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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of writing

Writing is one of the Language skills that must be mastered by student to complete learning process. It is usually regarded as the most difficult skill to learn among other skills of English; reading, speaking, and listening. Moreover, the difference between the learners' native language rules and that of the language being learned.

According to Fisher (2001:8) Writing as a communicative activity needs to be encouraged and nurtured during the language learners' course of the study. It means that writing must be learned by the students. It requires multiple processes or steps that are used. Writing is not a product but a process.

The students need much study and practice seriously to develop this skill. According to Hughey (1983:139) there are five components needed to create effective writing, such as content, organization, vocabulary, language use, and mechanics. Those five components are as follows:

- a. Content : It means that the ability to think creatively and develop thoughts, excluding all irrelevant information.
- b. Organization: It is fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive.

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- c. Vocabulary : The writer should master using correct words, choosing of the words, and idioms.
- d. Language Use : In writing a text, the writer should master of the grammars' knowledge because of very important. Grammar or language is description of speaking and writing habits of people who use it. Language use or grammar is very important, because without them, writer will not be able to write well.
- e. Mechanics : Then the writer should master about the mechanics. The writer should master using punctuation, spelling, and capitalism.

Writing activity produces words to become sentence and create several sentences into an essay or a paragraph. Writing for some writers has different aims. It is not only making several sentences in a piece of writing that has one idea, but also it is used by the writers for some reasons. The function is to make them easier in developing their ideas and focus on what they write.

According Grenville (2001:1) states that there are three purposes of a piece of writing, they are: writing to entertain, writing to inform and writing to persuade. Writing to entertain is to imaginary or creativ writing. For example novels, book, magazine and newspaper of imanginatif writing. Writing to inform to tell readers about something. Examples of writing to inform are newspaper articles, scientific or business reports etc. Writing to Persuade, This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

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Based on the purposes stated above, the writer concludes that in writing the writer should give information to its readers. Furthermore, it is hoped that it can persuade and entertain the readers. So, writing product can influence the readers' mind. Besides knowing the purposes of the writing, writer should also know the readers or the audiences. In writing, the audience is an important consideration. Before the student or writer put anything on paper, he or she should consider exactly who will be reading it.

Teaching Writing

Teaching writing refers to the activity of teacher in guiding his/her students to become good writers. In teaching writing, the students will learn how to write any kinds of texts, paragraphs, sentences, even words effectively. Here, the role of teacher takes the important part. The teacher needs to understand well who his/her students are and how their ability. Then, it will be easy to find the effective strategies to be applied in writing class. Besides, suitable materials are also easy to be found.

Becoming a good teacher of writing is not easy as it sounds. There are some principles that should be considered by the teacher in which these principles become the guidelines to achieve the goals of teaching writing. Nunan (2003:92), described the principles of teaching writing as follows:

- a. Understand the students' reasons for writing

The teachers need to understand and convey the teachers' and the school's goals of study to make sense for the students. It means that the teacher

should consider what the focus of writing is so that there is no dissatisfaction with writing instruction in writing class.

b. Provide many opportunities for students to write

Writing always improves with practice. The more practice, the more skill will be reached. The role of teacher here is carefully to create the lesson plans and make sure that the time for writing practice is completely enough.

In addition, writing practice should provide students with different type of writing as well as possible. It can be journal entries, letter writing, summaries, poetry or any type of writing that teachers find useful to be practiced in writing class.

c. Make feedback helpful and meaningful

Helpful and meaningful feedback refers to the understandable comments that the teachers give to the students. As the result, they will pay attention much on it and try to correct the errors. Besides, the teachers may use any kinds of strategy to response the students' writing such as written comments, individual conferences, taped responses, typed summary responses, and so forth. Finally, the teachers should provide helpful and meaningful feedback that is understandable in order to construct students to look for problem and correct them on their own.

d. Clarify how the students' writing will be evaluated

It is very important to avoid discrepancy between the students' work with the teacher's assignments. So, the teachers should make the clear

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evaluation rubric to evaluate the students' writing products. Therefore, they will know where their mistakes belong.

