

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is a skill that processed by human being to produce his or her ideas and thought into written-forms, although the ideas or thought can also produce through spoken-forms. It means that through spoken forms will be transfer in written forms. Therefore, writing is one of important skill can produce of human thought in written forms.

In Brown (as cited in Emelie and Nathalie, 2007 p.335). He state that, a simplistic view of writing would assume that written language is simply the graphic representation of spoken language. This is supported and developed by Hedge, (as cited in Emelie and Nathalie, 2007 p.10) who states that writing is more than producing accurate and complete sentences and phrases. That writing is about guiding students to: “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.” Therefore, to produce a complete sentence teacher must be guiding students to get effective writing.

Furthermore, effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments, such as: a high degree of accuracy,

complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one's written text.

Writing skill can be defined as an ability to communicate all the ideas or imaginations into the form of structured pattern. So that, the readers may understand what the writers mean in their writing.

According to Harmer (2002, p. 257) "in the teaching of writing we can focus on the product of that writing on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through." In the other hand, product of the writing is focuses on the process to explorer the ideas.

Moreover, Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. These elements are the indicators of assessing writing. In the writing English subject, students have to know and understand those elements. Students have been learned kinds of text in writing skill.

Writing in this context, especially with reference to a language classroom in a secondary school, means learning and practicing the grammar of a language through written exercises. The students learn to write the sentences grammatically correct in orthography. Wren and Marten (2006) also narrated that the student has to construct sentences keeping in mind grammatical synchronization and variation, not to

mention using appropriate terminology and correct spellings. At this stage the learner is likely to view words as entities of grammar, and to concentrate on the morphological changes necessary to sentence construction, rather than to see them as vehicles of meaning, through which he can communicate.

The ultimate meaning of writing skill is to construct grammatically correct sentences and to communicate a meaning to the reader. Real life communicative writing tasks, on the other hand, are letter-writing, form filling, report writing and so on. These communicative writing tasks are rarely practiced in our language classrooms. Communicative writing should be logical and coherent. Cohesion; the grammatical or structural unity and coherence; the unity of sense or meanings are also essential for high-quality writing (Shahid, 1999). Moreover the communicative writing must have a purpose and logic.

Henry (2000) mentioned the micro-skills involved in writing skills. Mastery of these micro-skills helps the writer to have good command over writing free of mistakes and errors. In the process of micro-skills the writer needs to:

- a. use the script, spellings and punctuations correctly.
- b. apply the accurate words to state the right tense, case and gender.
- c. make use of major components such as subject, verb and object etc. appropriately which can convey the thought of writer clearly to the reader.

- d. make the text coherent to make the reader understand easily.
- e. place all parts of speech properly.
- f. apply the vocabulary and terminologies appropriately.
- g. use the style of writing suitably to the requirements of the audience.
- h. clarify the central ideas from the sustaining information.
- i. avoid from jargon, slang, taboos and keep in mind the standard of language according to the mental level of the reader.
- j. Judge about the prior knowledge of the audience about the subject.

Pylkkänen and McElree (2006) added that the students have to construct sentences bearing in mind grammatical coordination, appropriate lexis and correct spellings. It can be said that this is the best way of improving writing skills.

2. Writing Assessment

Writing is one of the basic skills described in the current National Curriculum. Writing involves 'expressing oneself understandably and appropriately about different topics and communicating with others in the written mode'. The curriculum further states that writing is developing and coordinating different partial skills which can be put into sub-categories including being able to plan, construct, and revise texts relevant to content, purpose and audience.

Plan involves using different strategies and sources in preparation of writing, and revising texts based on one's own judgment and feedback from others. Construct means to master spelling, grammar,

sentence construction, cohesion and text binding on paper and screen together with other modes of expression such as pictures, figures and symbols if relevant. Communicate means being able to express opinions, discuss issues, share knowledge and experience though adapting one's own texts to audience and content and purpose. Reflect and assess means applying writing as a tool to monitor and develop awareness about one's own learning.

