with the method used, in order to achieve certain

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education goal. To make the curriculum more distinct, purposes and contents should be included in curriculum.

In Indonesia, the curriculum used is 2013 curriculum (K13). K13 emphasizes on modern pedagogy in learning, and it use scientific approach. Scientific approach in learning involves observing, questioning, associating, experimenting, creating networking/communicating implementing (Kemendikbud 2014). English teaching in K13 focuses on the competences in communicative use, and as for writing focuses on organizing text systematically, logically, and grammatically. The standard competence in descriptive writing requires the students in organizing descriptive texts in oral and written about people, tourist attraction, and famous historical building, by showing purposes, structure, texts, and languages components correctly in context. In order to achieve the standard competence, the teacher should pay attention with language components and structure because the differences between Indonesia and English have big differences especially in adjective phrases. The core competence in descriptive writing leads the students in understanding, processing, and reasoning the abstract field related to the topic learned independently. In other words, the students have to think critically about the purposes, structure, function from what they are going to write. As for the descriptive writing, the students should know that the purposes of their writing is to describe or illustrate an object, so the reader could imagine clearly about what write.



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2.2.3 Challenges in Teaching Writing in Indonesia

Teaching writing can be challenging in some ways. There are many factors which become obstructions in teaching English. The obstructions such as differences in linguistics background, limited discussion of the material, and competences of teaching will be faced by English teachers in teaching English.

In Indonesia, the English teachers also have difficulties in teaching English. The factors of students, teachers, and curriculum usually appear in teaching English. Panjaitan et al. (2011, p. 3) points out the issues which become obstruction in teaching English in Indonesia:

1. There are many schools in Indonesia that focus only on one competence and skill in teaching English.
2. The using of linguistics term in teaching English, and it directs the students and teacher into confusion.
3. The limited of learning domain, and it is expected to enhance students' cognitive, affective, and psychomotor.
4. The lack of knowledge in scoring which it may not be appropriate with the test given.

These issues in teaching English can occur in some school of Indonesia, but it may change during the development of technology and media in teaching and learning process.

Teaching writing has its own challenges since there are some steps and requirements that the teacher should prepare to undertake in the

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classroom. In Indonesia, teaching writing can be difficult because the differences between English and Indonesia in some aspects. Ariyanti (2016, p. 274) states that are some obstruction in teaching writing in Indonesia as follows:

1. The differences between *Bahasa* and English in structural, grammatical terms, and styles.
2. Students' mother tongue (structure and translation) is commonly used in writing English.
3. Different cultural backgrounds between Indonesia and English.
4. The number of students in a class is not conducive for teaching writing.

As EFL students, it is an obvious matter that Indonesia will face some challenges in teaching writing. Differences in language structure and cultural background are the main problem in TEFL, and it can affect the outcome of teaching writing.

2.3 Relevant Research

To prove that this research is qualified, researchers should present the research that relevant. According to Syafi'I (2013, p. 103), relevant research is required to observe some researchers conducted by other researchers in which they are relevant to the research itself. There are several relevant researches which have relevancy to the research especially in introversion and writing area where the researcher focus on. Some of them are:

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2.3.1 The research that was done by Margawati Natalina (2014) entitled "Error Analysis on Students' Descriptive Writing (*Case Study at the First Grade of SMP PGRI 2 Ciputat*)". She took 40 students as her subjects of research, and she used simple analysis statistic to process the data. Based on the finding of the analysis, she concluded the sequence of students' error as follow: word order is 28.10 %, singular-plural is 25.58 %, additional is 12.4 %, punctuation is 7.84 %, omission is 5 %, word form is 4.44 %, capitalization is 4.41 %, diction is 3.52 %, article is 3.52 %, spelling is 3.3 %, verb is 1.17 %.

2.3.2 The research that was done by Omer Hayban Omer Hajana (2006) entitled "The Relationship between Grammatical Competence and Writing Quality". He took 150 students as his subjects, and divided it into 2 groups. He used simple analysis statistic to analyse the data. Based on the data analysis, as one of the variables, word order errors in writing accounted for an approximate mean of 5.8 in group "B" and 4.1 in group "A".

From the data analysis, the word order is the most commonly grammatical errors that are made from the students. Considering with this fact, the teacher should pay more attention in teaching word order to the students, and the teacher needs to find the causes of the word order errors within

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students' writing. Even there are some causes that the students making error in word order, but it can be assumed that word order error occurs because the linguistic differences between *Bahasa* and English. Using *Bahasa* word order in writing can affect students' writing quality because *Bahasa* and English have different the form of sentences. Taking the result from the relevant research above, it can be concluded that word order may affect students' writing quality.

2.4 The Operational Concept

Syafi'i (2013, p. 94) explains that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing of a research paper. The researcher would like to explain briefly about variables in this research. It is important to clarify the theories used in this research. This research is correlational research which is focuses on correlation between students' vocabulary mastery and their translation ability. To analyse the problem in this research, there are two variables, which stated as follow:

As viewed in section (2.1.1), the indicators of variable X (students' word order knowledge) are as follows:

1. Students' ability in making correct word order.
2. Students' ability in arranging words into complete and correct sentence.

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3. Students' ability in understanding the position of a subject, verb, and object/compliment within the sentence.

Considering in previous section (2.1.2), the indicators of variable Y (students' ability in writing descriptive) are as follows:

1. Students' ability in writing a paragraph with correct grammar (word order).
2. Students' ability in writing a topic sentence in a paragraph.
3. Students' ability in writing supporting sentences in a paragraph.
4. Students' ability in writing concluding sentence in a paragraph.

2.5 The Assumption and the Hypothesis

2.5.1 The Assumption

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the researcher is going to presents some assumption as follows:

- a. The students willing to do the test.
- b. The students willing to learn about word order.
- c. The Students ability in writing descriptive paragraph would be developed when they mastered of word order.

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2.5.2 The Hypothesis

2.5.2.1 Ha (Alternative Hypothesis)

There is a significant correlation between students' word order knowledge and their ability in writing descriptive paragraph at the first grade MA PP-MTI Tanjung Berulak Kampar Regency.

2.5.2.2 H0 (Null Hypothesis)

There is no significant correlation between students' word order knowledge and their ability in writing descriptive paragraph at the first grade MA PP-MTI Tanjung Berulak Kampar Regency.