CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

a. The Definition of Writing

Writing is about expressing the ideas. In writing, the students should be able to communicate their ideas in writing. When writing something the writer should give a message to the reader and the writer should have a reader in the writer mind when writing. Writing is considered as a difficult language skill so the students should be able to state the idea effectively to get good ability in writing.

Pratama (2012,p.1) stated that writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. Through writing, the message is created and delivered to the readers. It is expected that the message will be understood easily by the readers. Therefore, before writing, we need to know what writing is, and what for writing is.

Kern Richard in Aulia (2017,p.14) writing is functional communication, making learners possible to create imagined worlds of their

11

own designed. It means that, though writing, learners can express though, feeling, ideas, experiences, etc to convey a specific purpose.

Weigle (2001,p.19) states writing is an act that takes place within a context, that accomplishes a particular purposes, and that is appropriately shaped for its intended audience. On the other hand, Hyland in Septiana (2016,p.3) states writing is usually seen as a product that combines the writer's grammatical and lexical knowledge. It means that, we can't write without the existence of a good word that can be understood by reader.

According to Hughes (1989,p.91-93) there are five aspects of making a good writing, they are :

1. Grammar

   It is important for the students to master grammar because it is the basic to understand a language. Grammar help student to make a text.

2. Vocabulary

   In order to write a story, the ability to choose vocabulary is need. Therefore, the students can express they idea into a good word. Vocabulary plays an important role in developing paragraph in writing, even vivid word for description.

3. Mechanics (spelling and punctuation)

   Mechanics includes some matters such as spelling, punctuation, and capitalization. Spelling is important in order to make a meaningful writing. The meaning will change if a word is misspelled. Punctuation is needed to classify meaning and highlight structure and punctuation is a command for the reader to raise his voice or drop his speed and stop reading.

4. Fluency

   Fluency in writing is a factor makes the sentences sound natural and is easy on the ear when reading aloud. Each sentence is clear and has an obvious emphasis. Fluency can be stated as the use of correct structure and appropriate vocabulary to make the composition easy to understand. A paragraph is said to have fluency when the choice of structure and vocabulary consistently appropriate. If the writer can't master this aspect, it will impact the comprehensible of communication.

5. Form (organization)

   It is important for a paragraph to have a form (organization), which means that all of the sentences in it discuss only one main idea. If the sentences in the paragraph are not directly related to the main idea, the paragraph is said to have no good form (organization). Especially in the explanation text, the form of organization is called schematic structure.

They are general statement (to position the reader), sequenced explanation of why or how something occurs and closing.

b. The Process of Writing

Generally, writing can be understood as a way of discovering. It involves a series of steps, it cannot be finished perfectly only in one step because writing involves exploring process of writer's thoughts that tries to make unexpected connections among ideas and language.

Oshima and Hogue (2007,p.15) stated that writing process has some the stages. In the first step, create ideas, in the second step, organize the ideas, in the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions. It means that before we want to write something, we should has ideas, than we can writing roughly, after making a rather rough writing or in other words not neat, then we can tidy up the writing by choosing a good word.

Dalman (2014,p.15-17) indicates that writing is broadly seen as comprising three stages of writing process; pre-writing, writing, and post writing. As in the following:

1) Pre-Writing

Is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started about the topic before writing the

first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. They list some pre-writing activities which can be implemented in the classroom. Those are selecting the topic by brainstorming, determining the purpose, collecting the information, and organizing ideas in outline form.

2) Writing

Is the next text stage after pre- writing. In this stage, the students explore and organize into paragraph by the information collected before. It contains of main ideas, supporting sentences and concluding sentences.

3) Post writing

Is the activities referring to editing and revising. In editing, the students check their writing intern of language use, spelling, punctuation, etc. Then, revising refers to checking the content. Therefore, writing is not instant activity but also need practice to improve writing ability.

c. **The Purpose of Writing**

To know the purpose of writing is very important, because writing is a job that takes time and thought and not a game or recreation. If the student does not have a strong impulse to write a text, then the student is also unable to develop their ideas, thoughts, or their feeling. Grenville (2001,p.1-2) there are several parts of writing purpose :

1) Writing to Entertain

Mostly, the readers like to be entertain. They can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imaginative and creativity). Example of imaginative writing are novels, stories, poems, lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a 'true story' for added effect.

2) Writing to Inform

In writing, the information needs to be presented completely, clearly and accurately. Writing to inform is one of the most common purposes for writing. These kinds of writing can be 'entertaining' in the sense that they're a good read. But entertaining the readers isn't their main purpose-that's just a bonus. Examples of writing to inform are newspaper, articles, scientific or business report, instructions or procedures and essays for school and university.

