CHAPTER II

LITERATURE REVIEW

A. Writing

1. The Nature of Writing

Writing is one of productive skills, besides speaking, which contains of symbols (orthographic) and involves a complex process. It is a part of language skill which apart from other skills namely reading, listening, and speaking. Meyer (2005: 2 as cited in Faozi) states that writing is a way to produce language done naturally when it is spoken. Writing is a speaking to other on paper or on computer screen. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Moreover, writing is also a process and what the writers write is often heavily influenced by constraints of genre, then these elements have to be present in learning activities (Harmer, 2004: 86). Then, Aridah reformulating knowledge and discovering personal experience. When writing, the writers are expected to state their ideas clearly and accurately.

In other words, writing is a process of transforming the material which is discovered by inspiration, research, accident, trial, and error into a message with a definite meaning (Langan, 2009: 9). In a short, writing is a process of deliberate decisions. Further, writing not only delivers the information,
message, or ideas in the form of sentences grammatically, but also it gives information or ideas to be written in the form of text (Pardiyono, 2007: 4).

From the definition mentioned previously, it can be concluded that writing is a way to produce language that come from our thought. It is written on a paper or screen computer and is a text form.

2. The Criteria of Good Writing

To make a good writing, someone needs to fulfil the criteria of writing first. Adelstein and Prival in Tarigan (1994: 6) state that a good writing has some characteristics:

a. A good writing result shows the abilities of the writer in using the tones.

b. A good writing result shows the abilities of the writer in arranging the materials to be a good structure.

c. A good writing result shows the abilities of the writer to write clearly (unambiguously), to use the sentence structure, language, and example well. Therefore, the meaning is in line to what the writer's want. It, therefore, makes the writer easy to understand the explicit and implicit meaning.

d. A good writing result shows the ability of the writer to write surely: it can take the reader's interest to the main ideas of the writing; it can describes the main idea clearly and logically. In this case, the writer has to make good phrases. The words used must support the main ideas which want to be reached harmonically.
e. A good writing shows the ability of the writer to criticize his draft of writing and the revise it to get a better one. The key of the success in writing is the willingness and the abilities of the writer in revising his draft.

f. A good writing result shows the pride of the writer to his writing; the willingness to use a good punctuation, to reread the words meaning in correlation to the grammar used before sending it to the readers. A good writer knows well that those things are important since they may give a bad effect to the results.

It means that writing activity needs creativity and willingness of the writer to make it good.

3. The Students' Problem in Writing

There are some problems faced by the students when they learn writing:

a. Organizing Idea

   The problem usually faced by students in writing composition is about how to organize the idea into sentences. Someone needs to pay much attention in making a good sentence especially in grammar. Mostly, the students are not careful enough with that they write. So sometimes they are missing one of the aspects of sentence pattern, for example missing the subject or predicate.

   In writing a composition, the students usually write the content which is not suitable with the theme. It happens because the students get
difficulties in developing their idea and sometimes they do not know what they will write.

Someone can write composition well if the rule of writing paragraphs is known well. It must be started by choosing the theme, and then making an outline which can help him in arranging the sentence or paragraphs. By those way, some mistakes in writing composition can be avoided. Of course, the content of the composition will be suitable with the theme.

b. Lack of Vocabulary

Vocabulary also becomes an important part in writing. If the vocabularies are not mastered well, the students will get difficulties in writing.

Most of the students face this problem because they do not master the vocabularies. So, they often write sentences which are not communicative. The incorrect words are chosen by the students when they want to write something in their composition.

c. Grammar Accuracy

As the students try to make composition, they are always confused whether their sentences are grammatically correct or not. Generally, most of the beginner students do not master English grammar well. They just start to learn English so their competence is still weak especially in grammar. It becomes problem when they have to make composition
which consist of sentences. (Nurgiyantoro: 298-299)

4. The Important of writing

Writing is familiar in daily life. Many written language could be seen in magazines, letters, books, short message services, and so on. Writing is important in modern society (Ramelan, 1992: 14). It is used to record spoken language, it is used to preserve ideas of great thinkers in the past, and it also can be used to convey messages over long distance. Thus, it can be said that writing is a tool of communication, so that the writer can deliver the essence of his writing to the reader.

