

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature of Writing**

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

Writing is an action constructing letters to be a kind of composition on the media that is able to keep that kind of idea in order to communicate or share the information to others. Moreover, writing is one of the language aspects that has a purpose to share such kind of facts, emotions, feeling, idea, or insights done by writers in written form (Harmer, 2004:31).

Further, Nunan claimed that writing is a comprehensive ability involving grammar, vocabulary and other elements which considered as an interesting activity that can be developed immediately when both students' concerns and interest are increased. Even, once students get a lot of opportunities to write, they will be more enthusiastic in composing such writing (Nunan, 1991: 88).

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

As one of the language skills, writing has several importances as follows:

- a. Having good capabilities in writing skill will give many advantages in gaining the information that cannot be accessed directly especially for those in unreachable places.
- b. Writing facilitates one to share the idea or thoughts to be a good useful information for others.

- c. Writing can affect people and can make changes towards all aspects in the human living. Providing such written text can be accessed by people may help to change the one' perspective about something.

### **3. The Steps of Writing**

Below are the four main steps of writing:

#### **a. Planning**

This is the most initial step in conducting a composition. In this phase, the writers have to think about three elements. Firstly, they have to consider about the purpose of composing a written text since it will influence the other things. For instances, they have to think about the type of the text, the language they use as well as the information will be shared. Secondly, a text writer should be aware of the audiences they are writing for. It is an important thing for by knowing well the audiences; writers will be able to arrange their composition properly. Thirdly, writers have to consider about the content structure of the writing used on their writing.

#### **b. Drafting**

This is the next step of writing. After constructing a good plan, writers are able to make a kind of draft consisting their material to be written. A number of drafts may be produced on the way to the final version.

c. Editing

Once the writers have already done in making the draft, they should check their works more and more. During this editing stage, the writers are able to revise and do some corrections for the inappropriate parts of their writing. Consequently, they will have much better result of writing.

d. Final draft

Finally, when writers have finished all the previous steps, they may re-write their final writing and publish it to be read by the readers

(Harmer, 2004:4-5)

#### **4. Elements of Writing**

Writing consisted of several elements such as contents, organization, vocabulary, language use and the mechanics as well (Jacobs, 1981 as cited in Weigle, 2002:116). Further, writing will be evaluated with those things. Each element of writing has the qualifications, and it will be explained in the next discussion.

The explanations of each element in writing are as follows:

a. Content

The meaning of the content is about the material existed in the composition such as topic, explanations, discussion and the core of the main topic discussed. That kind of thing should be considered well for gaining a good writing result.

b. Organization

In this case, organization of writing means that during composing the written text concerning the sequence of each sentence or paragraph is prominent. There should be a good organization among them.

c. Vocabulary

Vocabulary deals with the ability in making in use the words employed in the composition as rich as possible. The greater vocabularies used for the text, the higher opportunities for a better result will be produced.

d. Language use

Language use is all about the construction, structure as well as the components of the language applied in the written text such as grammar and the complexity of the sentences.

e. Mechanics

Mechanics deals with the punctuation, spelling, capitalization as well as the type of handwriting whether it is clear and illegible or not. It is important to arrange the writing mechanics well since it can affect the writing result.

## 5. Principles of Teaching Writing

The principles of teaching writing as cited on (Nation, 2009:93-95) are as follows:

### a. Meaning-focused Input

In this case, it is important for the learners to use the experience as well as the knowledge during conducting writing. A good writing will be produced when there is a good preparation.

### b. Meaning-focused Output

1. The more chances given to compose the writings the more advantages will be attained. In this case, by giving more opportunities for the learners, it is expected that all of the elements of writing will be mastered well.

2. Each writing should be constructed with the purpose. One of the purposes of writing is to communicate such information to others. Consequently, this kind of thing should be well-considered in constructing a written text.

3. The activity to write the ideas should be conducted when there is an adequate interest to do it.

4. By experiencing to compose some writings, it is expected that it will give positive feeling toward the composers.

5. Constructing many writings should be able to broaden the insight of language. Many experiences during conducting writing lead to a good

language mastery since when the problems come, there should be some actions to solve it.

6. In this modern era the existence of computers gives beneficial contributions in composing writing. As the result, a good skill to use the computers is needed to be mastered. Computers are able to enhance the quality and speed of their writing. Moreover, computers can give feedbacks for the writing especially when the written text is submitted as the computer file.

7. A good need analysis should be prepared well before conducting the writing class. For instances, it should be considered about the need of the learners, the difficulties, or the aids needed in composing such writing.