In conclusion, teaching writing is the activity of teacher to improve the students' ability in writing by using appropriate strategies and suitable materials. Then, the teacher should guiding their students become a good writer. The students will learn how to write any kinds of texts, paragraphs, sentences, even words effectively. Good writers go through several steps to produce a piece of writing.

2. Writing Ability

The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed. In the other words, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

There are some writing goals based on the skills gained by the writers: Writers are independent when they are able to write without much assistance. Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others. Writers are fluent when they are able to write smoothly and easily as well as understandably. Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

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According to Brown (2007:398), there are 2 kinds of writing: Microskills and macroskills. At the microskill such as : a) Produce graphemes and orthographic patterns of English. b) Produce writing at an efficient rate of speed to suit the purpose. c) Produce an acceptable core of words and use appropriate word order patterns. d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules. e) Express particular meaning in different grammatical forms.

At the Macroskills such as : a) Use cohesive device in written discourse. b) Use the rhetorical forms and convention of written discourse. c) Appropriately accomplish the communicative functions of written text according to form and purpose. d) Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification. e) Distinguish between literal and implied meanings when writing. f) Correctly convey culturally specific references in the context or the written text. g) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills determine the type of writing that can be made by the students. Generally, the microskills are suitable for imitative and intensive writing. Meanwhile the macroskills are essential for the successful mastery of responsive and extensive writing. In conclusion, both of the micro and macro

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skills are important to be learned by the students in order to make their writing better.

3. The process of writing

Writing process is a set of procedures for producing a kind of written text in learning language either EFL or ESL from planning, writing, until reviewing. Brown and Hood (1993:6) show preparing to write, drafting, and revising as the three main stages of writing. On the other hand, Bailey (2006:1) divides the process of writing into three essential components: writing foundations, reading and note-making, and writing stages.

According to McDonough (2003:164) there are three steps of writing process are the first, Pre Writing in this process, the students jotting down ideas and preparing provisional plans. It stimulates thoughts for getting started. The second, Drafting and redrafting, involving reviewing and revising; in other words, working out what to say and how best to say it. Third, Editing the pre-final version. It is as final process of writing after the students review and revise their writing.

In writing process, four elements of writing – writer, subject matter, reader and the form of language - need to be balanced. These four elements are reflected in four main characteristics of a piece of written language. They all must be handled together in the act of writing.

According to Taylor (1989:2) the four characteristics are Writer's point of view must merge, not as mere opinion but as a justified judgement. Writer needs to

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treat his/her subject matter as comprehensively and as precisely as the paragraph topic demand.

Then, Writer must presents his/her work in the appropriate fashion for academic readers. It means that he/she has to learn certain convention of academic writing. The text of the writer paragraph needs to forge a coherent unity from the many diverse elements of language.

Then, Abraham (2004:3) states that writing process is a literacy tool intended to help learners improve their written communications skills, thus becoming better writers. The activities stimulate learners with grade-appropriate, curriculum-related texts, specifically in the ares of science and social studies. Writing process is divided into six sections, each one challenging learners to hone their writing skills.

The sections are: Prewriting stage, Writing compositions, Editing learners work, Letter writing, Rewrites, and Sharing and Publising learners work. Clear and concise directions, skill definitions, and easy-to-understand examples help make language development: writing process a practical, useful tool in the classroom or at home.

4. Writing Ability on Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.²⁹ Assets in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. Its focus is on a sequence of events.

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It begins with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with a series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the incidents.

In writing recount text there are some questions that can ease students to write recount text. The questions are: who were involved in the story, when did the story happen, where, etc. It is the same as inductive writing steps (procedures). In the first step (procedure) the teacher gives students some questions that can help them collect the ideas/words, that is why inductive writing strategy can be used in writing recount text.

