

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of the Writing

Writing is one the important skills in learning a language. According to Brown, there are four skills such as listening, speaking, reading and writing that are very important to make students able to communicate English very well.¹ Writing can also be as an independent learning tool that can be done by the students to write their own idea or main idea and fulfill their writing assignment and to enrich their skill to write everything. In other words, writing not only develops our idea but also develops our feeling in mind.

Writing must also be developed through systematic instruction and practice. According to Ericsson et al in Silvia, people must learn rules and strategies and then practice them.² It means that to master writing, we have to practice the strategies and rules of how to be able to write. We need many practices because writing is a complex and demanding skill.³ According to Wendling and Mather in their book, writing is a complex task that requires the inegration of multiple cognitive, linguistic, and motor abilities.⁴If

¹H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Fransisco: San Fransisco State University, 1994), p. 217.

²Paul J. Silvia, *How to Write a lot; Practical Guide to Productive Academic Writing*, (Washington: American Psychological Association. 2000).p. 6.

³Peter Westwood, *What Teachers Need to Know About: Reading and Writing Difficulties*, (Camberwell Victoria: ACER Press. 2008).p. 69.

⁴Barbara J. Wendling and Nancy Mather, *Essential; Evidence-Academic Interventions*, (New Jersey: John Wiley & Sons, Inc. 2009). P. 139.

students are become confident and competent writers, they require explicit instruction and many opportunities to write, so writing is a skill that needs a process to be done in order to get the product and should often be practiced to be able to write.

Being able to write means that our ability to produce good writing so that it can be readable and understandable for the reader, not getting bored to read our writing. They can be more interested in reading it and can catch the points of our writing. In writing, the students should have some skills in order to be able to do the process of writing and get the better product. To have the skill of writing is not easy, but if the students do more practices and study hard, they must be able to have the skill.

According to Douglas in his book, there are two kinds of skill of writing as follows:⁵

a) Microskills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical system (e.g, tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.

b) Macroskills

- 1) Use cohesive devices in written discourse.

⁵*Op.Cit.* P. 399

- 2) Use the rhetorical form and conventions of written discourse.
- 3) Appropriately accomplish the communicative functions of written text according to form and purpose.
- 4) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings when writing.
- 6) Correctly convey culturally specific references in the context of the written text.
- 7) Develop and use a battery of writing strategy, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. The Nature of Writing Ability

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.⁶

There are several kinds of writing ability:

- 1) Comprehensibility skill for writing includes understanding that writing is communicating messages or information.

⁶Definition of Writing Ability. (Retrieved on December 20, 2012)
[Http://teachingenglishonline.net/definition-of-writing-ability/](http://teachingenglishonline.net/definition-of-writing-ability/)

- 2) Fluency skills for writing, they are: recognizing the linear sequence of sounds, mastering writing motions and letter shapes, recognizing the chunking of words, recognizing the need for space between words and writing quickly.
- 3) Creativity skills for writing include the ability to write freely anything what the students wants to write.

3. The Process of Writing

According to Richard, there are four basic stages of writing process. They are: planning, drafting, revising and editing.⁷ Each stage provides as to the kinds of classroom activities to support learning of spesific writing skills.

1) Planning (pre-writing)

Pre-writing is the first step that the students to start writing. It stimulates thoughts for getting started.⁸ The students have to plan what they will write that can make them easier in drafting. Having a planning is the important one to do the activity because if there is no planning, there is nothing to do the next step. Everything we do, we have to plan before. Planning in writing is that the students should think in their mind to gather ideas that they are going to write so that the students can be easy to continue the next step.

2) Drafting

⁷Jack Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 316

⁸*Ibid*

A draft is an early version of a piece of writing. Most of us cannot compose anything well at the first try.⁹ This step involves the ideas from the planning stage into written sentences, adding details, and elaborating. In drafting, students have to use the easy way that is the students can use some questions that help them while they are drafting.

3) Revising

Revising is not merely checking for language errors like editing. In revising, students reexamine what was written to see how effectively they communicate meanings to the readers. It is done to improve global content and ideas organization in order that the writer's intent is clearer to the readers.

4) Editing

Editing is the proofreading stage of writing. The proofreading stage is to identify grammatical, spelling, and mechanical (capitalization and punctuation) errors. Besides, according to Robert in his book, there are seven types of incorrectness that can be edited:¹⁰

- a) Careless slips, confusions and omissions.
- b) Spelling mistakes.
- c) Punctuation mistakes.
- d) Grammatical incorrectness.
- e) Formed sentences.
- f) Grammatical inappropriateness.

⁹Thomas S. Kane, *Essential Guide to Writing*, (New York : Oxford University Press, 2000), p. 34.

¹⁰Jeffcoate Robert, *Starting English Teaching*, (New York: Routledge, 2000), p. 147.

g) Semantic or lexical incorrectness.

