CHAPTER II
THEORITICAL REVIEW

A. WRITING

1. The Nature of Writing

Writing is the mental work of inventing ideas, thinking about how to express, and organizing ideas into statements and paragraphs that will be clear to the reader (Nunan 2000:88). Writing involves several sub skills some of which are related to accuracy of using the correct forms language. Writing is also about having a message and communicating it successfully to other people. To do this, it needs enough ideas, organized well and express in an appropriate style.

Writing is a productive skill of the English language which needs to be mastered by the English language learner. Harmer (2004) states that writing is the only skill which enables learner to produce a real product, in which the product is touchable, readable, as well as keep able for long period time. Written language can be re-read in accordance with what the readers need.

Moreover, writing as a process of expressing ideas or teach in words, writing can be very enjoyable as long as we have the ideas and means to achieve it (Leo et al 2007:1). Writing is important for students; they should know to write in a good structure and content, because most of the exams to measure their knowledge are focuses on writing ability.
Based on the explanation above, writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences that are arranged in particular order and linked together in certain ways.

2. The importance of Writing

Writing is a basic skill, as important as speaking, listening, and reading, Harmer (2006:79-80). Another study states that writing is a tool of communication, so that the writer can deliver the essence of this writing to the reader. In education most of exams, whether they are testing foreign language abilities or other skills often rely on the students’ writing proficiency in order to measure their knowledge (Harmer 2004;86).

Based on the definition described previously, it means that writing is important for students because writing can measure a whole knowledge in English which is already learnt by the students. In the future of the students, writing also important, because they should write when they apply for a job, sometimes they should write formal letters, and for the students who go to the college they should write for their final task. If they know how to write in a good way it will be easy for students to write.

In conclusion, writing is very important for the students. By writing, students are able to have a great exposure to continue their ideas and share their writing for someone else through written message. While, making
writing there are part should be considered both cohesive and coherent (Harmer 2004:22).

a. Cohesion

In cohesion there are two aspects, Lexical cohesion and grammatical cohesion.

1) Lexical cohesion is achieved in the article by use of two main devices.

   First, repetition of word a number of the content words are repeated throughout the text. Second, lexical set ‘chains’, the text is cohesive because there are sets (that is words in the same topic area) which interrelate with each other as the article progresses.

2) Grammatical cohesion is achieved in a number of different ways. First, pronoun and possessive reference, at various points in the text a pronoun or more frequently a possessive is used instead of a noun. The second is article reference, article are also used for text cohesion. The definite article (the) is often used for anaphoric reference. Third, tense agreement, writers use tense agreement to make texts cohesive, in our ‘grandparents’ article past tense predominates (it found) and what is something called ‘future-in-the-past’ (would make) also occurs. Fourth, linkers is words describing text relationships of ‘addition’ (and, also, moreover, furthermore), of ‘contrast’ (however, on the other hand, but, yet), of ‘result’ (therefore, consequently, thus), of ‘time’ (first, then, later, after a while), etc. last but not least is
substitution and ellipsis, writers use substitute a short phrase for a longer one that has preceded it, in much the same way as they use pronoun reference, writers use ellipsis (where words are deliberately left out a sentence when the meaning is still clear) in much the same way.

b. Coherence

For a text to have coherence, it needs to have some kind of internal logic which the reader can follow with or without the use of prominent cohesive devices. When a text is coherent, the reader can understand at least two things. First, the writer’s purpose is. It is to give information, suggest a course of action, make a judgment on a book or paly, or express an opinion about world events. The second is the writer’s line of thought, the reader should be able to follow the writer’s line of reasoning if the text is a discursive piece. If the text is narrative the reader should be able to follow the story and not get confused by time jumps, and characters, in descriptive text the reader should know what is being described. From the definitions mentioned before, it can concluded that writing is the way or the activity to express and develops the ideas into a form of sentences and paragraph which is considering the grammar, vocabulary, and also the content appropriately.
3. The Aspect of writing

There are some aspects of writing that can be evaluated (Nurgiyantoro, 2010:307). The aspects that can be evaluated in writing are:

a. Content (the agreement with the title chosen)

The content refers to the topic of writing its explanation, discussion, evaluation and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as, full of information, substantive make a clear thesis development and relevant with the problem.

b. Organization (paragraph unity, coherence and cohesion)

This means that how the students organize their idea. Whether each paragraph is organize well or not. Brown (2004: 73) states the writing section measures the ability to write English, including the ability to organize, develop ideas, to support those ideas with examples or evidence, to compose a response the one assigned topic in standard written English, and to generate.