Hyland (2010:2) claims that theories on teaching writing should be considered as complementary. Hyland refers to different understandings of writing: what they tell about writing and how it can support teaching and in consequence how these different understandings can affect assessment of writing. One such understanding is *focus on language*, where the focus is on the form. Writing is viewed as a product of the students' grammatical and lexical knowledge. Another is *text functions*, where the purposes of writing are central. A third understanding of writing is *creative expression*, where the focus is on content. Students' demonstrate an awareness of writing as more than simply being able to arrange different elements in the best order. A fourth understanding is *composing processes*, where the emphasis is also on the students' as a composer of texts, but it also addresses the issue of how teachers can help students' perform a writing task. This method stresses the need to develop students' ability to plan, define a rhetorical problem, and propose and evaluate solutions' (Hyland 2010:10).

A fifth understanding of writing is *content* which refers to *what* the students' are expected to write about. Content can be adapted to students' of different levels. Hyland (2010) points out that content-oriented methods depend greatly on reading and making use of the close relationship between reading and writing. Reading may lead to new knowledge, but also provides knowledge of, for example, grammar and vocabulary (Hyland 2010:17).

3. *Different types of writing assessment*

Whatever the approach to teaching writing, teachers need to assess the production of writing. The approach that teachers choose to assess writing is often influenced by their view on what teaching writing is. Traditionally a students' writing performance was judged in relation to the performance of others. However, this *norm-referenced* method has given way to *criterion-referenced* practices, where the quality of each piece of writing is judged in its own right in relation to pre-defined criteria. The criterion-referenced procedures take many forms and fall into three main categories: holistic, analytic and trait-based (Hyland 2010:226).

a. *Holistic scoring methods*

Holistic scoring gives a general impression of a piece of writing, where the aims is to rate a students' overall proficiency, which is done through an individual impression of the quality of a writing sample (Hyland 2010: 227). This approach emphasizes

success rather than failure and therefore contrasts with the focus on errors in earlier assessment methods. Although this method is easy to use, Hyland (2010) claims that by reducing writing to a single score, the diagnostic information is lost and makes a washback effect on teaching difficult to provide. Moreover, it is of great importance that, since the approach requires a response to the text as a whole, readers are carefully trained to respond in the same way to the same features.

A positive side to this approach is that the focus is not on a single ability but a whole impression which emphasizes students' achievement and not shortcomings. Other positive aspects are that one can choose to emphasize certain criteria, and last but not least it encourages discussion and agreement among teachers. Some of the disadvantages are that teachers lack diagnostic information, that better scores may be given to longer essays, and that writing ability may be confused with language proficiency (Hyland 2010:227).

The reliability of a holistic scoring method improves when two or more trained teachers score each paper. It is important that teachers are given guidance or else it can be difficult to agree on the quality and specific characteristics of good writing (Hyland 2010: 227). White (1984) referred to in Weigle (2002:114), argues that holistic scoring is more valid than analytic scoring methods because it reflects the authentic and personal reaction of a reader, while with analytic scoring methods 'too much attention to the parts is like to obscure the meaning of the whole' (White 1984:409).

Scoring rubrics are helpful in holistic scoring. They are designed to suit different contexts and seek to reflect the goals of the course and what is valued by teachers as 'good writing' (Hyland 2010: 227).

b. *Analytic scoring methods*

Analytic scoring procedures are based on separate scales of overall writing features, namely sets of criteria considered as important for good writing. Teachers must give a score for each category, and therefore provides more information than a single holistic score. Analytic scoring separates individual components and therefore more clearly defines the features to be assessed. For this reason it is more effective in discriminating between weaker texts. Usually rubrics have separate scales for content, organisation and grammar, with vocabulary and mechanics sometimes added separately. Since analytic methods provide more detailed information they are also useful as diagnostic and teaching tools (Hyland 2010: 229).

The success criteria used in the rubrics can be introduced early in the course to show pupils how their writing will be assessed and which properties are valued in writing. The advantages of an analytic approach to writing assessment are that it encourages teachers to address the same features, and allows for a more diagnostic method of reporting. Another feature is that it aids reliability, because pupils are given several scores.