The process of writing also has requirements. The requirements can help the students easy to do the stages of process of writing. They will be able to decide what the topic that they want to write in which they know the background knowledge of the topic., they can be easy to develop their ideas to continue their writing until being finished. They can notice what the specific genre they will write. The requirements in the process of writing are:¹¹

- 1) *Awareness*: When students are given a writing assignment such as an essay, they must draw upon awareness of
 - a) Background knowledge the topic.
 - b) How to research relevant information on the topic.
 - c) The specific structure for the genre assigned (persuasive essay, narrative account, response to literature).
 - d) What the teacher wants in the paper – the performance standards and expectations to be met.
- 2) *Skills and brain processes*: producing a writing assignment requires a student to use multiple skills, many of which are areas of weakness for dyslexic learners, including organization, language, memory and sequencing, metacognition, processing speed, perceptual- motor skills, and attention.

¹¹Ibid. P. 126

According to Murcia, the following set of six guidelines for the preparation of successful writing assignment should prove helpful in reviewing the efficacy of many given assignment:

1. A writing assignment should be presented with its *context* clearly delineated such that the students understands the reasons for the assignment.
2. The *content* of the task/ topic should be accessible to the writers and allow for multiple approaches.
3. The *language* of the prompt or task and the instructions it is embedded in should be un-ambiguous, comprehensible, and transparent.
4. The *task* should be focused enough to allow for completion in the time or length constrains given and should further students' the knowledge of classroom content and skills.
5. The *rhetorical specifications (cues)* should provide a clear direction of likely shape and format of the finished assignment, including appropriate references to an anticipated audience.
6. The *evaluationcriteria* should be identified so that students will know in advance how their output will be judged.

In sum, if one believes that student's best learn to write by writing, then the design one writing tasks is perhaps the key component of curriculum design.¹²

¹²Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*, Third Edition, (Boston: Heinle&Heinle, 2001), p. 188.

According to Nunan, the successful writing that involves:¹³

- a) Mastering the mechanic of letter information.
- b) Mastering and obeying conventions of spelling and punctuation.
- c) Using the grammatical system to convey one's intended meaning.
- d) Organising content at the level of the paragraph and the complete text to reflect given/ new information and topic/comment structure.
- e) Publishing and revising one's initial efforts.
- f) Selecting and appropriate style for one's audience.

4. The Purpose of Writing

There are some common purposes in writing. They are writing to inform, explain, persuade, and amuse others. Writing to persuade is about to persuade the reader of the correctness of the writer's point of view on a particular issue.¹⁴

5. The Nature of Paragraph

1) Definition of Paragraph

Paragraph is a unit of information in writing unified by a central idea.¹⁵ Central idea is usually stated in a topic sentence.

¹³David Nunan, *Designing Task for the Communicative Classroom*. (New York: Cambridge University Press, 1989), p. 37

¹⁴S. Syafi'I, M, et al, 2007, *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*, (Pekanbaru: LSBI), 113

¹⁵*Op.Cit.* 1

2) Components of Paragraph

There are three components of paragraph. They are: topic sentence, supporting sentence, and the concluding sentence.

a) Topic Sentence

Topic sentence is general statement of the paragraph. Topic sentence is available at the beginning or end of paragraph or even in the middle. A topic sentence contains both a topic and a controlling idea. Controlling idea is statement that limits the topic sentence.

b) Supporting sentence

Supporting sentence make up the rest of the paragraph. It consist of two kinds: major supporting sentences and minor supporting sentences. A major supporting sentence is that the sentences support ideas stated in topic sentence directly. A minor supporting sentence is that support major supporting sentence and at the same time support topic sentence indirectly. Supporting sentence is to provide the reader with evidence idea expressed in topic sentence is true.

c) Concluding sentence

Concluding sentence is general in the last sentence and ends of paragraph. It reminds the reader of topic sentence. Readers can conclude the topics.

3) Characteristic of a Good Paragraph

In order to make good paragraph, the writer must write the paragraph that contains: unity, coherence and capitalization and punctuation.

a) Unity

In writing paragraph unity is important. Unity means that a paragraph discusses one and only one main idea from beginning to the end. All of the sentences in paragraph is only one of the main idea. The writer must make one point and stick the point, it means that sentence in paragraph related indirectly to the main idea.

b) Coherence

Coherence is parts of paragraph connected logically. The writer must organize and connect the spesific evidence. To achieve it, the writer can use transactional signals (moreover, however, in brief and so forth), consistent choice of element (I, he, she, they, we, you, one), voice (active or passive), and register (formal and informal). There are four ways to achieve coherence:¹⁶

1. Repeat key nouns.
2. Use consistent pronouns.
3. Use transition signal to link ideas.
4. Arrange your ideas in logical order.

¹⁶Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: United States of America, 2006), p. 18.

c) Capitalization and Punctuation

In writing paragraph, there are some rules in using capitalization: capitalize first letter of the first word of sentence, capitalize pronoun and capitalize all proper noun. While punctuation is necessary to clear meaning sentence, meaning of two sentences are different. There are a lot of examples of punctuation such as, comma, full stop, colon, semicolon and so fourths.

6. The Nature of Report Paragraph

a. Definition of Report Paragraph

Report paragraph is a text which presents information about something, as it is. It is a result of systematic observation and analysis.¹⁷ It is usually based on researched facts or accurate details.

b. The Generic Structure of Report Paragraph

The generic structure of report paragraph consists of general classification and description.

c. Language Features of Report Paragraph

The language features of report paragraph is introducing group or general aspect, using conditional logical connection, such as when, but, so, etc and using simple present tense.

