

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. Nature of Writing

Writing has been with us for several thousand years, and nowadays is more important than ever.<sup>1</sup> People do it to communicate each other or to know the information about other people. Through writing people can communicate by using varieties of language via text from the writer, it can be near or has distance, known or unknown the readers. Writing as a tool to communicate has many changes. According to Fischer, writing changes as humanity changes. It is a gauge of the human condition.<sup>2</sup> The changes make communication more important in this era; it is up to them to use traditional form that uses paper and pencil or electronics tools that is very famous in this globalization age. Writing as a communicative activity needs to be encouraged and nurtured during the language learners' course of the study.<sup>3</sup> 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.

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<sup>1</sup>Florian Coulmas, *Writing Systems: An Introduction to their Linguistic Analysis*, *Loc cit*, p. 1.

<sup>2</sup>Fischer, Steven Roger, a *History of Writing*. (London: Reaktion Books, 2001), p. 8.

<sup>3</sup> Fischer, Steven Roger, *Ibid*, 8

Students, as academic writers, have to know the process or the organization of writing. They have to know clearly how to make a good piece of writing from starting, finding several ideas, developing these ideas into paragraph, revising their pieces, and finishing into quality writing. Segal and Pavlik do agree with this invention, they say writing is like carrying things up steps, if you try to jump to the top with everything you will have trouble., if you carry small armfuls up step by step you will reach the top.<sup>4</sup> In line with this, Toby also has same discovery about the statement which states writing is a process not a product. He says writing is a complex, variable, multifaceted process that refuses foolproof formulations.<sup>5</sup>

## 2. Purposes of Writing

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.

Grennville states that there are three purposes of a piece of writing.<sup>6</sup>

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<sup>4</sup> Margaret Keenan Segal and Cheryl Pavlik, *Interaction 1: a Writing Process Book*, (New York: Random House. 1985), pp. xvii-xviii

<sup>5</sup> Toby Fulwiler, *College Writing: a Personal Approach to Academic Writing*, (Boynton: Cook Publisher, 2002), p. 11

<sup>6</sup> Kate Grennville, *Writing from Start to Finish: a Six-Step to Guide*, (Australia: National Library of Australia, 2001), p. 1.

**a. Writing to Entertain**

Writing in this case does not necessarily make the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing. Novels, stories, poems, song lyrics, plays, and screenplays are example of imaginative writing.

**b. Writing to Inform**

It tells the reader about something. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

**c. Writing to Persuade**

It tries to convince the reader of something. This includes advertisement, 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 than just as an expression of your feelings.

**3. Genres of Writing.**

There are several options of written genres that students need to acquire. It is used to make their writing focus on what idea that they want to write. According to Brown, there are three short genres of writing.<sup>7</sup>

**a. Academic writing**

There are some kinds of academic writing, they are: papers and general subject reports, essays, compositions, academically focused journals,

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<sup>7</sup>H. Douglas Brown, *language assessment principles and classroom practices*, (New York: Longman, 2007), p. 219.

short-answer test responses, technical reports (e.g. lab reports), theses, dissertations.

b. Job related writing

In this point, job related writing shows the kinds or examples. They are: messages (e.g. phones messages), letters/emails, memos (e.g. interoffice), and reports (e.g. job evaluations, project reports), schedules, labels, signs, advertisements, announcements, and manuals.

c. Personal writing

In personal writing, writer more focuses on informal writing. Such as: Letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g. checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction (e.g. short stories, poetry)

#### 4. Types of Classroom Writing Performance

This is talking about kinds of classroom writing performance in teaching writing. There are four types of classroom writing performance as explained by Brown, they are:<sup>8</sup>

1. Imitative

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

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<sup>8</sup> H. Douglas Brown. *Ibid.* p. 220.

## 2. Intensive (controlled)

Intensive or controlled writing means a type of writing classroom which uses control in making writing, especially in presenting a paragraph to students in which they have to alter a given structure throughout. For example, they may be asked to change all present tense verbs into past tense; in such a case students may need to alter other time references in paragraph.

## 3. Responsive

In this case, the learners are asked to perform their assessment task at a limited discourse level, connecting sentences into paragraph, and creating a logically constructed sequence of two or three paragraph tasks, respond pedagogical directives, lists of criteria, outlines, and other guidelines.

## 4. Extensive

Extensive writing implies successful management of all of the process and strategies of writing for all purposes, up to the length of an essay in the term paper, a major research project report, or even a thesis. Writer focuses on achieving a purpose, organizing and developing ideas logically, etc.

