A. Writing

1. Definition of Writing

Writing as one of the languages skills has always included in the syllabus. There are some definitions of writing. Uusen (2009) define that “Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas”.

While, Dvorak (1995) stated that “writing will be used as a generic structure term to refer to all the various activities that involves transferring mind through paper. Writing that focus primarily on the conventions of language form, i.e. grammatical or lexical structures, will be term transcription. The term composition will refers to the skills involved in effectively developing and communicating an idea or making a point.

Writing is transforming thoughts into language, it means we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary). Consequently we must learn about organizational skills in writing.

Meyer (2005) stated that” writing is an action-process of discovering and organizing the ideas, putting them on paper, reshaping and revising them.
Based on the definition of writing it means that writing is a way to express their ideas into a form which has purpose to the readers. It is also having a message and communicating it successfully to other people and need to organize well.

2. The Importance of Writing

Now we live in modern era where the information spread out so fast. People get in touch with others by using telephone, mobile, even e-mail. That’s why writing is important thing in our live.

Darren Bebabi said that we can know and learn how to make good writing if we always try to write something whatever we want. The facts is that it will always matter for writing is not only telling a good story but a way of presenting history, getting in touch with own our emotions, and connecting with the many people that make up this world.

Writing can help people to present or to express their ideas, and solve their problems. It is necessary therefore writing is taught at school. By learning writing the students can know how to express their ideas and how to share their experience with others.

3. Writing Process

According to Harmer (2004) “the process of writing is the stage the writer goes through in order to produce something in its final written form.” This process includes the content (subject matter) of the writing, the type of writing (letters, essays, report or novel), and the
medium it is written in (pen and paper, computer word files, live chat, etc.) but in all of these cases it is suggested that the process has four main elements:

1) Planning

Planning is an activity writers plan what they are going to write. Before starting to write, the writers try what it is they are going to say. For some writers this may involve making detailed notes.

   a) When planning, writers have to think about three main issues. In the first place they have to consider: a) the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use and the information they choose to include; b) the audience they are writing for, since will this influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc) but also the choice of language whether it is formal or informal in tone; c) the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.
3) Editing (reflecting and revision)

Revision is the stage of the writing process where authors reworks and finalize the ideas. It is a time of “re-seeing” what the writers have written and making it better.

Reflecting and revision are often helped by other readers (or editors) who make comment and suggestion. Another reader’s reaction to a piece of writing will help the author to make appropriate revision.

4) Final Version

When the writers have edited their draft, making the changes they consider to be necessary, and their produce the final version. The writers ready to publish the written text to intended audience.

4. Common Problems of Writing

Learning to write in a foreign language is not easy for students they assume some difficulties, such as (1) how to start writing, (2) how to generate ideas, (3) how to produce paragraphs, (4) how to organized ideas, (5) how to make good grammatical sentences.

There are some problems faced by the students in learning writing; those are organizing ideas, lack of vocabulary and grammar accuracy.

a) Organizing Ideas

The problem usually faced by the students in writing composition is about how to organize the idea into sentences. In writing composition, students usually write the content, which is not
suitable with the topic. It happened because students get difficulties in developing ideas and sometime they do not know what they will write.

We can write composition if we know the rules in writing paragraphs. Before we write composition, we start by choosing the topic, and then make an outline which can help us in arrange the sentences or paragraphs, with those steps; we can avoid some mistake in writing composition.

b) Lack of Vocabulary

Vocabulary also becomes an important part in writing composition. We will get difficulties to express an idea when we lack of vocabulary. Most of students faced this problem because they lack of vocabulary. They often write sentences which are not communicative. They also usually choose incorrect words when they want to write a composition.

c) Grammar Accuracy

When the students are trying to make composition, they are usually confused whether then sentences are grammatically correct or not. Generally, most of beginner students do not master English well. They just start to learn English. So, their competence is still weak, especially in grammar. It becomes a problem when they have to make a composition, which consists of sentences.
However, most of them do not master vocabularies well. It makes them often write sentences which are not communicative. They usually choose incorrect words when they write. From the problem above, it can be concluded that the students can learn writing easier if they can organize their ideas, use good vocabulary and grammar.

5. Teaching Writing

Writing is one of language skills that will never be left in education. Writing skill is complex and sometime difficult to teach. Many students are confused how to write well, they should consider the grammar, punctuation, spelling and so on. The difficulty is not only focus on grammar, punctuation, and spelling but also the students feel confused in generating and organizing ideas. So that’s way the teacher should make an innovative ways in learning process especially in teaching writing.

Based on Harmer (2004) stated that “the teacher to concentrate on the process of writing and in this regard, there are a number of strategies we need to consider:

1) The way we get students to plan

Before getting students to write we can encourage them to think about what they are going to write. The various ways of doing this including brainstorming (where students in pairs or groups come up with as many ideas as they can through discussion) to more guided task where the teacher or the course
book includes a number activities which lead students to plan. When students are planning we can encourage them to think not just about the content but also what the purpose of their writing.

2) *The way we can encourage them to draft, and revise*

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair group of students working together on piece writing can respond to each other’s ideas (both in terms of language and content), making suggestion for changes, and so contributing to the success of the finished product.

3) *The way we respond to our students writing*

Some teachers need to rethink the way in which they react to their students work. Teacher can read through the draft and then make written suggestion about how the text could be recorded but it is not just about teachers respond to students writing. It is often useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide a welcome alternative to the teacher’s feedback, as well as offering a fresh perspective on the writing.

4) *The process trap*

On f the problems of process writing is that it takes time. Over-planning can take up too much time and sometimes, restrict
spontaneity and creativity. Teacher should consider the time allotment to teach.

6. Evaluating Student Writing

In evaluating writing is an important thing to be provided as a guideline to measure students score. There are three methods in evaluating students writing: impression method, analytic method and mechanical accuracy. Impression method is marking entails one or more markers awarding a single mark, the examiners mark is a highly subjective one based on judgment, carelessness, and prejudice. Analytic method depends on a marking scheme which has been carefully drawn up by the examiner. On the other hand requires readers to judge a text against a set of criteria important to good writing and give a score for each category. Mechanical accuracy is scoring involves rating a piece of writing by just one feature critical to that task, such as appropriate text staging, effective argument, reference to sources.

In this study, I will use the scoring system guidance taken from Heaton (1998) is the scoring system from analytical scale for rating composition task. there are five aspects which should be included in writing rubric those are:

a) Content

The content of the text is full of information, substantive, and relevant with problem.
b) Organization

Organization of the text means how the students fluent expressing, reveal clearly ideas, good organization, logic sequence and cohesive.

c) Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

d) Language use

A draft will be said a good draft if grammar is used is correct. The students use effective and complex construction and make only few faults in using grammar.

e) Mechanics

Mechanics means how the students write. Teacher has to consider the way when the students write related to some rules of writing. Whether or not it is correct in punctuation and the words are spelled correctly.

All of the aspects above for instance content, organization, vocabulary, language use and mechanics will be used to evaluate the writing result of the students.
B. Cooperative Learning

1. General Concepts of Method

The models of learning process have been change for time to time. As Isjoni (2010) the models of learning process have been changed for time to time. Newly, the models of traditional teaching not interested anymore have been changed to modern models for teaching. Based on this study, I concern that Cooperative Learning is one of kind models of teaching which more interested because cooperative learning is more effective to teach various lesson and it is suitable to apply this method in various grade such as elementary school, junior high school, senior high school and university.

2. Definition of Cooperative Learning

Li, M. P. & Lam, B. H. (2010) state that Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal.

The main purpose of cooperative learning is to give students, concept, ability and understanding what they need. Using cooperative Learning to teach may be a good technique which gives benefit of adopting this technique:
a) **Learning for all**

All students need to learn and work in an environment where their individual strength is recognized and individual needs are addressed. All students need to learn within a supportive community in order to feel safe enough to take risks.

b) **Academic achievement**

Using cooperative learning, students are continuously discussing, debating, and clarifying their understanding of the concepts and materials being considered during the class. They are constructing their own knowledge base. The emphasis is on understanding the material as evidenced by the student's ability to explain ideas to their peers. This leads to a sense of content mastery versus a passive acceptance of information from an outside expert. This further promotes a sense of helplessness and reliance upon others to attain concepts.

c) **Skilled Communication**

Cooperative learning is an ideal solution which gives students the chance to make interaction with others and without discriminate. By asking group members to identify what behaviors help them work together and by asking individuals to reflect on their contribution to the group's success or failure, students are made aware of the need for healthy, positive, helping interactions when they work in groups.
d) Psychological health

Learners in cooperative learning classes have more positive feelings about themselves than do learners in traditional classes. Slavin (1990) also documented the findings that these learners had feelings of individual control over their own fate in school, their time on task was higher and their cooperativeness and altruism were higher as well.

C. The Nature of Pairs Check Technique

1. Definition of Pairs Check Technique

Pairs check technique is a model of learning in groups or pairs popularized by Spencer Kagan. It is also one of cooperative learning technique which implement in the learning in groups demanding independence and the ability of students in solving a given problem. The students will work in groups of four, divided into two pairs. The groups consist of heterogeneous students, according to the level of achievements, gender, and tribes. In a pair there are students A as coach and student B as partner. The pairs will work on problem given by the teacher. The partner will do the first problem and then the coach will check the answer and give feedback to the partner, after that each students change the roles (Danasasmita, 2008).

Finally, pairs check is one of cooperative learning which demands student’s independence and ability in solving problem in a group that has a coach and a partner.
2. The steps of Pairs Check Technique

There are some steps of pairs check technique in teaching writing they are:

a. Teacher divided students into group of four

b. Teacher ask each students to pair up with another student

c. Each pair will have a student A and student B

d. Give each pair a set of problems

e. In pairs, students A will do the first problem explaining the steps to student B, while student B acts as a coach. When the pair agrees on the solution, student B will give gift for the student A. then they move to the next problem.

f. Next, student B does the next problem, explaining the steps, while student A acts as a coach. When they agree on the solution, students A and B will do hand-shake.

g. After finishing the first two problems, teacher asks the students to pair up with another pair of students in the same group. Both pairs (4 students) must agree on the solution to the first two problems.

h. Team celebrates when they agree on both problems. When teams disagree they ask to the teacher.

i. Teacher and students discussing the answer or solution together.
3. Advantages of Pairs Check Technique

There are some advantages of pair check technique in the implementation in the class. First, pairs check technique builds students patience among the team work partners. Next, pairs check technique trains the students to give and receive motivation from his partner in a good way. Then, this technique also trains students to be open to a constructive criticism or advice from his partner. Next, pairs check provide students an opportunity to become a coach for his partner and also give chance to seek assistance from another partner in a good way. The last, the pair check technique class provides the students to avoid disturbing atmosphere of learning (Kagan, 1992). Pair Check technique creates a positive effect on students because they study towards a common aim, learn through teaching each other, share their thoughts with the other students, motivated each other to learn, and are rewarded for their individual and cooperative effort so that makes the students trying their best to solve the problem especially by comprehending what they have learnt.

4. Disadvantages of Pair Check Technique

This technique also has several limitations. Firstly, it is requires more time because there some stages in this technique that need more time. Second, pair check technique also requires a high understanding concept to become a mentor who cannot convey and do his job. Here,
the teacher also should give an easy understood instruction to the students. What the students should and should not do (Kagan, 1992).

D. Basic Assumption

Writing skill is complex and sometimes difficult to teach, teachers should overcome that problem by making a creative thing in teaching because teaching writing takes a long time teachers should decide a good technique to teach writing. One of techniques which suggested is pairs check.

Pair Check is assumed to have good contribution to improve students writing ability. This technique trains students to be open to a constructive criticism. The students could learn independently without teacher’s control every move; they could take the decision in order to solve the problem their writing subject by discussing the writing problem with their friend.

E. Hypothesis

Based on the basic assumption, teaching writing using pairs check technique is effective.