In other words, writing is clearly a complex process. It means that in writing, students have to consider many things to build a good writing result. Harmer (2004: 31) states that there are some importance's of learning writing:

a. Writing encourages students to focus on accurate language use because students have to think critically when students will start writing. It can reduce students’ problem in writing.

b. Writing is often used as means of reinforcing language that has been thought. Students use writing skill to make a note about what students have learnt while learning process happens.

c. Writing is frequently useful as preparation for some other activity, e.g. students' activity in the past, students’ daily activities.

d. Writing can be used as an integral part of a larger activity where the
focus is on something else such as language practice, acting out, or speaking.

e. Writing is also use in questionnare-type of activities. Writing is important to face questionnare test. In the examination, students are asked their answer in form of written.

From the description mentioned previously, it can be concluded that writing skills are important to be learnt as it helps students in solving and improving other skills in learning language. Furthermore, writing is very useful for enhancing students' language skill through different types of writing activities.

5. The Function of Writing

Writing has a function to short one's ideas in the form of written work. Haliday (1985b: 40) as cited in Nunan (1991: 84) suggest that writing has evolved in societies as a result of cultural changes creating communicative needs which can not be radily met the spoken language. He speculates that with the emergence of cultures based on agriculture rather than hunting and gathering, there developed a need permanent records, which could be referred to over again (Haliday, 1985b: 40 as cited in Nunan, 1991: 84). This is the initial stimulus for the emergence of a new form of language: writing.

In modern life, written language serves a range of functions in everyday life, including the following:
a. Primarily for action

Public signs, e.g. on roads and stations: product labels and instruction, e.g. on food, tools or toys purchased; recipes; maps; television and radio guiders; bolts; menus; telephones directories; ballot papers; computer manuals; monitor and printouts.

b. For personal contact

Personal correspondence: letters, postcard, greeting card.

c. Primarily for information

Newspaper and current affairs magazines, non-fiction books, including textbook; public notices; advertisements; political pamphlets; scholastic, medical, etc.

d. Primarily for entertainment

Light magazines, comic strips; fiction books, poetry and drama; newspaper features; film subtitles; games; including computer games. (Haldiday, 1985: 40-41 as cited in Nunan, 1991: 84)

Moreover, there are three functions of writing (Ur, 1996 as cited in Lainudin, 2006: 1). The first function is as a means, writing is widely used within foreign language courses as a way for engaging with aspects of language other than the language itself. For example, learners note down new vocabulary, copy out the grammar rules, and write out to reading or listening comprehension question. In these example, writing is simply used either as a means of getting
the students to attend and practice a particular language point. The second function is as an end, writing is the main objective of activities. At a micro level, writing can be in the forms of word and sentence or in the forms of hand writing or typing. At a macro level, the emphasis is on content and organization. In this category, the writing task invites the students to express themselves using their own words, to state a purpose for writing, and to specify on audience by having a narration of the story and writing a letter. It can be said that writing can be the end of the learner in expressing their idea. The third function is as both a means and an end; writing combines original writing with the learning or practice of some other skills. Some examples are written response to the reading of a controversial newspaper article (combination of writing and reading) and the writing of anecdotes to illustrate the meaning of idioms (combination of writing with vocabulary practice).

6. The Purpose of Writing

In order to get good writing, the writers can make correct sentences then organize a paragraph and also the writers have purpose to communicate with the reader using written language. Before starting writing the students have purposes after having the purposes of writing. Hopefully, they can express their ideas correctly and clearly. There are some cases for people to write. Morsey (1976: 13) as cited in Tarigan (1994: 20) explains that writing is
used by educated people to record, convince, to report, and to persuade; and those purpose can be reached by people who can organize well their thought and express it clearly, this clearance depends on the thought, organization, diction, and sentence used. Every writing activity has purpose. The meaning of purpose in writing is the respond from readers towards writer's work.