There are some factors that influence writing ability in recount text; one of them is lack practice. Practice has important role in writing. If the students lack of practice on their writing, they will not be able to produce good writing. The influential factors of students' writing ability may not be separated with the influential factors of learning.

According to Syah (2013:145), there are three big factors that influence students in learning process. They are as follows:

- a. Internal factors, which include physical and psychological aspects, such as interest, intelligence, motivation, attitude and talent.
- b. External factors, which include environment factors (non social and social factors).

- c. Approach to learning, which include method and strategy that is used by students.

5. Looping strategy

The teacher need some strategy to make students interest in writing. One of the strategies is looping strategy. Looping is an extended or directed form of free-writing that alternates free-writing with analysis and reflection. Begin looping by first establishing a theme or topic for your free-writing; then free-write for five or ten minutes.

The goal of free-writing and looping is not to produce a draft of an essay but to explore your own ideas and to discover ideas, images, and sometimes even words, phrases, and sentences that you can use in your writing. According to Atlee (1995:26) Looping strategy is the effective strategy that will be able to help open the writers' thinking. Moreover, Leki (1998:28) defines that lopping strategy is a strategy that can help the writer focus their thought on a subject, find the core or center of their thought, and pinpoint a main idea on which to elaborate.

In other word, looping strategy is the good strategy that can be used for the teacher in teaching writing process to explore students' writing achievement. Not only the teacher explores students' ideas in writing, but also teacher enables student to move from unfocused to focused writing.

This strategy is useful strategy for the students when they are trying to write everything that they have in their mind. According to Spack (1995:4) looping is a writing strategy in which the writer loop, or join, two or more freewriting passages and then reflect on what the writer have written.

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Furthermore, Leki (1998:4) states that looping is similar to freewriting, but it is more focused. It is especially useful when the writer has many ideas in the writer's mind all at the same time. Looping can help the writer focus the writer's thought on a subject, find the core or center of the writer's thought, and pinpoint a main idea on which to elaborate.

Looping strategy is a strategy that can be used in teaching writing, there are some definitions of Looping strategy given by experts. According to Nancy (1995:26) Looping strategy is the effective strategy that will be able to help open the writers' thinking.

Based on the theory above the writer concludes that using looping strategy can improve students writing ability. Elbow's (2006:5) says that to use looping strategy :

1. The teacher asks the students start to write their initial thinking based on a topic that has given by the teacher.
2. The teacher asks the students to write non stop for ten minutes. In this activities the students begin to write the first paragraph that comes to their mind and to not stop writing for ten minutes.
3. After ten minutes, the teacher asks students reread what they have written thus far. As they read, they are searching for a "hot spot" an emerging theme, or a central idea anything that stands out and creates a spark of thinking.
4. The teacher asks the students high light or circle this "hot spot." Skipping a line or two, asks the students rewrite this hot spot into a complete sentence.

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In addition, Elbow in Gallagher (2006:2) states that looping is a useful strategy to help students explore their thinking through writing. This strategy enables a students to move from unfocused to focused writing. Moreover, Cowan in Gallagher (2006:4), Cowans states that looping is writing strategy in which the writer start with a subject and, without planning or consciously thinking, writing anything that comes into your mind on the topic.

Nevertheless, Nazario (2010:2) mentions that looping is useful and effective prewriting tool that helps the writer uncover ideas the writer never knew the writer had and permits the writer to explore and generate new ideas, narrow down a broad topic, even come up with a thesis for the writer's essay. In addition, Wyrick (2010:5) supports that looping is a variation on freewriting that works amazingly well for manypeople, including those who are frustrated rather than helped by freewriting.