c. Vocabulary (the precision of using vocabulary)

The means that vocabulary is the most important thing that form a phrase sentence and further, paragraph. Nunan (1992:11) writes that vocabulary is essential for successful study on the second language. In writing a writer should use the appropriate vocabulary to express what
they went to write. The diction chosen will determine the level of students’ vocabulary mastery.

d. Grammar

Grammar affects the meaning of sentences which has to be learnt by students. It is study of words and the ways words work together to form a sentence. Tense and structure mastery really necessary to have paragraphs constructed. It is difficult for students to arrange a good paragraph if they lack of tenses and structure mastery.

e. Mechanic (spelling and punctuation)

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

4. Teaching Writing

There are many aspects of English language teaching, the type of writing we get students to do is depend on their age, interest, and level (Harmer 2006:80). It means that in teaching writing the teacher should consider the level of students the type of the text that will be thought is different.

Moreover Harmer (2006: 80-83) states that there are four example of writing we are going to look at show a range of level and complexity. First, postcard for elementary level in this level students study a particular type of writing and then write something which is very similar in design
and structure to what they have just been looking at. Second, is altering dictations for intermediate, in this level teacher dictates statements which students have to alter to suit their own preferences and priorities. The third is newspaper headlines/articles for intermediate, before teacher order the students to write the newspaper headlines, teacher asks if the students read a newspaper and what they read about, the students have a short discussion, then the teacher gets students to match the newspaper headlines with the stories they came from. Last example is report writing for advance students, in this level the writing task forms part of a much longer project like sequence. The teacher is going to get students to write a report about leisure activity.

5. The Process of Writing

Writing like any other skill, has its ‘mechanical’ components. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and text (Harmer 2004:440).

a. Handwriting

Writing can be handwriting or typed on computer, but handwriting still used in most of written form such as exam writing, post card, application forms, informal letter, and so on.

b. Spelling
Spelling is a complex component, when students know the vocabularies they should know how to spell it, so that they can write down the vocabularies correctly.

c. Punctuation

The use of punctuation is also important in writing, because writing not only the content, language, grammar, the writer’s handwriting but also the punctuation in written form such as capital letters, comma, full stop, sentences and paragraph boundaries. If the use of punctuation is incorrect it will make the text difficult to understand.

d. Sentences, Paragraph, and text

In every written form always include of sentences, paragraphs, and text. To make good written form, students should know the well-formed of sentences, paragraph, and text. They can follow a written model first to know the good formed of sentences, paragraph, and text.

Moreover, the process of writing has four main elements, planning, drafting, editing, and final version (Hermer 2004:4-5)

a. Planning

Before start writing, students should make a plan or mind mapping about what they are going to write, there are three
main issues I planning, the first is the purpose, then audience or reader, and the content structure.

b. Drafting

In this part, writer writes down their ideas freely in the form of paragraph, or a text. In the other word drafting is the first version of written form.

c. Editing (reflecting and revising)

Before going to final version the writer should recheck and read the draft to make sure there is no something which is inappropriate with the draft, if there is something error the writer can revise it.

d. Final version

This is the last process in writing, in this final version the text can be different with the planning and drafting because of editing process that could be deleting some inappropriate information, words, even sentences. In this stage the written form can be published to the reader.

To sum up, writing has mechanic that should be considered to make a good writing, they are handwriting, spelling, punctuation, sentences paragraph and text besides mechanic writing also has process which is include of four stages that should be done by the writer before publish the
written text, they are planning, drafting, editing, and final version.

B. Project-Based Learning

a. Definition of Project-Based Learning

Project Based Learning is a teaching method which is based on student centered learning. It has a mission to increase students’ participation during the teaching and learning process. Ndraka (1985) states that PjBL is rooted on investigation process during learning. By investigation process, the students can: 1) solve problem during learning, 2) make decision in their learning, and 3) have scientific act so they can think and act critically. Related with the implementation of PjBL in writing class, it is clear that PjBL has positive effect. Writing is a complex skill because it covers cognitive and linguistics components (Marhaeni, 2005). It makes the students possibly face many problems during writing. The investigation in writing may involve the writing ideas, generic structure of the text written, grammar, organization of ideas, and mechanic. By investigating them, the students discover how to write a good writing product. It also directs the students to think critically when they write. It makes students be able to practice in their writing and finally produce qualified writing product. Stoller (2002) adds that project work is a part of cooperative learning. The students have to work on their own, in a small group, or as a whole-class. Throughout the process, the students share their ideas, resources, and
expertise. Project based learning helps students to inquire. Students drive their own learning through inquiry, as well as work collaboratively to create projects that reflect their knowledge (Bell, 2010). Moreover, project-based learning fosters students to critical thinking. It causes students to get engaged in critical thinking in order to construct their own meaning by applying what they learn (Krauss and Boss, 2013).