#### c. Language-focused Learning

1. Each part of writing process should be known well.

2. The strategy to do all the process of writing is important thing should be got. This kind of thing will give such ease in passing the writing process.

3. Clarity and fluency should be given more attention in composing such written text. Consequently, there will be such better writing result.

4. Spelling should be taken properly in the writing.

5. Good feedbacks that can encourage and improve writing are needed.

By providing such thing, it is expected that there will such willingness and motivation to create the written text better and better.

6. All kind of procedure in conducting writing should be understood well during constructing the writing.

d. Fluency Development

1. Writing speed is needed to be mastered well, for by conducting the writing with a good writing speed will lead to a good and easy finishing of the composition.

2. Having a good fluency of writing will give an ease to write the material well.

**6. Assessing Writing**

**a. The Ways to Assess Writing**

**1. The Holistic Scoring**

Holistic Scoring is one of assessing writing method that involves the assignment of a single score to a piece of writing on the basis of an overall impression of the script. In this kind of method the composition or writing result will be immediately read and evaluated and it will be scored with the rating scale, scoring rubric, or the outlines of scoring criteria. There are some advantages of the Holistic scoring method such as (1) it does not need longer time to evaluate the composition so that the scoring will be finished fast. (2) It will reward the composers better since the focus of this assessment is on the strength of the composition. (3) It provides the information related to the aspects of writing contributed in the composition. (4) It is considered as a valid assessing the writing since this kind of method

represents the authentic reaction of the person to the text. (White, 1984:409) as cited in (Weigle, 2002:113-114)

In contrast, the holistic scoring method in assessing writing may cause several drawbacks such as (1) the existence of single score in this method cannot guarantee and provide such deep adequate useful information related to the one' writing ability. This method does not evaluate a written text deeply, or it can be said that it is just on surface. (2) Sometimes, this method is difficult to be interpreted. This kind of thing happens since there is such inconsistency in making in use the criteria of scoring. (Weigle, 2002:114)

## **2. Analytical Scoring**

In the opposite of holistic scoring, this kind of scoring can be said as the deep one because a composition is deeply evaluated. The whole of writing aspects will be evaluated to decide the quality of one' writing ability such as content, organization, vocabulary, language use as well as the mechanics. Each aspect will have several grades of criteria. Further, the analytical scoring also contributes to give some benefits (1) it gives more useful and complete information about the one's writing ability. (2) It is easier to be practiced and interpreted by the inexperienced ratters since the scoring criteria clearly conducted in details. (Francis, 1977 and Adams, 1981 as cited in (Weigle, 2002). (3) It helps especially the second language learner in measuring the writing ability that the scores splits up in to several



points based on each aspect of writing. (4) It is considered as the more reliable scoring method since the more scores provided the more reliability attained. (Hamp-Lyons, 1991) as cited in (Weigle, 2002).

Moreover, the same as the holistic scoring method, this one also offers the backwash. The main drawback is that this kind of scoring takes longer time since each aspect of writing should be evaluated and classified to each category. (Weigle, 2002:112-114)

In this case, the analytical method is used in this research as the model of assessing writing provided in this method is more detail and it is applicable to be used in a language classroom. For assessing writing, rating scale is possible to be used. Rating scale is the scale represents the most concrete statements of constructs being measured (Weigle, 2002:72).

These are the scales to assess writing:

**Table 1 Table of Jacobs' scoring profile**

Aspects of Writing	★ Criteria	Explanations
Content 30-27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
26-22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lacks detail
21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of the topic.

16-13	Very poor	Does not show the knowledge of subject, non-substantive, not pertinent, not enough to evaluate.
<b>Organization</b>		
20-18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to Poor	Non-fluent, ideas confused or disconnected lack of logical sequencing and development.
9-7	Very Poor	Does not communicate, no organization, not adequate to evaluate.
<b>Vocabulary</b>		
20-18	Excellent to Very Good	Sophisticated range, effective, word/idiom choice and usage, word form mastery, appropriate register.
17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice and usage not meaning not obscure.
13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, and usage, meaning confused and obscured.
9-7	Very Poor	Essentially translation, little knowledge of English vocabulary, idiom, word form, not enough to evaluate.