3) Writing to Persuade

Persuasive writing seeks to change the readers' mind or at least to bring the readers' point of view closer to the writer's. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather that just as an expression of your feelings.

On the other hand, according to Dalman (2014) states writing has six purposes, they are:

1) Task

   In general, the students write something to accomplish the tasks from the teacher such as paper, report or essay.

2) Esthetic

   Esthetic refers to creating esthetes in literature such as poetry, short stories, and novels.

3) Explanation

   Explanation gives information to the reader. Therefore, the writer is capable of providing information as the reader needs, in the field of politics, economics, education, religion, social and culture. It is usually taken from printed-media.

4) Self-statement

   Self-statement is usually in personal letters in order to emphasize something.

5) Creative

   Writing is related to creative process especially in literature as poetry or prose. The writers use their imagination when they explore their ideas in order to interest the readers.

6) Consumptive

Consumptive is more oriented to business. The writer focuses on readers' satisfaction in order to make the interested in their writing.

d. Types of Writing Performance

According to Brown (2004,p.220) Four categories of written performance, each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1) Imitative.

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

2) Intensive (controlled)

Beyond the fundamentals of imitative writing skills are in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus of form, and are rather strictly controlled by the test design.

3) Responsive

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. Tasks respond to pedagogical direct-times, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

4) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writer's focus on achieving a purpose, organizing and developing ideas logically, using details in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading a draft.

e. Assessment of Writing

Writing assessment is use full primarily as a means of improving teaching and learning. The primary purpose of assessment should govern its design, its implementation, and the generation and dissemination of its results, Peggy(2009,p.161).

Experience has shown testing practicing in English are not static but dynamic and changing. One controversial area in testing writing requires that test construction and evaluation criteria be based on course objectives and teaching methodologies. There are many reason for testing writing in the English language, include to meet diagnostic, proficiency, placement, achievement, and performance, Brown (2004,p.43). Referring to this, there two kind of assessment students writing. They are process assessment and product assessment .

Process assessment is a kind of on going assessment used to keep tract of student progress in writing or to monitor the student progress in writing in which counting the number (score) of the composition is not regarded. Therefore, the aim of process assessment is to give information about the student performance such as how far the student progress in writing is and whether any change is needed in the way of teaching strategy or not.

According to Brown (2001,p.335) says product assessment focuses on assessing the students final composition, while Hyland (2004,p.226) states that writing product can be assessed through employing some methods of scoring. There are three types of rating scales generally used in scoring writing. They are holistic, analytic, and trait-based scoring, Brown (2004,p.242-243)

Hyland (2003,p.227) states that a holistic scale is based on single, integrated score of writing behavior. A holistic judgment may be built into analytic scoring rubric as one of the score categories.

An analytic scoring rubric, much like checklist, allows for the separate evaluation of each of these factors. Analytic marking schemes are devised in an attempt to make explicit about their impressions. It uses criteria of the items measured. The item measured are: relevance and adequacy of content, compositional organization, cohesion, adequacy of vocabulary for purposes, accuracy of grammar and mechanical accuracy for spelling and punctuation.

f. The Nature of the Text

When we learn about the genre, we must know about a text completely because genre has very close relation with a text. Generally, a text is something that we usually read. Text is a product of verbal communication. Halliday (2004,p.10) explained that text is not group of words but as a semantic unit. From the quotation above, it is clear that in defining about text we must also regard to the group of word meanings in one text.

Siahaan (2008,p.1) stated that a text is meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or phrase or a clause, or a sentence or a discourse. Meaning full of meaning. It means that a linguistic unit that is arrange in a neat and structured, so it has a meaning should be understood by the reader. The unit consists of a meaningful sign which can support the meaning of the text.

Hartono (2004,p.1) stated that text is a unit of meaning which is coherent and appropriate for its context. Human beings are different from other creatures that live in a world of words. When words are put together to communicate a meaning, a piece of text is created. They will think express their expressions; it is mean need express their own in many ways that can be understood by others.

Based on theories above it can be concluded that text is a unity of meaning that have relationships between words to one another. Formed by words that are prepared in accordance with the position of the word, so it has meaning. Mistake in drafting the position of the word can change the meaning and purpose of the text.

g. The Concept of Explanation text

1) The definition of Explanation text

Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how and or why of particular phenomena, events, and concepts occur in scientific and technical.

Djuharie in Marsal (2014,p.3) states explanation text is a presence process or discuss a theory, phenomenon, definition, ideology and matter relating to the natural. It means that, Explanation text is a text which tells processes relating to forming of natural, social, scientific, and cultural genres used across all curriculum areas to explain the sequence, cause or theoretical understanding of a phenomenon or event.

Xueqian (2008,p.1) states that explanation is often used to explain natural phenomenon). Pardiyono (2016,p.130) states that explanation text is the type of text that is made to provide information to readers about the process behind the formation of a phenomena.

Hidayah (2014,p.5) states the purpose of an explanation is used to tell how or why something occurs that consists of phenomenon identification and explanation sequence. It means that purpose of explanation text is to tell each step of the process (the how) and to give reasons (the way).

2) The Generic Structure of Explanation text

Hasibuan and M. Ansyari in Pratama (2012,p.34-35) stated that there are three steps for constructing a written explanation text :

a) A general statement which describes or identifies the phenomenon issues which are to explained.

b) A series of statements that tell how or why the feature or process changes. Words should show cause and effect.

c) A conclusion/application sums up the explanation and talks about its applications; may also give examples.

3) Language Features of Explanation text

Explanation text is also has several language features that are commonly used for the writing of the text. These language features usually called as lexico grammatical feature. There are :

a) Cause and events relationships

b) Simple present tense

c) Generalized non human participant

d) Passive voice

e) Complex sentence

f) Technical language

Explanation writing is one of the writing besides, report, news item, narrative, etc. There is a slightly different between explanation writing and exposition writing. The function of explanation writing is to show your opinion (theory, ideology, definition) about some phenomenon is correct or more truthful than the others. It is intended to influence reader's opinion, attitude and their ways of thinking to do whatever the writer wants. The writer needs some effort to convince the audience by proving some available reason and proof logically. As well, in explanation, the writer is attempting to argue or convince her argument by giving clear evidences.

An explanation text has a close relation with science and technology topics where an explanation of natural and non phenomena are explored, for example : how TV works, how does photosynthesis works. It also has relation with society and environment where text tell about how wool from a sheep becomes a jumper, why we should eat a healthy diet and how milk is produced by a cow is very important to be introduced by the students. It helps students to learn English from whole text rather than discrete element such as word or sentence.

Explanation text have similarity with procedure text, in which both describe how to make something, giving detail description of something,

phenomena, goods, product case problem. The difference explanation text with procedure text is the procedure text explains to the reader how to do or make something text which is closed to our daily activity, using commend verb and commonly called as instruction text, for example how to make a cup of tea, how to make bread. On the other side, explanation test is such a scientific written material and detail in how something works. It describes how certain phenomena or event happened, for example how computer work, how cell phone work.
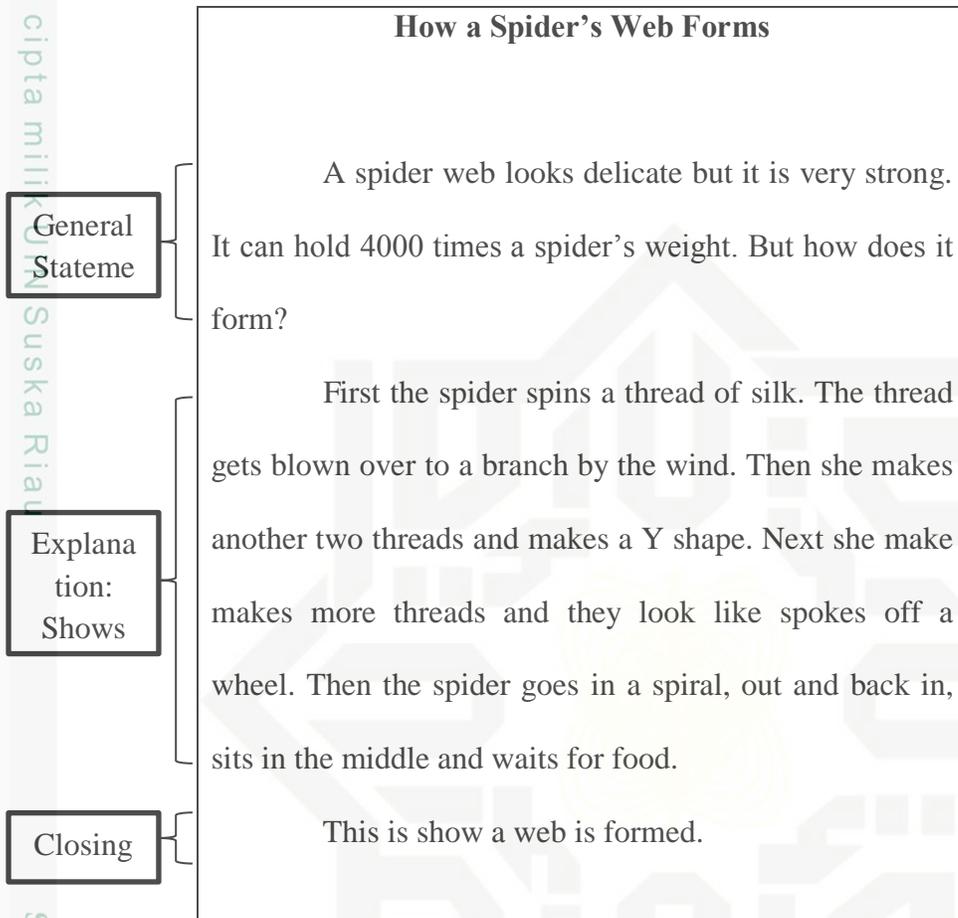
The Example of explanation text as following:

How a Spider's Web Forms

General Stateme ⟶ A spider web looks delicate but it is very strong. It can hold 4000 times a spider's weight. But how does it form?

Explana tion: Shows ⟶ First the spider spins a thread of silk. The thread gets blown over to a branch by the wind. Then she makes another two threads and makes a Y shape. Next she make makes more threads and they look like spokes off a wheel. Then the spider goes in a spiral, out and back in, sits in the middle and waits for food.

Closing ⟶ This is show a web is formed.

Adopted from Hartono (2004,p.21)

B. Relevant Research

Relevant research needs some previous research result conducted by other researcher in which they are relevant to our research. Besides, the researcher has to analyze what the point is focused on, informed the design, finding and conclusion of the previous research:

1. A research conducted by Nurika Desitawardhani entitled " Improving Students Skills of Writing Explanation Texts Through Picture Series for the grade XII Students of SMAN 2 SLEMAN In the Academic Year 2013/2014". The result of the research shows that the use of picture series and the supporting materials improved the students' writing skills. Based on the qualitative data, the students could develop their ideas to produce an explanation text with better vocabulary, sentence structure, punctuation, and capitalization. They also enthusiastically joined the teaching and learning activities. Furthermore, their involvement in writing improved because the series of pictures could attract the students' attention. Based on the quantitative data, the students' mean value for the writing skills improved. In the pre-test, the students' mean value was 48.36. Then, after Cycle 1 (post-test), the students' mean value of post-test was 67.70. At last, after Cycle 2 (post-test), the students mean in the post-test 2 was 77.50

2. A research conducted by Asyiah Rahayu Marsal entitled "Students Ability in Writing Explanation Text at the Eleventh grade of SMA Sungai Limau-

Pariaman. The type of this research was descriptive research. The population of this research was students XI. They were devided into five classes. It would 30 students become sampled. In every class, took the sample about six students. The sample of this research which was by using random sampling. The instrumentation used to collect the data was writing test. In the test, the students gave some topics to be written by students about explanation text. The result shows that of students ability in writing explanation text is good (52,51%). In specific, their ability in writing explanation text the percentage (35,19%) was fair from 3 tests, their ability in writing explanation text the percentage (11,73%) was very high from 3 tests, their ability in writing explanation text the percentage (0,55%) was low from the tests 3. The findings of the research lead the researcher to conclude that the students have good ability in writing explanation text at a class XI of SMAN 1 Sungai Limau-Pariaman in academic year 2015/2016.

Based on the previous above, the researcher is motivated to conduct a research on type analysis used by the students' writing ability. The researcher used a descriptive design by using quantitative approach to describe the students' ability in writing explanation texts. This research intended to find out the students ability in writing explanation texts. The research was conducted at the twelfth grade of Madrasah Aliyah Hasanah Pekanbaru.

C. Operational Concept

Theoretical concepts states above are still general and abstract forms. Therefore, it is required to be operationally described particular words or statements that are easy to measure empirically. Operational concept is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. So, the operational concept of this study can be seen in the following indicators:

1. The students are able to use the content of explanation texts

2. The students are able to use organization based on general statement, series statement, and conclusion of explanation texts

3. The students are able to use appropriate grammar using simple present tense of explanation texts

4. The students are able to use appropriate vocabulary to write explanation texts

5. The students are able to use the mechanics based on spelling, punctuation, and capitalization.