

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of writing

Writing is known as one of the human communication tools. Through writing, people can show what they are feeling to the piece of paper. In short, we can say that writing is one of the humans' activities used as a communication and an expression tool. People think that writing is easy in the way of it is done and able to be an alternative media to express what the people feel, think, and know about something. In line with the statement above, McDonald stated that writing is an instrument of thought that only when people write and they discover what they know¹. So that, the role of writing in peoples' needs stands in the crucial part as an alternative expression tool to show what they feel and know about something.

On the other hand, the real processes of writing become an activity containing of sequel processes to be done, especially in the world of education. Writing is not an easy job. We need a full concentration in order to be able to collaborate the ideas from our mind to a piece of paper.

Hughey also stated that:

¹ Barbara A McDonald, et al, *ESL Journal Writing: LEARNING, REFLECTIONS, AND ADJUSTMENTS TO AMERICAN LIFE* (San Diego: DCWorks, 1997) p.12

Writing requires much more complex mental effort. Writers are forced to concentrate on both the meaning of ideas, that is, ensuring that what they write conveys their intended message, and on the production of ideas, that is, producing the linear form in which ideas actually take shape on the page.²

Thus, we need to focus on the processes in term of conducting a writing project, especially in academic world. The reality of writing process requires many elements of ability, emotion control, and mental effort which are important to be controlled by any writers during their writing activity.

In line with the statement above, Suzanne also sated about the things that writer should concerned. She stated that a writer has to coordinate cognitive, metacognitive, and linguistic processes when producing extended texts³. It becomes clearer at all that writing activity is not an easy job to be done. It always contains of many element that should be linked accurately by any writers.

The complexity of writing activity is also seen in some factors which are able to disturb every writer during their process of writing activities, especially, in term of producing the ideas. Based on Grenville

² Jane B Hughey. etal., *Teaching ESL Composition: Principles and Techniques* (Massachusetts: Newbury House Publishers Inc, 1983), p. 5

³ Suzanne Hidi & Pietro Boscolo, *Studies in Writing: Writing and Motivation* (Amsterdam: Elsevier Ltd, 2007) p. 8

statement, in Melgis Dilkawaty Pratama's book, elaborated several factors what stop ideas:⁴

1. The voice of Doom

This voice is in your head. It will persuade your mind to always think that your idea is not good enough to be expressed or produced.

2. Inspiration

The inspiration is about brilliant ideas. The ideas will come if you are in your good condition and mood. It means that you do not need to force your head because it just can make your ideas more stuck in your mind.

3. Premature Planning

The role of plan in writing activity is very important because writing is a process. It needs step by step to be created.

Thus, prepare your plan well for your great writing product.

Therefore, knowing that how complex the writing is, we realize the activity of writing is not easy for educational purpose as the people do in their daily life concept

Writing is not standing alone in the role of language skills. Writing is the reflection of the other language skills, such as listening, reading, and speaking. Writing takes its own role in term of collaborating to improve the other skills in language. Hughey says that writing is an efficient tool to

⁴ Melgis Dilkawaty Pratama, *Teaching Writing: A Handbook of Teaching Production Skills* (Pekanbaru: Education Matters Most Publishing, 2012) p. 43-45

facilitate and reinforce other language skills.⁵ It means that the role of writing is not only focusing on the ability in the part of writing itself, but writing also gives effects or sense for the other language ability. Writing skill is also divided into two types of skill⁶, they are as follows:

1. Microskills

- 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 a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.

2. Macroskills

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings when writing.

⁵ Jane B Hughey, et al., *Op.Cit*, p. 6

⁶ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education, Inc, 2007), pp. 220-221

- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use a battery of writing strategies, such as accurately assessing the audience' 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.

How far the students can master those skills in writing will determine the type of writing that the students can be able to write. In general situation, the microskills apply more appropriately to imitative and to intensive writing. While the macroskills are important for the successful mastery of responsive and extensive writing (composition or essay). In other words, in writing essay text, what the students need is the macroskills of writing.

Talking about writing is not just the end in those skills, macro skill and micro skill. In term of educational purpose, the topic of writing activity has another name. It is called academic writing. Syafi'i states that academic writing is a special kind of writing for college and university work. It is intended for a specific audience, especially your instructors and professors.⁷ This kind of writing is usually done in level of advance. It needs clear processes and procedures on the way of producing it. In line with the statement above, in fact, writing contains several processes which

⁷ M Syafi' I.S, *From Paragraph to A Research Report: A Writing of English for Academic Purposes* (Pekanbaru: Lembaga Bimbingan Syaf Intensive, 2007) , p. 33

are important to be followed by every writer in order to make their writings acceptable. In term of the study of writing process, there are many experts convey their own statements or opinions about it. As follow as I.S.P Nation⁸, it conveys several sub-processes of writing:

- a. Considering the goals of the writer.
- b. Having a model of the reader.
- c. Gathering the ideas.
- d. Organizing ideas.
- e. Turning ideas into the written text.
- f. Reviewing what has been written.
- g. Editing.

It provides seven sub-processes of writing. The process is important to follow of get a great production of writing. The procedures or processes are used to see the students' works clearly and more detail. It is used to improve the students' procedure works clearly. Regarding with I.SP Nation statement that the main idea behind a process approach is that it is not enough to look only at what the learners have produced. In order to improve their production, it is useful to understand how it was produced.⁹

Academic writing also has a purpose. The purpose is different from what we've always done in our daily writing such as writing letters, text message, and etc, but the purpose of the academic writing is to show, convey, clarify, and tell something to the people in academic view.

⁸ ISP Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), p.

⁹ *ibid*, p. 115

Regarding with the statement above, Syafi'i says that the purpose of academic writing is usually to explain or to persuade.¹⁰ Therefore, the quality and the existence of this special writing is the highest and trusted by any experts in the world.

The other element in academic writing is the audience. In the statement above, the target of academic writing is the audience. Here, audience will become the testator of the writer creativity production. The existence of the audiences in writing is also very crucial to be concerned by every writer. Reid¹¹ says that:

The audience is an essential concept for all writers. Writers choose their subjects and their methods of presenting material (diction, sentence structure, organization) according to who will read the finished product.

Writer cannot avoid the importance of his or her audiences' existence. Writer must know that every audience has expectations. We cannot avoid what the audiences' expectations in reading our writing are. As a writer, we need to be able to know and to understand with the audiences which are going enjoy or explore our writing works. The materials need to be mixed or composed well and readable by the audiences. Every idea which is going to be conveyed by the writer in the writing has cohesion. The using of the language is needed to be made suitable and available to be understood by the audiences. According to Segal, he says that:

¹⁰ M Syafi'i.S, *Loc.Cit* , p. 33

¹¹ Joy M Reid, *The Process of Composition* (New Jersey: Prentice-Hall. Inc, 1988), p. 2

Good writers connect the ideas in their paragraphs. A paragraph with connected ideas has *cohesion*. Good writers also use natural English phrases to make a paragraph easy to read. A paragraph with natural English has good *style*.¹²

Meaning that, the writers cannot be selfish with the production of their writing. The writers cannot think that their writing productions are just consumed by themselves, but the productions are also consumed by the audience later on in order to get the appreciation from the audience.

At last, we can say that the activity of writing is so complex and so hard to be done by every writer. It takes a long of processes in order to compose it well. The existence of academic writing in educational term is also different from the other writing ability that we do in our daily life. In order to be able to be a good writer, writer needs to concern with some things in writing, such as audience, cohesion of the ideas, simple language and etc. those all is very crucial to be understood and to be realized by every writer because those will give effect or reflection with the result of the writer's work later.

2. The Nature of Report Paragraph.

According to Syafi'i, paragraph is a unit of information in writing unified by a central idea. A paragraph is considered good only if the reader completely understands the unit of information, its content, and if its

¹² Margaret Keenan Segal & Cheryl Pavlik, *Interaction: A Writing Process Book* (New York: Random House, Inc, 1985), p. 5

central idea is completely developed.¹³ Report paragraph derives such information or explanation to the reader about the classification of the things which are going to be reported by the writer through the writing product.

To understand the characteristics of report paragraph applied in writing, those are recognized as follows:¹⁴

Table II.1 Features of Report Paragraph
(Adopted from Hasibuan, & M. Ansyari, 2007)

Paragraph	Social purpose	Framework	Language features
Information Report	To organize and present information about a class of things	<ol style="list-style-type: none"> 1. General statement identifying the subject of the information report. 2. Bundles of information related to such things as: habits, behaviors color shape. 3. Summary (optional) 	<ol style="list-style-type: none"> 1. Generalized participants. 2. Impersonal objective language. 3. Timeless present tense. 4. Technical terms. 5. Paragraphs with topic sentences.

Based on the table above, the purpose of report text in term of social subject is that to present some of information which is related to the general

¹³ M Syafi'I. S, etal., *The Effective Paragraph Developments: The Process of Writing for Classroom Setting* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2011), p. 1

¹⁴ Kalayo Hasibuan & M. Fauzan Anshari, *Teaching English As a Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 130-132

topic. The information itself is conducted from an organizational research and observation. In lining with the statement above, According to Englishindo, a report text is a text conveying information about an event or a situation, after investigating and considering.¹⁵

That is clear enough to describe the natural definition of report text. In term of the organizational structure, report paragraphs are divided into two paragraphs. The first is general classifications and the second is description. General classifications are general statements which are used to inform about subject of report, its explanation, and its classification. The last structure is description. The description tells what the phenomenon of the topic; in terms of its explanation, its classification, its parts, its qualities, its habits or behaviors and etc.

In the first paragraph, report text presents information in general view. It means that the information is still basic and simple. Next paragraph, report presents the description more deeply about the general information or phenomenon of the topic before in the first paragraph. That is clear that the information needs to be factual in order the information is used to present for the public

3. The Concept of Question-Search-Outline-Write Strategy

In educational world, the name of approach, method, technique, and strategy are not hard to be understood more. The words are very

¹⁵ Englishindo, “*Report Text – Penjelasan & Contoh*”. 2012. 14 Dec. 2012
<http://www.englishindo.com/2012/03/report-text-penjelasan-contoh.html>

familiar for the people who are taking a part in the educational world.

Brown says that:¹⁶

Table II.2
The Definition of Approach, Method, and Technique
(Adopted from Brown H. Douglas 1994)

Approach	Method	Technique
Theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.	A generalized set of classroom specifications for accomplishing linguistic objectives.	Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives

We can see that the methodical history of language teaching is from the table above. Approach becomes the mother birthing all types or varieties of the methods and techniques. But there is still a rest of it. That is called strategy.

In Longman Dictionary states that strategy is a set of procedures used in learning, thinking, and etc which serve as a way of researching a goal.¹⁷ In term of language learning, strategy is used by the teacher to help the students to reach the goal of teaching and learning language easier and better. According to Oxford, learning strategies are steps taken by students

¹⁶ H. Douglas Brown, *Teaching Principles: An Interactive Approach to Language Pedagogy* (Englewood Cliffs, New Jersey: Prentice Hall Regents 1994), p. 51

¹⁷ Jack C Richards, John Platt, & Heidi Platt, *Longman Dictionary of Language Teaching and Applied Linguistics* (London: Pearson Education Limited, 1992), p. 355

to enhance their own learning.¹⁸ It means that that the strategy will lead students' activities in learning become easy and effective. Learning strategies are divided to be two types. The first is direct strategies and the second is indirect strategies.

The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are:

1. Memory

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing.

2. Cognitive.

These strategies are the most popular which manipulated or transformed by repeating, analyzing or summarizing.

3. Compensation.

The learners use these strategies to make up for the deficiency in grammar and vocabulary.

Meanwhile, the indirect strategies are used for general management of learning. The three groups belonging to this category are:

1. Metacognitive

These strategies are to beyond the cognitive mechanism and give learners to coordinate their learning. It also helps them to plan language learning in an efficient way.

¹⁸ Rebecca L Oxford, *Language Learning Strategies: What Every Teacher Should Do* (New York: Newbury House Publishers, 1990), p. 1

2. Affective

The affective factors like emotion, attitude, motivation, and values influence learning in an important way.

3. Social

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: asking questions, cooperating with others, and empathizing with others.

The strategy which is going to be introduced by the writer in this research is Question-Search-Outline-Write strategy. Question-Search-Outline-Write strategy is an organizational strategy. It helps the students to explore their ideas in appropriate way in thinking, arranging, structuring, and organizing. In short, this strategy is focused on the process part which the approach of learning writing has been more concerned to the part of process than the part of production.

Looking from the types of learning strategy above, the strategy involves to the direct strategy in the cognitive strategy which relates to the focus of this type is manipulating or transforming by repeating, analyzing or summarizing. In term of cognitive part, the strategy involves to the creating structure for output and input part. The reason is because the ways and purpose of the strategy is in line with the types of the learning strategy

which is very useful in comprehending and producing the new language by using taking note, summarizing, and highlighting.¹⁹

4. The Nature of Question-Search-Outline-Write Strategy

Learning strategy is believed by the expert as a tool to improve students' interest or ability in term of absorbing the materials from the teacher. Introducing any kinds of learning strategy is a duty of the teacher. Teacher can improve students' ability in understanding and clarifying the materials which are going to be explained. According to Frangenheim²⁰, he says that:

“The more we teach students a variety of thinking strategies and also teach them as tools to deal with specific levels of bloom's taxonomy, the more we will empower these students to become independent learners who can transfer learning and thinking strategies to other aspects of their lives and learning.”

Here, the strategy named question-search-outline-writing strategy. According to Bouchard²¹, this strategy is an organizational strategy to assist them with content area research and writing. For the benefit, Bouchard²² also says that:

¹⁹ *Ibid*, p. 47

²⁰ Eric Frangenheim, *Reflections on Classroom Thinking Strategies: Practical Strategies to Encourage Thinking in Your Classroom* (London: Paul Chapman Publishing, 2005), p. 5

²¹ Margaret Bouchard, *Comprehension Strategies for English Language Learners* (New York: Scholastic Inc, 2005), p. 92

²² *Ibid*, p. 92

“This strategy provides a simple sequential framework for teaching and integrating all of these necessary tasks that are involved in the task of inquiry-perfect for ELLs who are just beginning to learn the skill of nonfiction writing”.

The procedures of this strategy are also mentioned by Bouchard. They are:²³

1. First, students will be given one topic for their writing by the teacher. They generate three questions about the topic. The questions are used to make the students develop their ideas for the topic easily.
2. Second, students record the questions on the Question-Information Grid.
3. Third, students use three different written resources, students search information related to the questions. Once students become comfortable with this process, they can use two different written resources and one expert interview or response (such as a phone call or letter)
4. Forth, students record the resources that are used to get information for the questions.
5. Fifth, students develop an outline using the information from the grid. While developing the outline, you may demonstrate

²³ *Ibid.*, p. 92

how to change questions to statements. The answer will be used as information which is able to help the students to develop their ideas in writing activity. Zemach²⁴ says that an outline is a list of information you will put in your essay.

Writing an outline in your essay will:

- a. Show you what to write before you actually begin writing.
 - b. Help make your essay well organized and clearly focused.
 - c. Keep you from forgetting any important points.
6. The last is the students use an outline form as a guide, students write an information passage about the topic.

In conclusion, this strategy is very useful to encourage students' abilities in writing. This strategy will show an organizational strategy to assist the students with content area research and writing. In this strategy, students develop three questions about a specific topic. They then research the answers and record these on a chart. Then students develop an outline from the questions and information gathered. From the outline, they write an informational passage. In short, the Question-Research-Outline-Write strategy is very helpful for the students in writing activity.

²⁴ E Dorothy Zemach & Lisa A Rumisck, *Academic Writing: From Paragraph to Essay* (London: Macmillan Publisher, 2003), p. 63

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.²⁵ This research has relevance with other researches; the first is a research from Fauziah,²⁶ in 2008, conducted a research entitled "The Influence of Picture Stories in Increasing Students' Writing Ability at the Second Year of MTS YPUI Teratak. She tried to find out whether there was significant influence of picture story toward students' writing ability or not at the second year of MTS YPUI Teratak. From the research, she found that there was significant of picture story toward students' writing ability at the second year of MTS YPUI Teratak. It is different from this research. In this research, the writer used dictogloss technique to give effect toward students' ability in writing essay text at the second year students of SMAN 4 Pekanbaru.

The second research was conducted by Nadia Devaga²⁷, in 2008, entitled "The students' ability in writing descriptive paragraph and the factors that influence it of the third year students at MTSN 1 Pekanbaru". Her research was a descriptive research. She concluded that the students' ability in writing descriptive paragraph was classified into weak category. It was caused by the students' grammar mastery, the students' vocabulary mastery, and the students' punctuation in writing descriptive paragraphs were not good enough

²⁵ M Syafi'I. S, *Op.Cit*, p. 122

²⁶Fauziah, *The Influence ofPicture Stories in Increasing Students' Writing Ability at the Second Year of MTS YPUI Teratak* (Pekanbaru: Unpublished, 2006), pp. i

²⁷ Nadia Devaga, *The Students' Ability In Writing Descriptive Paragraph And The Factors That Influence It Of The Third Year Students At MTSN 1 Pekanbaru* (Pekanbaru: Unpublished, 2008), pp. i

in writing descriptive test, but dominant factors were grammar and vocabulary mastery.

The relevant researches give huge contribution to the writer's study. The writer got much information about how to conduct a research. The relevant researches also give the writer knowledge about the way to test writing ability, and to see the significant effect of the variables. But, the writer's research is different from the relevant researches that writer used. Writer used different strategy and the way of teaching which more focused on the process part of writing activity.

C. Operational Concept.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research in which focuses on gaining the effect of using Question-Search-Outline-Write strategy toward ability in writing essay text at the second year students of SMAN 7 Pekanbaru. Therefore, in analyzing the problem in this research, there are two variables used. The first is using Question-Search-Outline-Write strategy which refers to the students' learning strategy. The second is students' ability in writing essay text at the second year of SMAN 7 Pekanbaru. Using Question-Search-Outline-Write strategy is an independent variable and ability in writing essay text at the second year students of SMAN 7 Pekanbaru is a dependent variable. To operate the

investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of using Question-Search-Outline-Write strategy are as follows:
 - a. The teacher promotes one topic of writing to the students.
 - b. The teacher asks students to generate three questions about the topic.
 - c. The teacher asks students to record the questions on the question-Information Grid.
 - d. The teacher asks students to find several written resources, at least three resources.
 - e. The teacher asks students to research the information from the resources related to the questions.
 - f. The teacher reminds students to record the resources that they used to get the information of the questions.
 - g. The teacher asks students to develop an outlining using the information from the resources or answers of the questions.
 - h. The teacher asks students to write the information in text about the topic by using an outline form.
2. Based on the limitation of the problem that the text used by researcher is report text. Because of that the indicators of students' ability in writing descriptive text are as follows:

- a. The students are able to write general identifications about the topic clearly.
- b. The students are able to write the main idea about the topic well.
- c. The students are able to write and develop the supporting ideas well.
- d. The students are able to write the information descriptions of the text coherently such as: habits, behaviors, and color shape.
- e. The students are able to use simple present tense correctly in the text.
- f. The students are able to use vocabulary appropriately in the text.
- g. The students are able to use spelling and punctuation correctly in the text²⁸.

D. Assumption and Hypotheses

1. Assumption

In this research, the researcher assumes that the better using Question-Search-Outline-Write strategy, the better ability in writing report paragraphs at the eleven grade students of SMAN 7 Pekanbaru will be.

2. Hypotheses

There are three hypotheses in this research, as follows:

- a. The first hypotheses

²⁸ Syllabus for the Eleven Grade Students' at SMAN 7 Pekanbaru.

H₀₁: There is no a significant difference on students' writing ability in report paragraphs before being taught by using Question-Search-Outline-Write strategy for experimental class and without being taught by using Question-Search-Outline-Write strategy for control class.

H_{a1}: There is a significant difference on students' writing ability in report paragraphs before being taught by using Question-Search-Outline-Write strategy for experimental class and without being taught by using Question-Search-Outline-Write strategy for control class.

b. The second hypotheses

H₀₂: There is no a significant difference on students' writing ability in report paragraphs after being taught by using Question-Search-Outline-Write strategy for experimental class and without being taught by using Question-Search-Outline-Write strategy for control class.

H_{a2}: There is a significant difference on students' writing ability in report paragraphs after being taught by using Question-Search-Outline-Write strategy for experimental class and without being taught by using Question-Search-Outline-Write strategy for control class.

c. The third hypotheses

H₀₃: There is no a significant effect of using Question-Search-Outline-Write strategy on students' writing ability in report paragraphs at the eleven grade of SMAN 7 Pekanbaru.

H_{a3}: There is a significant effect of using Question-Search-Outline-Write strategy on students' writing ability in report paragraphs at the eleven grade of SMAN 7 Pekanbaru.