In relation to the purpose of writing, Hugo as cited in Tarigan (1994: 24-25) also summarized the purpose of writing, those are:

a. Assignment Purpose

Writers will start writing when someone asks writers to write about something. Therefore, the idea which will be written by the writers does not come from writers itself.

b. Altruistic Purpose

It can be used to entertain the reader, to reduce the reader's sadness, to help the readers to understand and comprehend the feelings and their logic, to make their lives much easier by using his writing.

c. Persuasive Purpose

It has purpose to ensure the reader about the truth of idea given.

d. Informative Purpose

The information and explanation will be given for the reader in this writing.

e. Self-expressive Purpose

The purpose is to introduce the writer to the reader.
f. Creative Purpose

This purpose is closely related to the self-expression purpose. However, it tends to get the artistic value.

g. Problem-solving Purpose

This writing is used to solve problem faced by the writer. Writers want to explain and observe carefully about his thought and idea to be understood and accepted by the readers. Writing has some purposes that reflect the respond or the answer hope by the writer form the reader.

(Tarigan, 1994: 24-25)

7. The Process of Writing

During the process of writing, steps of composing a text is constructed, which is called scaffolding (Axford et al., 2009: 88). Furthermore, writing process is a process when a writer begins to transfer or write down their feeling and ideas on paper. Writing process is the entire creative, analytical and critical experience that begins with an idea or assignment and ends with a finish document.

From those cases, it is suggested that the process of writing has four main elements (Harmer, 2004-5). The elements are:

a. Planning

On the first stage, writers have to think about three main issues, namely: purpose, audiences, and content structure. Here, the writers have to decide which ideas the writers will used and try to order it down
on the paper.

b. Drafting

In this stage, the writers can refer to the first version of piece of writing as a draft. Then, the writers try to form it into text. In other words, it is required transform the idea into sentences in a series organized manner.

c. Editing (reflecting and revising)

It means that the writes read again what the writers had written as a draft. It is polishing a piece of writing from various aspect such as: spelling, sentence structure, word choice, punctuations, capitalization, citation, document format and others. It might remove part or change section and add the information. Editing can minimize the mistakes and make the writing more effective.

d. Final Revision

Final version is the last process of writing after all the processes have been done. It is possible that final revision has many differences from both the original plan and the draft because there are many changes in editing process such as; unimportant information can be deleted an inappropriate diction is changed.

Based on the process of writing mentioned previously, it can be summarized that there are four steps in writing process. Those are planning (purpose, audience, and content style), drafting (organizing and
developing the information or idea), editing (re-see or re-look the
writing, and final revision. It must be decide to represent these stages in
the following way:

**Planning** \( \rightarrow \) **Drafting** \( \rightarrow \) **Editing** \( \rightarrow \) **Final Revision**

After all process has finished, the result of writing is already to be
published to the readers.

8. **Element of Writing**

Fiderer (2002: 65) mention that there are times when students are asked
to make good writing after they hear their teacher’s explanation about
making a good writing. There are some elements of good writing those are as
follow:

a. **Meaning**: grow out of experiences and ideas that the writer knows and
cares.

b. **Clarity and Development**: use sufficient information and concrete visual
details.

c. **Organization**: have a limited, defined focus and is organized logically
with an effective beginning and satisfying ending.

d. **Clear, Precise Language**: concise and contains few unnecessary words and
repetitions. Strong verbs and specific nouns clearly show the reader what
is happening.
e. Conventions: exhibit appropriate usage, spelling, and the mechanic of punctuation, capitalization, and indentation of paragraph.

9. The Task of Teacher in Writing

For making the students become a good writing, the teachers have to help the students because the teachers have important task to help students in teaching writing. The teacher's role will be very important because students may be reluctant to express themselves or have difficulty in finding ways and means of expressing themselves their satisfaction. There are several teachers' task to perform before, during, and after students writing. Those are as follows:

a. Demonstration

Teacher must be able to make the students aware of the language used and be able to show the convention and genre constraints in specific type of writing to the students in whatever way.

b. Motivating and Provoking

Teacher must be able to motivate and provoke the students start writing and help students to find out students' motivation when students lost it. It is known that some students often lost their idea, spirit, and confidence. It is the teacher's rule to help students to find out their idea if students lost it.

c. Supporting
Teacher must be supportive all times to help students solve their difficulties. It means that they have to already to be asked and then to answer their students’ question.

d. Responding

Responding is to give reaction to the contents and constractions a piece of students' writing supportively and often make suggestion for its improvement. Here teacher do not judge the students writing to get the mark but we instead tell the students how well it is going so far.

e. Evaluating

Teacher needs to evaluate their students' task to find out the real condition of their students' achievement. The result of the test will show how well the learning process has been run. (Harmer, 2004: 41-42)

B. Perspective

1. Definition

Perspective may refer to, among, visual, graphical, aerial, distortion, geometry and many other areas. Perspective is defined as way or method to see or observe various phenomena, condition, or situation in the surroundings (Miller, 2005;n.p). It is also clarified as the way of viewing, thinking, and understanding a phenomenon based on prior experiences, understanding, and
knowledge. In line with this, perspective is the base of analysis of phenomena. A phenomena is usually not only seen from a certain perspective. People may have various perspectives towards the phenomena. In other words, perspective is understood as a base of analysis which is based on internal factors such as need, suitability, knowledge, and experiences to understand and conceptualize phenomenon and reality in surroundings.

There are four perspectives used are considered to have close relationship with education practices rather than the others. They are psychoanalysis, biology, behaviorism, and cognitive.

1. Psychoanalysis Perspective

Based on psychoanalysis perspective which was developed by Dr. Sigmund Freud, structure of one’s thinking comprises of three aspects; id, ego, and superego. Id is one’s pure personality which deals with pleasure principle; it means that id works gratify one’s desire to have happiness or to lessen self-strain. Ego deals with reality principle. It is one’s awareness toward the reality. During one’s lifetime, id which is always looking for pleasure has to fight against ego which sees the reality. Another term is superego. Superego is the rules which live in the society. In this way, superego limits one’s id more powerfully than ego does.

2. Biology Perspective

Biology perspective deals closely to the genetic influence. This perspective clarifies that each people is different. In this perspective, there
is a term “natural selection” (Darwin 1959 as cited in Friedman & Schustack, 2006: 174). Natural selection refers to a technical term which sees that only certain characteristics can survive. The certain characteristics are such as strength, perspicacity, and eagerness to be pro-active. These characteristics function as the way to hold out life.

The perspective influences the way psychologist see someone’s characters. In this way, evolutionary personality theory sees that someone’s characters are actually the result of long adaptation and have been clung to someone’s personality. Effects from surrounding may affect their characters, but it is very weak. According to the result of a research done in Minnesota (Bouchard, 1999 as cited in Friedman & Schustack, 2006: 188), two men, Jack and Oscar, who are identical twins (have the same gen because they are from monozygotic) and were separated since they were born, have the same personality. Their personality indeed less resembles than those who were grown up together. However their personality is significantly greater than those who were fraternal twins. This result clarifies that external factors only give a very limited influence.

3. Behaviorism Perspective

Behaviorism perspective is based on John Locke opinion which was further developed by Ivan Petrovitch Pavlov. This perspective sees that an individual is a tabularasa or blank paper where experiences are
going to be written on it (Friedman & Schustack, 2006: 226). Based on this point of view, student is seen as a tabularasa (blank board) which has had some experience written on it.

In this perspective toward students’ perspective in writing correcting is that the students initially has no enough knowledge or vocabulary in writing, consequently they should get various knowledge or vocabulary by writing. Writing is one of receptive skills that they have to more practice to fluent their writing skill. Teachers are asked to motivate the students by using various writing materials.

4. Cognitive Perspective

This perspective, which was developed by Albert Bandura, put its attention on observational learning. Observational learning is a process of learning by observing someone doing something; a learning without doing any action nor getting any reinforcement or punishment.

From this perspective, students are seen to have set of thinking (cognitive) which is used to perceive, evaluate, and regulate their own behavior to be appropriate to their society and be effective to achieve their objectives. This set of cognitive is called self-system. By having this self-system, individual is not only influenced by external factor like punishment and reinforcement but also by internal factors, such as expectancy, reinforcement, thought, plan, and objective.
C. Attitude

1. Definition of attitude

Attitude has been defined in some versions by the expert. Historically, term ‘attitude’ is initially used by Herbert Spencer in 1862, he defined attitude as status of someone’s mentality (Azwar, 2011: 3). Furthermore, another definition is also defined by Thurstone, Likert, and Osgood (cited in Azwar, 2011: 23) that attitude is a shape or condition of someone including his/her cognitive, affective, and conative component. In short, attitude covers some components such as thought (cognitive), feeling (affective), and behavior (conative), those components fuse together in the form of attitude.

- The principle for correcting students’ error.

  a. Objective

  Setting objectives is the process of establishing a direction to guide learning (Pintrich & Schunk, 2002). When teachers communicate objectives for student learning, students can see more easily the connections between what they are doing in class and what they are supposed to learn. They can gauge their starting point in relation to the learning objectives and determine what they need to pay attention to and where they might need help from the teacher or others. This clarity helps decrease anxiety about their ability to succeed. In addition, students build intrinsic motivation when they set personal learning objectives. Studies related to setting objectives emphasize the
importance of supporting students as they self-select learning targets, self-monitor their progress, and self-assess their development (Glaser & Brunstein, 2007; Mooney, Ryan, Uhing, Reid, & Epstein, 2005).

b. Careful

Many students believed that when their teachers do not apply a red pen, they do not do their responsibility to help their students learning well (Lee, 2005). So, students thought a red pen can be more effective than pencil and also, teachers thought using a red pen helps students to understand better.

c. Helpful

Writing error correction by their teachers might be useful and helpful. As same finding from Radecki and Swales (1988), many of students prefer to be corrected by their teachers because they believed it is their teachers’ responsibilities. It might be because of the students trust their teachers so they preferred to have error correction by their teachers. It can be help the students in writing.

Why should we consider correcting written work:

1. To focus attention on accuracy and content.

2. To help teachers not only correct spelling, grammar, lexical and other mistakes but also these corrections might be accompanied by certain comments on the content of the written work, showing the student where the work was effective and where it was not.
There are different procedures to help teachers to correct written work.

1. The correction of all the mistakes
2. The correction of the mistakes selectively
3. Underline the mistakes; write the nature of the mistake, the student has to correct them.
   a. First, underline the mistakes and write the right symbol in the margin on the same line.
   b. Second, underline the mistake and do not write the symbol. This helps the students find the type of the mistake themselves.
   c. Third, write the symbol on the margin, next to the line where the mistake is, but do not show exactly where the mistake is, and show only the line. This helps the student find the mistake, helped by the symbol put on the margin.
   d. Fourth, put a cross (X) on the margin, put as many crosses as mistakes are in a line. The students will find the mistake and the type, knowing how many mistakes are in one line.
   e. Fifth, put a cross next to the line in the margin, but do not show how many mistakes are. This is a more difficult way of correction; it makes the students think about mistakes, knowing that there is something wrong in a particular line.
4. The teachers may leave the students find their own mistakes, leaving to them a certain amount of time to find and correct their mistakes,
sometimes called self-correction.

a. The correction of all mistakes. This is a traditional procedure for the correction of the mistakes in a written work. But it is often a waste of time for the teacher and a discouragement for the student if they receive their work full of red notes. Some students may react badly and thus learn nothing.

b. The correction of the mistakes selectively. This procedure presupposes that the teacher corrects not all the mistakes but only those that the teacher has decided to focus on, for example, the tenses of the verbs, articles, etc. Certainly this procedure has more positive effects than the total correction, because the teacher focuses on a certain issue that he thinks the students need more. This way is more practical and more effective if the teacher has clear objectives.

c. Underline the mistakes; write the nature of the mistake, the student has to correct them. This procedure is mainly done through symbols mentioned above to help the students focus their attention on the type of the mistake and think about how to correct it. It involves the student in correction and helps the teacher to find if the mistakes done by the students are errors or simply slips of pen. The symbols should be clear and meaningful. Before using them the teachers should explain the symbols to the students, till they become natural to their work. Using the list of symbols the students can work
individually, in pairs or in small groups. They may identify themselves some of the mistakes; in case of need they may consult the teacher. This procedure makes the students more self-conscious of their mistakes and the correction might be more effective and fruitful.

d. The teachers may leave the students find their own mistakes, leaving to them a certain amount of time to find and correct their mistakes, sometimes called self-correction. This may be done when the teacher has time to correct the mistakes in the class and to discuss them. It is effective but difficult to be applied. There are cases when the students enjoy this type of correction and work seriously. While using this procedure the teacher may help the students through:

- Explaining the mistake, on the margin. This is done to attract the attention of the students for the type of the mistakes and for repeated mistakes. This also may be done when the teacher has time to discuss the mistakes in the class.

- Writing that the student needs to consult the teacher for some mistakes. This may be used as an alternative, not to be monotonous.

- Using the general mistakes to improve teacher’s and students’ work. This procedure may be used if a considerable number of students have made the same mistake, thus attracting the attention of the students for a general mistake.
The correction in this way may improve the presentation of the new lesson. There are cases that the teachers use only one way of correction, because they get used to it, it is easier and are swamped by routine. There are also teachers that do not accept the self-correction procedure. Anyway we cannot say this is wrong and this is right. We may only offer alternatives for the correction procedures and let the teachers choose what they think is more suitable in their work. The procedure of self-correction helps the students develop critical thinking towards their written work. Every teacher selects himself the procedures of correction the mistakes according to the interests and needs of his students. There is a general agreement among researchers that having the teacher correct every error on students’ written work is not the most useful way of providing corrective feedback. This approach is time consuming and resembles editing more than it does correcting. Students may seem extremely discouraged if their papers are continually to them with so many red marks as there are words on a page. There is also good reason to believe that by supplying the corrections themselves, teachers might actually be hindering the students’ progress in building proficiency in writing” (Pit Corder, “The Significance of Learner’s Errors”, 1999).
Whatever procedure we use in correcting the written work of our students, we the teachers should bear in mind that we should allow students time to identify their mistakes and to correct them. “In this way the teacher is acting as a resource and can help where students do not know what is wrong” (Jeremy Harmer, 1989).

Some advice for correction:

- Sit down and correct without lazily.
- Do not work under the pressure of time.
- Concentrate on the main issues that help the students to improve their work and performance for the future.
- Give the opportunity to the student to overlook their work.
- Give time to students to ask for written comments.
- Change the code of correction according to the level of the students, time you have at your disposal, type of mistakes, aim of correction, etc.

- Do some preparatory work before the students begin to write, this reduces the number of mistakes.
- Offer to the students practical and clear comments, specific suggestions to improve their work.
- Be positive and constructive in your comments, there is
always something good in a student’s work.

- Before using the symbol code, explain it clearly to the students.
- Plan to spend the necessary time in the class for self-correction.
- Do not use scrubs, do not cross out whole paragraphs, write clearly, and possibly write with a different pen, not always red, as the students are tired of red notes. The student’s work should not be a mess at the end of correction. Try not to write over student’s writing.

2. Correction

Correction is to review something to know the error things and valuable element in writing class. Correcting is the stage at which readers indicate when something is not right. (Harmer, 2004: 108)

There are some effective ways of making correction a positive and useful experience. (Harmer, 2004: 110-112), namely:

a. Selective Correction; not needing to correct everything but focusing correcting on only verb tense, only punctuation or others.

b. Marking Scales; giving scales for each category of the task.

c. Correction Symbols; using a list of symbols that indicates something wrong.

d. Reformulation; asking teacher to show incorrect sentences and
students to compare the correct and incorrect sentences.

e. Referring to a dictionary or a grammar book; needing students to go and look the problem up in the dictionary or grammar book.

f. Ask me; discussing the problem by face-to-face between teacher and student.

g. Remedial teaching; explaining the material more in which many students made mistakes there.

Teacher as facilitator in classroom actually is allowed to use all ways of correction based on the situation. However, in every correcting stage, teacher also has to manage responsibly the classroom so that the teaching learning process can be done efficiently and effectively.