B. Relevant Research

1. A research from Mulyandri

The title is "The Effectiveness of Using Looping strategy towards students Writing Achievement". In this research he foundthat the value ofreliabilitymeans that there was high reliability, because based on the criterion of reliabilitythat was taken from Ridwan(2012:218) mentions that 0.60-0.79 is high reliability. The second finding was the score of pre test. in that finding, the researcher found the sum of pre test was score 511. And the last, finding where the researcher found the sum of the post test score was 718.After the researcher found both the sum of

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pre test and post test score, the researcher calculated difference of both that scores then the writer got the difference of those score, they were 4.3.

In this case, after the researcher got the differences of both pre-test and post-test score, the researcher calculated the t-test where the researcher found 2.87. It means that t-table was bigger than t-table at the degree of freedom 29 and at the level of significance 0.05. Therefore, it could be concluded that the looping strategy is effective toward students' writing achievement.

2. A research Alex Fresnando

The title is "Teaching Writing Through Looping Strategy at Senior High School". it will develop students' thinking about the topic and subject. Looping strategy is strategy to make the students have creative thinking in writing skill. This strategy is similiar to freewriting, but it is more focused. It is especially useful when the students. have many ideas in their mind all at the same time. Looping can help the students focus their thought on a subject, find the core or center of their thought, and pinpoint a main idea on which to elaborate. It will develop students' ideas by using looping strategy. So, the students still are focus on the topic and subject in developing their ideas in doing writing process.

On the other hands, the students will be easier in doing writing activity because their thinking about the topic and subject. It is very useful to develop the students' writing skill.

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A research Reni Marisa

The title is “ TEACHING WRITING BY COMBINING LOOPING STRATEGY WITH PRAISE-QUESTION-POLISH (PQP) STRATEGY AT SENIOR HIGH SCHOOL”. There are some strategies that can be used by the teacher in teaching writing. These strategies are combining looping strategy with praise-question-polish strategy. The writer choose these strategies to help students’ difficulties in writing.

Looping strategy is useful strategy for the students when they are trying to write everything that they have in their mind. This strategy will be able to help students in writing from unspecific to specific paragraph. Meanwhile, praise-question-polish is a strategy for revise and edit a writing. The students work in group or in pairs to revise what have been writing. Both strategies have some activities which can be used in teaching learning process. There are some steps should be followed by the teacher and students. The students write the text by using looping strategy. After that, the students use praise-question-polish strategy to revise and edit the text with their friend. The students as a peer editor will correct their friend’ writing.

C. Operational Concept

According to Syafi’i (2015:103), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing a research paper. In this case, the writer would like to explain briefly about the variable in this research. It is really important to clarify the theories used in this research. This research is a

qualitative design which focuses on gaining the role of Using Looping Strategy increasing students writing ability.

Looping strategy is a strategy that can be used in teaching writing, there are some definitions of Looping strategy given by experts. According to Nancy (1995:26) Looping strategy is the effective strategy that will be able to help open the writers' thinking.

Based on the theory above the writer concludes that using looping strategy can improve students writing ability. Elbow's (2006:5) says that to use looping strategy :

1. The teacher asks the students to write non stop for ten minutes. In this activities the students begin to write the first paragraph that comes to their mind and to not stop writing for ten minutes.
2. After ten minutes, the teacher asks students reread what they have written thus far. As they read, they are searching for a "hot spot" an emerging theme, or a central idea anything that stands out and creates a spark of thinking.
3. The teacher asks the students high light or circle this "hot spot." Skipping a line or two, asks the students rewrite this hot spot into a complete sentence.
4. The teacher asks the students to begin with this new sentence, asks students to write again for ten minutes.
5. At the end of ten minutes, the teacher tell the students to find a new "hot spot" and again write a summary sentence. Same with step four, in this

activities the students will find and circle the “hot spot” an emerging theme, or a central idea. After the students find the “hot spot”, the students skipping a line or two, and the students rewrite this “hot spot” into a complete sentence.

6. Keep looping until a focus or thesis emerges. Sometimes this will occur in a single loop, sometimes it takes a few loops.



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