*Project Based Learning (PjBL)* is a learning method that uses a project/ activity as a media (Kemendikbud, 2013). Project Based Learning is designed for use on complex issues that required learners in doing investigate and understand it. Through the Project based learning, the process begins with a guiding question and guiding learners in a collaborative project that integrates a wide range of subject matters in the curriculum. Furthermore, Solomon (2003) emphasizes that project-based learning focuses on learning through student-centered, interdisciplinary, and integrated activities in real world situations. In project-based learning, students are responsible fully for their own learning. They work collaboratively to solve problems.

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b. Steps of Project Based Learning Method.

Diagram

1. Start with the basic question
2. Design a plan for the project
3. Create a schedule
4. Monitor the students and the progress of the project
5. Assess the outcome
6. Evaluate the experience

Implementation of Project Based Learning:

1. Start with the basic question
   The teacher starts the teaching and learning process by giving students essential questions need to be the one which engage the students and relevant to the goals that the students must achieve during the project development. The questions must be in relation to the knowledge that the students must construct and the topic must fit to their proficiency level. It ought to be related with students’ daily life.

2. Design a Plan for the Project.
In designing the plan for the project, the teacher gives students chance to participate by sharing their ideas on the projects which they are about to work on in order to make the project meet with the students’ interest, capability, and expectation. The design of plan for the project includes the explanation about the rules leading to the projects accomplishment, and the tools needed for the project.

3. Create a Schedule.

The teacher and students discuss about the time allocation of working on the project. The teacher and students make an agreement about the deadline of the project development in which the students must submit their project.

4. Monitor the students and the progress of the Project.

Monitoring students’ progress on the project is the most crucial stage of project development. It is very prominent since the success of project accomplishment is determined by how good the students do their project. Moreover, it is at this stage in which the teacher is required to play the role as a monitor. The teacher is responsible to facilitate the learning process, to guide the students during the project development, to help students when they find difficulties, and to ensure that the students are involved in the project.
5. Assess the outcome.

The teacher conducts assessment to measure the students’ achievement. It can be product-oriented or process-oriented. The teacher also provides students with feedback at this stage. Assessing the outcome helps teacher in designing instruction to teach more effectively.

6. Evaluate the experience.

This is the last stage of project development where the teacher and students reflect on the project they have done. At this stage, the teacher needs to make sure that the students are able to find answer of essential question. The teacher and students share their experience of conducting the project and discuss about the projects what needs change and improvement for the following project, as well as share ideas on the new projects.

d. The advantages of Project based learning

a. Provide experience to students learning and practice in organizing the project, and make the allocation of time and other resources such as equipment to complete the task.

b. Provide learning experiences that engage learners are complex and designed to develop according to the real world.
c. Involving learners to learn to take the information and demonstrate knowledge, then implemented with the real world.

d. Increase the motivation of learners to learn, encourage their ability to do important work, and they need to be appreciated.

e. Enhance the problem solving.

f. Make learners become more active and managed to solve complex problems.

g. Improve collaboration.

h. Encourage learners to develop and practice communication skills.

i. Improve the skills of learners in managing resources.

e. Disadvantages of project based learning

a. Need much time to solve the problem

b. Need more cost

c. Many instructors are comfortable with traditional classroom, where the instructor plays a central role in the classroom.

d. Too much equipment should be provided.

e. Students who have a weakness in the experiment and collection of information will have trouble.

f. There is a possibility of students who are less active in the working groups.
g. There is possibility the topic cannot be understood by the students.

C. Basic Assumption

There are activities in writing such as understanding, of the topic selected, and the arrangement of ideas in a writing product. Project-based learning is an instructional method centered on the learner. The teachers’ role in project-based learning is as a facilitator which supports students to be able to do the project successfully. Thomas, Mergendoller and Michaelson (1999) described projects within project-based learning as based on challenging questions and making students having central role in design, problem solving, decision making processes so it given students the opportunity to work relatively autonomously. From the explanation above, it is assumed that project based learning is an effective to teach writing.

D. Hypothesis

Based on the basic assumption, hopefully this research can help teacher and students when teaching learning process. The hypothesis of this study is that project based learning is effective to teach writing of the eleventh grade students of SMK Bakti Purwokerto in academic year 2015/2016.