<b>Language Use</b> 25-22	Excellent to Very Good	Effective complex constructions, few errors and agreement, tense, number, word order/function, articles, pronouns, and preposition.
	Good to Average	Effective but simple construction, several errors of agreement, tense, number, word order/function, articles, pronouns, and preposition but meaning not obscured.
	Fair to Poor	Major problems in simple/complex construction, frequent errors of negations, agreement, tense, number, word order/function, articles, pronouns, and preposition and/or fragments, run-ons deletions, meaning confused and obscured.
	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
<b>Mechanics</b> 5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing.
	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	Fair to Poor	Frequent errors of spelling punctuation, capitalization, paragraphing, poor handwriting, meaning confused and obscured.
	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization,

	paragraphing, handwriting is illegible, not enough to evaluate.
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(Weigle, 2002:116)

## **B. The Nature of Eco-Composition**

### **1. Definition of Eco-Composition**

Eco-composition is formed from two terminologies (1) eco for ecology that has the meaning as the environment, space or place where human' living takes place. (2) Composition which means as the writing activity. Eco-composition is a kind of study of the relationships between environments and discourse such as speaking, writing and thinking). In this case, the word environment does not merely refer to the natural places but also a constructed imagined place for instances classroom, political, ideological, historical, economic, as well as the natural environment (Dobrin & Weisser, 2002: 572). Moreover, this eco-composition focuses on the relationship between three aspects, they are human, nature, as well as the language or text (Dobrin & Weisser, 2002: 573). In this case, this research was focused on how eco-composition that used the environment as the main object of the learning writing could be effective to be used for a text, namely descriptive text.

Eco-composition is an activity of writing inspired by the place which has the purposes not only to raise the love of a place but also to give good preparation in composing written text (Hurlbert, 2006) as cited in (Elsherif, 2013:87). In short, it can be said also that eco-composition is a kind of ways

of teaching allows the students to write about the place around them, or it is called as place-based writing or environmental-based writing.

In this case, the students have to observe some places provided in their school by looking around the objects. For example, the students are able to observe the object from the biggest one to the smallest, from their left to their right side, from in front to the behind, and soon. By doing such thing, the students will be easily catch the idea related with the object they are observed.

## **2. The Importances of Eco-Composition**

It is already stated on the previous explanation that eco-composition uses the environments as the centre of the writing activity. Later, there are several importances related to the implementation of eco-composition to teach writing as cited on (Cooper, 1986:368-369) as follows:

- a. By using environment it is possible for the learners to broaden their writing more and more since environment is created from the human action even from the writing activity.
- b. Environment is a kind of concrete thing that can be described, explained, and observed. Consequently, the writers may discuss about it in their writing easily. Even the writers are able to make their surrounding much better toward their composition.

On the other hands, applying this eco-composition may cause several disadvantages (1) it will make a noisy teaching learning process since they are allowed to go outside to observe the school environment. (2) Some of

the students are prone to find any difficulties in composing the written text since the lacks of English vocabularies of the things provided in their surroundings.

### **3. Teaching Descriptive Writing Using Eco-composition**

#### 1. Starting activity

Initially, teacher does the opening activity and then gives such brainstorming related with the material of descriptive text. It can be done by having such questions and answer session or showing such things related to the writing descriptive text.

#### 2. Explaining the writing activity

In this step, the way to write well should be explained well. For instance, the learners should understand to make such a good paragraph because many of students are prone to be confused about the way how to construct such good paragraph.

#### 3. Showing the writing sample

In this case, teacher provides such example of descriptive text related to the place that can be composed by using eco-composition. The purpose of this activity is to give more information about the writing descriptive text using eco-composition. As the result, learners will have such good understanding about the material.

#### 4. Pre-writing activity

Teacher leads the students to make a kind of concept of their writing. Ask the students to list the components of the writing in a paper which

will be explained in the next step. The aim of this activity is to make the students easier in organizing the idea will be written.

#### 5. Main activity

Finally, the list of the idea composed in the previous step should be explained in details. Students are supposed to go outside and observe their surroundings to create the description text. In order to make the students easier in doing their task, such the technical strategies should be given, the teacher should explain about the way how to do the activity. For example, the teacher asks the students to observe from the biggest to the smallest object, from the nearest to the further one, and soon, so the students can catch the ideas to be written well.

### **C. The Nature of Descriptive Text**

#### **1. Definition of Descriptive Text**

Descriptive text is a text that describes the object (things, people, place) in particular. Moreover, this kind of text is used to describe the features of someone, something or certain place (Wardiman, 2010:16). In this case, the writers should make such explanations as well as the descriptions related with the object during constructing this text.

#### **2. Components of Descriptive Text**

The components provided in a descriptive text are as follows:

##### a. Generic Structure

Descriptive text consists of two main parts, namely the identification and description (Wardiman, 2010:16).

1. Identification is the part which identifies the things or phenomenon to be described and explains about it.
2. Description is the part of this text giving the detailed information about the object described particularly.

b. Language Features

1. Focus on one specific object
2. Using action verb : grows, fly, walks
3. Using adjective : long, fast, high, clean, beautiful
4. Using simple present tense

**D. The sample of Descriptive Text**

MY SCHOOL

**Title**

**Identification**

SMPN 1 Panumbangan is my school. The place where I get many knowledge about language, math, science, social, art and technology. SMPN 1 Panumbangan is in Panumbangan street number 163, Panumbangan village.

**Description**

My school is not big, but it is very clean and beautiful. The colour is light green. My school has two floors. The first floor consisted of 14 classrooms. They are for the first grade and the second grade. The second floor consisted of 13 classrooms. They are for the second grade and the third grade.

The others room are a headmaster room, a staff room, a teacher room, a library, a laboratory, a computer room, a mosque, 4 canteens, a Guidance Counselling room, basketball court and 4 toilets. And so my school has parking area. It is for parking the car and the motorcycle that the teacher have.



SMPN 1 Panumbangan is green. There are many kinds of plants around the school. So the air is free from pollution. And there are many kinds of flowers, like jasmine, rose, and orchid. It makes my school beautiful.

Now, my school has a program about clean environment, that the students don't throw away the rubbish everywhere. All of the students must be responsible to throw away the rubbish in a certain place, that school has prepared the removal place at the back of school. Not only the students, but also the teachers and the others must responsible too. I am proud to study in SMPN 1 Panumbangan. The facilities and the school environment can make me comfortable to study. So I am very glad to study here. (Widia, N: 2014)

#### **E. Relevant Studies on Eco-composition**

There are some relevant studies of eco-composition. Firstly, it is an article written by Marilyn Cooper (1986). It is stated that environment is a kind of unseparated aspect in human life. The idea to use Eco-composition is to help the correlation between writing discourse and the environments. Eco-composition was structured not only to improve the writing ability but also enhance the awareness toward the surroundings.

Next, the study proposed by Dobrin and Weisser (2002) on an article entitled "*Breaking Ground in Ecocomposition: Exploring Relationships between Discourse and Environment*" concluded that environment and discourse cannot be separated. As the result, applying such Eco-Composition in a writing discourse will give more benefits both for the composers and the environment itself.

Furthermore, an article composed by Entisar A. Esherif (2013) discussed about how eco-composition is applied in EFL Writing Classroom. Moreover, in this article many experts claimed that the importances of using eco-composition in a writing classroom. It is stated that eco-composition is applicable to be used in a writing classroom.

This article provides some facts about the good contributions of eco-composition' implementation in a writing classroom. By applying eco-composition in a writing classroom, it is useful not only for the students but also for the teachers. In this case the students are able to work and discuss together outside the class for composing a written text. In addition, the students also could be more confident in communicating activities, and the students are able to do some revisions toward their composition though this kind of discussion (Ingram, 2001: 209) as cited in (Elsherif, 2013:83). In addition, Eco-compositon that is applied by directly walking around the environment and composing a written text can make students learn about the aspects of writing such as paragraph organization, paragraph development, and others (Monsma, 2001:284) as cited in (Elsherif, 2013: 84-85). Besides, by getting the ideas to be written from the environment surrounded and discussing it together with others students, the students who experiencing the Eco-composition are able to creatively and logically understand about the good writing style and express their idea (Long, 2001:139) as cited in (Elsherif, 2013:82).

Based on the relevant studies explained previously, Eco-Composition model is a model possible to be applied in teaching learning writing that rarely examined for teaching writing descriptive text.

#### **F. Basic Assumption**

One's writing ability is important to be mastered. Any idea, thought, feelings or concept can be informed well through writing. Further, the writing mastery cannot be developed only using such ordinary way. There should be such new way of teaching to enrich the students learning experiences. Applying Eco-Composition in students' writing learning will contribute to improve both the writing ability and the awareness toward the environments. Further, Eco-composition is a model of learning which allows the students to compose the written text about the place in their surroundings. It facilitates students to explore the knowledge that can be used in the descriptive composition. Further, the basic assumption of this research is that Eco-Composition is effective to help students in writing descriptive text.

#### **G. Hypothesis**

Based on the basic assumption stated, the hypothesis of this study is "Eco-Composition is an effective strategy to the students' writing learning.