A disadvantage is that attention may be diverted from an overall essay effect. Other negative sides are that it is time-consuming compared to a holistic method, and writing is more than simply the sum of its parts (Hyland 2010: 229).

c. *Trait-based scoring method*

A trait-based scoring method judges performance traits in relation to particular tasks, and is also sensitive to the context. The main aim is to create criteria for writing that are unique to each task and the writing produced in response to it, using either *primary-trait scoring* or *multiple-trait scoring*. Primary-trait scoring focuses on just one feature relevant to the task to rate a piece of writing. This makes it possible for teachers and students' to concentrate on one essential feature of the task (Hyland 2010: 230). However, Hyland (2010) argues that teachers may find it difficult to respond to only specific traits and therefore unintentionally evaluate other traits. This scoring method is used in courses where the assessment of specific writing skills is in focus.

The multiple-trait scoring method relates to analytic scoring in that it requires separate scores for different writing features. These need to be relevant to the specific assessment task. Hyland (2010:230) claims that multi-trait scoring considers writing as a 'multifaceted construct which is situated in particular contexts and purposes'. This method is flexible in that each task is related to its

own scale with scoring adapted to the context, purpose, and genre of the writing. A negative side is that it is very time-consuming to arrange and administer. However, this burden can be minimized if teachers share the responsibility of writing new rubrics or modify basic content, structure, language analytic templates to accommodate the specific demands of new assignments (Hyland 2010:232).

The choice of what rating scale to use is not always obvious. Weigler (2002:120) proposes that the best solution is to find the best possible combination of the different qualities and decide on which qualities are most relevant in a given situation.

B. Assesment

1. Definition of Assessment

Assessment of achievement is what a student has learned in relation to a particular course content or course objectives. Formative assessment is carried out by teachers during the learning process with the aim of using the results to improve instruction. Summative assessment is done at the end of a course to provide information on program to educational authorities.

Assessment is the process of gathering information to monitor progress and make educational decisions if necessary. As noted in definition of test, an assessment may include a test, but also includes methods such as observations, interviews, behavior monitoring, etc.

Assessment has a different meaning to the evaluation. The Task Group on Assessment and Testing (TGAT) described the assessment as all the methods used to assess the performance of the individual or group (Griffin & Nix, 1991: 3). Popham (1995: 3) defines assessment in the context of education as a formal attempt to determine the status of the student regard to the interests of education. Boyer & Ewel define assessment as a process that provides information about individual students, about curriculum or program, the institution or everything related to institutional system. "Processes that provide information about individual students, about curricula or programs, about institutions, or about entire systems of institutions "(Stark & Thomas, 1994: 46). Based on the various descriptions of the above can concluded that the assessment can be defined as activities interpreting the data presented.

2. Types of Assessment

The term assessment is generally used to refer to all activities that the teachers use to help students learn and to measure student progress. Though the notion of assessment is generally more complicated than the following categories suggest, assessment is often divided for the important of convenience using the following distinctions:

a. Formative and Summative

Assessment is often divided into formative and summative categories for the purpose of considering different objectives for assessment practices.

1) Summative assessment - Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative.

2) Formative assessment - Formative assessment is generally carried out throughout a course or project. Formative assessment, also referred to as "educative assessment," is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on a student's work, and would not necessarily be used for grading purposes. Formative assessments can take the form of diagnostic, standardized tests.

b. Objective and Subjective

1) Objective assessment is a form of questioning which has a single correct answer. Subjective assessment is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer). There are various types of objective and subjective questions. Objective question types include true/false answers, multiple choice, multiple - response and matching questions. Subjective questions include extended-response questions and essays.

2) Objective assessment is well suited to the increasingly popular computerized or online assessment format. Some have argued

that the distinction between objective and subjective assessments is neither useful nor accurate because, in reality, there is no such thing as "objective" assessment. In fact, all assessments are created with inherent biases built into decisions about relevant subject matter and content, as well as cultural (class, ethnic, and gender) biases.

c. Informal and Formal.

Assessment can be either formal or informal. Formal assessment usually implies a written document, such as a test, quiz, or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment does not contribute to a student's final grade such as this copy and pasted discussion question. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion.