

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Writing**

##### **1. Definition of Writing**

Writing is one of English language skills, while the others are listening, speaking and reading. There are so many definitions of writing that explained by experts. According to Ramelan (1992) writing is an important thing to deliver our ideas in written or printed symbol, as found in books, newspaper, magazines and letters. Meanwhile Harmer states that good writing is a complex process compared to speech (Harmer, 2004). In addition, Oshima and Hogue (1998: 3) explain that academic writing need more drilling. Writing is about “process” not “product”. In line with writing as a process also indicates that writing as a series of drafts and considering the effort of writing which involves: prewriting, writing, and rewriting. Thus, the teacher becomes a facilitator rather than a judge, because here the teacher should guide students in every stages of writing process.

Based on the definitions above, it can be concluded that writing is a process where the students write their ideas on written form by considering some features of writing in order to fulfill the good criteria of writing.

##### **2. The Importance of Writing Skill**

Writing is one of English skills that should be mastered by students. By writing, students can explore their critical thinking and express it into the form of written language. As it is stated in the background of the research, writing can help students to widen their knowledge because written

language widely used to transfer technology information, knowledge and many others.

Harmer (2004) explains that writing encourages students to focus on accurate language use. In line with that, writing may well stimulate the students' language development because they think as they write. Moreover, He also states that students are writing in order to help them learn English better. Writing also usually used as an integral part of a larger activity in that the focus is actually on something else, for example language practice, acting out or speaking. Evidently, students need to master writing skill because writing is truly used to help them perform in a different kind of activity such as speaking and listening. In case, those activities do not teach how students write but those activities require students to be able to write. In the classroom, writing is also important because it is used as language reinforcement which has been taught. Teacher will ask students to write after they got the knowledge. Writing is also useful for students in case it helps student's future assignment such as making report, thesis proposal, asbtract, and creating book. Writing also has benefits on students' daily life as it allows students to convey their ideas to others.

From the explanation above, writing should be mastered by students because it is very useful skill to be owned for both in school and daily life.

### **3. The Types of Writing Classroom**

According to Brown (2000: 343) there are five types of classroom writing performance, which will be explained below:

#### **a. Imitative, or writing down**

At the beginning level of learning to write, students will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictation can serve to teach and test higher-order processing as well.

#### **b. Intensive, or controlled**

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer.

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph.

#### **c. Self-writing**

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on odd scraps of paper. Diary or journal writing also falls into this category. However, in many circumstances a dialogue journal, in which a student records

thoughts, feelings, and reactions and which an instructor reads and responds to, while ostensibly written for oneself, has two audiences.

#### **d. Display writing**

Writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

#### **e. Real writing**

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lies some combination of display and real writing. There are three subcategories that illustrate the reality can be injected, namely academic, vocational/technical and personal.

### **4. The Process of Writing**

According to Harmer (2004: 114) there are four stages that include into the process of writing. They are as follows:

#### **a. Planning**

This stage is about deciding what the writer wants to write. This relates with ideas that should be found by the writer. Every writer has their own style in planning their writing, for example brainstorming. Harmer

states that in making a writing plan, the writer needs to consider some aspects, those are 1). Purpose of writing: this is important because it will influence the type of the text, the language and also the information that they used. 2). Audience: this is important because it will influence the shape of the writing and the choice of language. 3). Content Structure: this is related with the appropriate sequence of facts, ideas, or arguments.

#### b. Drafting

In this stage, the writer should focus on getting the ideas on paper, arranging the information in a good order and developing the topic by considering the audience and also the purpose.

#### c. Editing

This stage is about reflecting and revising the information and the others writing features such as overall structure, individual words and grammatical accuracy that have been written whether they are already good and appropriate enough or not. This process usually helps by the other readers or editor when it is relate in publishing company. During the revision, the writer needs to consider from the reader's point of view. In fact, revising means literally to "re-see" or "re-look" at the writing. This process will result in comment and suggestion that make the writing better and become the guidance in doing the re-writing.

#### d. Finalizing

This stage is also called as publishing. After the writing get through from the others process, it comes to the finalizing where the writing is ready to publish to its intended audience or reader.

#### 4. Assessing Writing

In assessing writing, there are some elements that should be considered as the criteria of good writing. According to Jacobs (1981: 90), the categories for evaluating writing are:

a). Content

It refers to the substance of writing, the unity of the main idea. It can be identified by looking at the topic sentence. It should express the main idea and reflect the whole writing.

b). Organization

It refers to the logical organization of the content (coherence) and related to the ideas that stick together so that the ideas run smoothly within the paragraph.

c). Vocabulary

It refers to the selection of words which are suitable with the content. It can be known by looking at the word choice or diction in order to convey the ideas to the reader.

d). Language Use

It refers to the use of correct grammatical form and syntactical pattern. It can be identified from the construction of well-formed sentences.

e). Mechanics

It refers to the use of graphic conventions of the language. It can be known by looking at the usage of spelling, punctuation, and capitalization within the paragraph.

## **B. English Club Extracurricular**

### **1. Definition**

According to Cadwallader, Garza, and Wagner (2002: 12) in Craft (2012), extracurricular activities are defined as the activities in which the students participate after the regular school day has ended. There are so many kinds of extracurricular that provided by schools as their way to accommodate the students interest and talent in order to develop both their soft skill and hard skill. The existence of extracurricular in school in Indonesia is arrange by the Government Regulation of number 62/2014 which states that extracurricular activities are curricular activities undertaken by learners outside the learning hours of intra-curricular activities and co-curricular activities, under the guidance and supervision of educational units. Moreover, extracurricular activities aim to improve the potentials, talents, interests, abilities, personality, teamwork, and independence of learners optimally in order to support the achievement of national education goals.

According to Reeves (2008: 12) in Craft (2012), there is a strong association between student involvement in extracurricular activities and improved attendance, behavior, and academic performance. Moreover, Reeves (2008: 12) explained that all students who participate in some type of extracurricular activity perform better than students who are not involved. Fredricks and Eccles (2006) also found that activity participation can be linked to positive academic outcomes, including improved grades, test scores, more school engagement, and increased educational aspirations.

Virgiyanti (2013: 1-14) adds that the activities in the English Club also can help the students to improve the students' ability in English.

In line with the understanding of the benefits of being involved in extracurricular activities, students and parents may wish to consider of how to balance academics and activities in order to have a positive impact on students.

### **C. English Club at SMP Negeri 1 Purwokerto**

There are so many kinds of extracurricular activities that exist in SMP Negeri 1 Purwokerto, and one of them is English Club. English Club extracurricular in SMP N 1 Purwokerto is located at Jl. Jend. Soedirman No. 181, West Purwokerto, Purwokerto Regency, Central Java. This club was formed in 2016. In conducting the English Club activities, the teacher usually divides the students into three classes, those are 7, 8 and 9 class. The number of the English Club students in seventh grade is 11 students, while in the eighth grade is 15 students and the ninth grade is 13 students. This club is usually conducted once a week. The main goal of this club is to improve the student's English skills in which one of them is writing skill. There were many activities held in this club and those less formal than the regular class because those were conducted in fun way of learning, such as playing games, making wall magazine, English skills practicing, and exercising. There are three English teachers that responsible with this club and one of them acts as the head of the club.

#### **D. Basic Assumption**

Looking at the explanations above, it was known that there were strong assumptions and evidences that English Club extracurricular gave some benefits to the students. It was because English Club students have more chance to get enough exposure to English and also able to improve their English language skill than those who do not take English Club.

#### **E. Hypothesis**

Based on the explanation of the basic assumption in the chapter II, the researcher decided that the hypothesis of the research were as follows:

$H_0$ : There was no significant difference in terms of writing ability between students who join English club extracurricular and those who do not.

$H_a$ : There was a significant difference in terms of writing ability between students who join English club extracurricular and those who do not.