7. Magnet Summaries Strategy

According to Vicky, Magnet Summaries Strategy that help students condense their reading about specific topics to several key words or phrases

¹⁷*Op.Cit*, p. 34

and then combine the words or phrase into a summary sentences. This strategy is useful in helping students write a summary of non-fiction text. Furthermore, June Preszler stated that Magnet Summaries can help students expand on key terms or concepts from a reading. These “magnet” words help students organize information that becomes the basis for student created summaries.¹⁸

Vicky Urguhart states that the procedure can be seen follows:¹⁹

- 1) The teacher explains the Magnet Summaries Strategy for students.
- 2) Ask the students to read as they complete this exercise independently or with a partner.
- 3) To start, you may determine the magnet words. As your students become more familiar with this strategy, consider having them select their own magnet words.
- 4) Ask students to write the magnet word in the center.
- 5) Ask the students to read the text and write key words or phrase on the appropriate cards.
- 6) Ask the students, how they combine the information on each cards to write a summary sentence or two on the back of card.
- 7) With the summary sentences showing, instruct students to organize their cards in the order that makes logical sense for a summary paragraph.

¹⁸June Preszler, *On Target: Bringing Writing Into Content Area Classrooms*, (Rapid City: Plaza Boulevard, 2006), p. 16.

¹⁹*Op.cit*, pp.160-161

- 8) When necessary, show students how to add transition words, adjust sentences, and include any missing components such as concluding sentences.

B. The Relevant Research

According to syafi'i, relevant research is required to observe some previous researchers conducted by other reserachers in which they are relevant to our research.²⁰ There are many relevant researches which have relevancy to their research especially in writing area.

1. Hardiansyah (2013): "The Effect of Using Magnet Summary Strategy toward Reading Comprehension of the Fifth Grade Students at Al Munawwarah Islamic boarding School Pekanbaru."²¹ This research used an experimental research design. He found that there was a significant effect of using magnet summary strategy toward reading comprehension. The design used in his research was Quasi-Experimental research. Furthermore, there was a significant effect of magnet summary towards reading comprehension of the fifth grade students of Al-Munawwaroh Islamic Boarding School.
2. Vebby Wulandari (2012): "The Effect of Using TOWER Strategy toward Ability in Writing Report Text of the Second Grade Students at SMAN 2

²⁰Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: LBSI, 2001), P. 122

²¹Hardiansyah, the Effect of Using Magnet Summary toward Reading Comprehension of the Fifth Grade Students at Al Munawwarah Islamic Boarding School. (Pekanbaru- Unpublished, 2013).

Tambang Kampar Regency.²² The design of her research was Quasi-Experimental research. She found that there was a significant effect of students' ability in writing report text taught by using conventional technique and taught by using TOWER Strategy.

C. Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables; they are independent variable (X) and dependent variable (Y). Variable X is the effect of using magnet summaries strategy. Variable Y is the writing ability on report paragraph

1. The Procedures of Using Magnet Summaries Strategy (X) are:²³
 - a. The teacher explains the magnet summaries strategy for students.
 - b. The teacher ask the students to read as they complete this exercise independently or with a partner.
 - c. The teacher ask the students to select their own magnet words.
 - d. The teacher ask students to write the magnet word in the center.
 - e. The teacher ask the students to read the text and write key words or phrase on the appropriate cards.
 - f. The teacher aks the students, how they combine the information on each cards to write a summary sentence or two on the back of card.
 - g. The teacher instruct the students to organize their cards in the order that makes logical sense for a summary paragraph.

²²Veby Wulandari, The Effect of Using TOWER Strategy toward Ability in Writing Report Text of the Second Grades Students at SMAN 2 Tambang Kampar Regency.(Pekanbaru-Unpublished, 2012).

²³*Op.Cit*,160-161.

- h. The teacher guide students how to add transition words, adjust sentences, and include any missing components such as concluding sentences.
2. Students' writing ability on report paragraph (Y) in the following indicators:²⁴
- a. Students are able to write the organization: introduction, body, and the conclusion in report paragraph.
 - b. Students are able to write the logical development of ideas: content in report paragraph.
 - c. Students are able to use grammar in report paragraph.
 - d. Students are able to use punctuation, spelling, and mechanics in report paragraph.
 - e. Students are able to write the style and quality of expression in report paragraph.

D. Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that Magnet Summaries Strategy toward students' writing ability on report paragraph of the Second Grade Students at Senior High School Budi Dharma Dumai is better to apply it in this school.

²⁴Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco: San Francisco University, 2003), p. 244-245.

2. The Hypothesis

a. Null Hypothesis (H₀): There is no significant effect of using Magnet Summaries Strategy toward ability in writing report paragraph of the second grade students at Senior High School Budi Dharma Dumai.

b. Alternative Hypothesis (H_a): There is a significant effect of using Magnet Summaries Strategy toward ability in writing report paragraph of the second grade students at Senior High School Budi Dharma Dumai.