There are four kinds of classroom performance as stated by Brown. They are imitative, intensive or controlled, responsive, and the last is extensive. Each of them has criterias and components that teachers and students should do and follow to reach good writing. In

imitative the teacher should teach the students about the fundamental or basic of writing. In this part, students make some efforts in mastering the mechanics of writing. In intensive or controlled types of classroom writing performance, students need control in making writing. Controlling is needed by the students in doing the task of writing. The teacher is here as a controller about the students' result in performing their writing.

Responsive is talking about students' performance in writing which students are asked to do the writing task in limited level. They should know how to develop an idea becomes a paragraph that creates a logically sequence of two or three paragraph tasks. The last type is extensive classroom performance. This is explaining about how successful writing is made by the students and what the result that is using many strategies, etc.

## **5. Writing Ability**

The ability to write has become an indispensable skill in students' life.<sup>9</sup> 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<sup>10</sup>. Melgis also has the same opinion. Writing skill is specific skill which helps writers to put their ideas into words in meaningful form and interact with the message. It helps the

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<sup>9</sup>Melgis Dilkawati Pratama, *Teaching Writing: a Handbook Teaching Productive Skill*, (Pekanbaru: Education Matters Most Publishing, 2012), p. 79

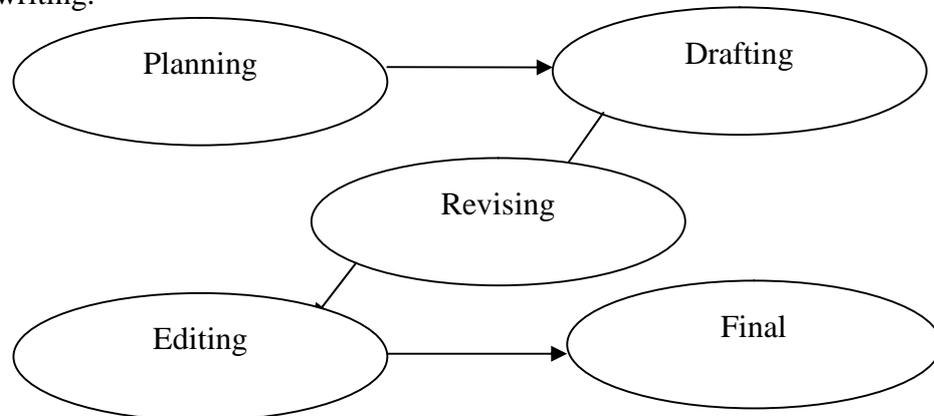
<sup>10</sup>Teaching English, *Definition of Writing Ability*, Monday, April 12<sup>th</sup> 2010 <http://teachingenglishonline.net/definition-of-writing-ability/>

students gain independence, comprehensibility, fluency, and creativity in writing.<sup>11</sup>

## 6. Process of Writing

Writing is not an easy job like people assume that writing is a simple process, the writer can take a pen and make sentences become paragraph/s and finished with a written product. In fact, writing is not juggling. Writing is not spontaneous. It involves several activities from they begin to think about their idea and finish it. Actually, there are some processes that must be followed by the writer to produce or publish good writing.

The following diagram will help a writer to visualize the process of writing.<sup>12</sup>



In line with this quotation, Jane and Lange add same information about some steps in writing processes that are choosing a writing topic, gathering information, prewriting, writing your first draft, sharing your

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<sup>11</sup> Melgis Dilkawati Pratama, *Ibid*, p. 80

<sup>12</sup> *Ibid*, p. 46

draft, revising your writing, proofreading your final draft.<sup>13</sup> In other hand, Dorothy reports that there are six steps in writing. They are: choosing a topic, gathering ideas, organizing, writing, reviewing structure and content (proofreading and making final corrections).<sup>14</sup> All of aspects above should be considered well by the students and also teacher in learning writing.

## 7. Components of Writing

Besides of process of writing that must be followed by the students, there are several components of writing that students have to know. These are needed by the students to produce effective writing. Hughes states that there are five aspects of making good writing, they are:<sup>15</sup>

### a. Grammar

A good writer knows the best pattern or grammatical elements that they will use in writing. They can produce the best formula of sentences in writing paragraph.

### b. Vocabulary

This component holds big roles in writing. Without mastering vocabulary, students are not able to express their ideas in written form. Students can create a good writing by using vocabulary because they can choose the right words that are suitable to the topic that they write.

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<sup>13</sup> Janet Lane and Ellen lange, *Writing Clearly an Editing Guide*, (Boston: Heinle & Heinle Publisher, 1993), pp. 215-216

<sup>14</sup> Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Oxford: Macmillan, 2003), p. 3

<sup>15</sup> Arthur Hughes, *Teaching for Language Teachers*, (Cambridge: Cambridge University Press, 2003), pp. 101-102

c. Organization

Organization is one of components in writing that tells about the systematic of ideas or flow of ideas.<sup>16</sup> It tells about the logical progression and completeness of ideas in a paragraph.

d. Content

Content discusses about ideas that have been written.<sup>17</sup> This is one of writing components that deliberate about how the writers can create and develop their ideas to gather all information into communicative message creatively.

e. Mechanics

The last component is mechanics. Spelling, punctuation, and capitalization are included in this part.

## 8. Nature of Paragraph

Paragraph is a series of sentences that develop one idea.<sup>18</sup> In line with this opinion, Dorothy and Lisa also have same opinion. They say paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic.<sup>19</sup> In other words, M. syafi'i et al give same invention. They say paragraph is a unit of information in writing unified by a central idea.<sup>20</sup> It means that paragraph is a series of

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<sup>16</sup> Melgis Dilkawati Pratama, *Opcit*, p. 14

<sup>17</sup> J. B. Heaton. *Writing English Language Test*. (New York: Longman. Inc., 1990), p. 135

<sup>18</sup> Joy M. Reid, *The Process of Composition second edition*, (New Jersey: Prentice Hall, 1988), p. 8

<sup>19</sup> Dorothy E. Zemach and Lisa A. Rumisek, *Loc cit*, p. 16

<sup>20</sup> M. Syafi'i, S. M. Fauzan Asyari, and Jonri Kasdi, *The Effective Paraggraph Developments: The Process of Writing for Classroom Settings*, (Pekanbaru: LBSI, 2011), p. 1

sentences that are organized and coherent and of course related to a single topic. The content of every piece of writing should be organized, cleared, and accepted. According to Dorothy and Lisa, there are three components of a paragraph.<sup>21</sup> They are:

### **1. Topic Sentence**

This is main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence. In line with this statement, M. Syafi'i et al also have the same opinion. They say the topic sentence is the most general statement of the paragraph.<sup>22</sup> In this part, the writer tells about his/her main idea and opinion about the topic.

### **2. Supporting Sentences**

They are more detailed ideas that follow the topic sentence. The function of this component is to give additional explanation about the topic sentence.

### **3. Concluding Sentence**

The last component is concluding sentence. This point tells to the reader that the paragraph is finished. It can finish the paragraph by repeating the main idea or just giving a final comment about the topic.

Besides the components of paragraph above, there are two characteristics of a good paragraph that have to be considered by the writer. These are needed by the writer to make a good paragraph. So the readers can easily understand the main point of paragraph. They

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<sup>21</sup> Dorothy E. Zemach and Lisa A. Rumisek . *Loc cit*, p. 17

<sup>22</sup> M. Syafi'i et all, *Opcit*, p. 3

are unity and coherence.<sup>23</sup> Unity in writing is the connection of all ideas to a single topic. Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. Both of them should exist in a paragraph.

## 9. Nature of Report Paragraph

Report paragraph is a kind of paragraph that tells about general classification of something. Reports are similar to articles but have a more formal, factual style, and each kind has its own special format and features.<sup>24</sup> Fulwiller has added this quotation with his statement. He says that a report describes an event or tells a story about something.<sup>25</sup> The purpose of this paragraph is to provide information or an overview of the general characteristics of objects, animals, plants, or humans.<sup>26</sup>

According to Jenni and Virginia, there are three compositions in a form of report paragraph.<sup>27</sup>

- a) News report about recent event (accidents, earthquakes), such as those found in newspaper.
- b) Assessment report discussing the suitability of a person, a place, a proposed plan, etc
- c) Review discussing a film, book, restaurant, etc and giving your opinion/recommendation.

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<sup>23</sup> Dorothy E. Zemach and Lisa A. Rumisek, *College Writing from Paragraph to Essay*, (Oxford: Macmillan Education, 2003), p.78.

<sup>24</sup> Jenny Dooley and Virginia Evans. *Loc cit* , p. 4.

<sup>25</sup> Toby Fulwiler, *College Writing: a Personal Approach to Academic Writing*, (Boynton: Cook Publisher, 2002), p. 93

<sup>26</sup> <http://halloenglish.web.id/teks-report-report-text/>

<sup>27</sup> Jenny Dooley and Virginia Evans. *Loc cit* , p. 4

### 1) Generic structures of report paragraph

In order to make a report, there are two generic structures of report paragraph.<sup>28</sup>

- a) General classification: introducing objects, animals, plants, or someone who will be discussed. This part will explain the general classification of the object.
- b) Description: in here, the writer will explain the object in detail. Telling part, quality, nature, behavior of objects, animals, plants, or a person described.

### 2) Language Features in Report Paragraph

According to Sudarwati, there five language features in form of report:<sup>29</sup>

- a) The use of general nouns, (e.g.: komodoes, computers, archids)
- b) The use of relating verbs, (e.g.: is, are, has)
- c) The use of present tense, (e.g.: komodo dragons usually weight more than 160 kg)
- d) The use of behavioral verbs, (e.g.: snakes often sunbathe in the sun)
- e) The use of technical terms, (e.g.: water contains oxygen and hydrogen)

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<sup>28</sup> M Sudarwati, *Look Ahead: an English Course for Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), p. 32

<sup>29</sup> M Sudarwati , *Look Ahead, Ibid. p. 32*

## 10. Concept of Topics and Sluglines Technique

In teaching and learning process, teacher should have the interest technique. An interest technique of teaching is needed in teaching and learning process in order to achieve the goals in curriculum. The teacher should be creative to manage it.

The aim of writing is to improve students' ability in order that they can write their ideas well and become a good writer. In order to get the target, the teacher needs to use the appropriate and interesting strategy in teaching. Teaching and learning process in the in the classroom, writing report paragraph will be divided into three phases where each phase has different role and activity. Pre-writing activities or previewing has function to guide student to the next stages such as regarding students' background knowledge with the paragraph. Main writing activities is doing the strategy. Post-writing activities or reviewing is the follow up of the previous activities that have doing to improve the quality of teaching.

Topics and sluglines focuses on the nonfiction paragraph. This is a technique that is used to cover several paragraphs or a part of a paragraph. Sluglines make it easy to see what the main idea is and what supporting details you have work with, without getting lost in the detail.<sup>30</sup> It means that by using sluglines, the students are easier to see the main idea and supporting details that have connection between them without getting lost in details in making paragraph of writing. This technique helps students in

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<sup>30</sup> Beth Means and Lindy Lindner, *Loc cit*, p. 111

writing nonfiction paragraph. In making one or several nonfiction paragraph, each of them has one main idea that students will use to write the topic sentence. Besides the main idea, students have ideas, facts, examples, details, definitions, or descriptions that is called supporting details which support main idea. So, topics and sluglines will help students to organize them well, main idea and supporting details.

There are several advantages of this technique, of course to advance the students ability in writing. Beth and Lindner say.<sup>31</sup>

- a. Help students organize the main idea and supporting details.
- b. The students can develop their own words to express the idea.
- c. Become peak their interesting in writing.
- d. Help the students develop or collect their vocabulary.
- e. It is a fun activity to improve their writing and it is easy in applying.
- f. Help students write nonfiction paragraph in three phases where each phase has different role and activity.

There are several standard procedures in using topics and sluglines. They are:<sup>32</sup>

- a. Divides class become several groups based on attendance list. One group consists of three or four students.
- b. Distributes topics and sluglines chart to students that contains two columns (the left and the right hand) in their group.
- c. Gives the topic to the students.

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<sup>31</sup> Beth Means and Lindy Lindner, *Ibid.* pp. 111-112.

<sup>32</sup> *Ibid.* pp. 111-112

- d. Students write their topic in the left-hand column a few words that express main idea for report paragraph and sluglines in right-hand column three-to five-word phrases that summarize, organize, or describe an idea, a fact, or an example.
- e. Create their own words for each supporting idea, fact, and example and so on in the sluglines column.
- f. Gives them opportunity to think through and explain the relationships between the ideas represented in topics and sluglines chart in their group.
- g. Students to read aloud their chart to the member of their writing group and explain what the meaning of topics and sluglines that they have made by using their own words.
- h. Students rewrite as necessary to make the sentences fit together.
- i. Students make a report paragraph based on their chart.

## **B. Relevant Research**

There are many researchers that are relevant to this research. They are:

1. Sasmita (2012), she conducted a research entitled “The Effect of using Knowledge Chart Strategy (Topics and Main Idea) towards Students’ Ability in Writing Report Paragraph at the Second Year Students of SMA YKPP Dumai. She found that Knowledge Chart Strategy can be used to improve students’ writing ability in report paragraph. The improvement can be identified from their achievement in writing ability. Knowledge Chart

Strategy also can improve the class situation because students are more motivated and feel more comfortable in joining the writing class.<sup>33</sup>

2. In 2013, Sakdiyah conducted a research entitled “the effect of using magnet summaries strategy toward ability in writing report paragraph of the second grade students at senior high school of Budi Dharma Dumai”. The design of this research was a quasi-experimental research. The objective of this research was to find out the significant difference of students’ ability in writing report paragraph between which is taught by using conventional strategy and which is taught by using magnet summaries strategy. There were two classes, the experimental group and control group. Finally, she found the mean score of students’ post test in control class was 64.67. Meanwhile, the mean score of students’ post test score in experimental class was 70.42.  $H_0$  was accepted and  $H_a$  was rejected. It means that there is a significant effect of students’ ability in writing report paragraph between which is taught by using conventional strategy and which is taught by using magnet summaries strategy.<sup>34</sup>

### **C. Operational Concept**

In order to clarify the theories used in this research, the writer would like to declare briefly about variable of this research. This research is an experimental research in which focuses on gaining the significant effect of using topics and

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<sup>33</sup> Sasmita, *The Effect of using Knowledge Chart Strategy (Topics and Main Idea) towards Students’ Ability in Writing Report Paragraph at the Second Year Students of SMA YKPP Dumai*, Pekanbaru: Unpublished, 2012

<sup>34</sup> Sakdiyah, *The Effect of Using Magnet Summaries Strategy toward Ability in Writing Report Paragraph of the Second Grade Students at Senior High School Budi Dharma Dumai*, Pekanbaru : Unpublished, 2013

sluglines technique on students' writing ability at the eleventh grade of Islamic Senior High School of Darel Hikmah Boarding School Pekanbaru. Therefore, to make clear the problem in this research, there were two variables used. The first was topics and sluglines technique in teaching and learning process, it refers to the teacher's way in teaching writing report paragraph. The second was student's ability in writing report paragraph. Topics and sluglines technique was an independent variable (x) and students' ability in writing report paragraph was a dependent variable (y). To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of topics and sluglines are as follows:<sup>35</sup>
  - j. Teacher divides class become several groups based on attendance list. One group consists of three or four students.
  - k. Teacher distributes topics and sluglines chart to students that contains two columns (the left and the right hand) in their group.
  - l. The teacher gives the topic to the students.
  - m. Teacher asks students to write their topic in the left-hand column a few words that express main idea for report paragraph and sluglines in right-hand column three-to five-word phrases that summarize, organize, or describe an idea, a fact, or an example.
  - n. Students create their own words for each supporting idea, fact, and example and so on in the sluglines column.

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<sup>35</sup> Beth Means and Lindy Lindner, *loc.cit.* pp. 111-113

- o. After they have finished, teacher gives them opportunity to think through and explain the relationships between the ideas represented in topic and sluglines chart in their group.
  - p. Teacher asks students to read aloud their chart to the member of their writing group and explain what the meaning of topics and sluglines that they have made by using their own words.
  - q. The teacher asks the students to rewrite as necessary to make the sentences fit together.
  - r. Teacher asks students to make a report paragraph based on their chart.
2. In this research there are two variables(X and Y). Each of them has indicators. The indicators of variable X had explained before, and for the indicators of students' ability in writing report paragraph as variable Y 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 use simple present tense correctly in the text.
  - e. The students are able to use vocabulary appropriately in the text.
  - f. The students are able to use spelling and punctuation correctly in report text

- g. The students are able to write a good paragraph that consists of introduction, body, and conclusion in report paragraph.<sup>36</sup>

#### **D. Assumption and Hypothesis**

##### **1. Assumptions**

The assumption of this research is (1) students' writing ability is various, and (2) teaching technique can influence students' writing ability.

##### **2. Hypotheses**

- a. **Ha** : There is a significant effect of using topics and sluglines technique on students' writing ability at the eleventh grade of Islamic Senior High School of Darel Hikmah Boarding School Pekanbaru.
- b. **Ho** : There is no any significant effect of using topics and sluglines technique on students' writing ability at the eleventh grade of Islamic Senior High School of Darel Hikmah Boarding School Pekanbaru.

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<sup>36</sup> Syllabus for the Eleven Grade Students' at MA Darel Hikmah Pekanbaru.