

CHAPTER II

THEORITICAL REVIEW

A. WRITING

1. The Nature of Writing

a) The Basic Concept of Writing

Writing is an activity or process to express ideas or opinion. The definition of writing is variously stated by some experts. According to Riers (1981:294), writing is conveying information or expression of original idea in consecutive way in the language. Brown, (2001:336) also claims that writing is a thinking process. Furthermore, he states that writing can be planed and given with an unlimited number of revisions before it release. In addition, Elbow (1973) in Brown (2001:336) also says that writing is a two-step process. The first process is imaging out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. The writers have to write about what they think and state in on a paper by using correct procedure.

According to Tarigan (1985:5) writing is a productive skills types, for writing an indirect communication and nature of the character is very different from that expressed by speaking directly, there fore writing is included an ability, according to Harmer (2001:79) writing is a form of communication to deliver or to express

feelings through written form. Suparno Jonah (2006:14) argues that writing is a series of activities going on and involves several phases, the preparatory phase, the content development posts; Jonah (2006:29) argues that writing can be used as an indirect means of communication to other to convey information. Activities are easy to write because in writing learning process the students should be able to produce something new and express your idea to the read through writing, another definition of writing reposed by Nation (2009:112) who states that writing is an activity that can be usefully for people in order to prepared them to get the job, beside listening, speaking, and reading.

From the definition above, it can be concluded that writing is a way to produce language that comes from our thought, it is written on a paper or computer screen.

b) The Contradicting Character of Writing

According to Nunan (2003:88) writing is both a *physical* and *mental* act of committing words or ideas. On the other hand, writing is his mental work of inventing ideas, thinking about how to express, and organize them into statements and paragraphs that will be clear to be read.

This purpose both of to *express* and *impress*, writers typically serve two masters (the writer and the reader): express means that the writer desires to express an idea or felling. On the other hand writing is

also impressing to the reader, who needs to have ideas expressed in certain ways.

Is both a *process* and *product*, the process is the writer imagines, organize, drafts, edit, read, and reread. This process of writing is often cyclical, and sometimes disorderly. The product is ultimately, what the audience sees, weather it is an instructor or wider audience, is a product of an essay, letter, story, or research report.

These contrasts may seem merely like clever or convenient ways to break down the large concept. In fact, they point to source of many conflicts and misunderstandings about writing and the teaching of writing.

c) **The Importance of Writing**

In discussing the significance of writing o learning, Suleiman (2000) stresses that writing is an essential factor of language. Writing is important because it's used extensively in higher education and workplace in writing, they have difficulties to communicate well with professors, employers, peers, or just about something else.

From that above description, writing has many function in our life. In the modern world, written language serve a range function in daily life. By having good writing skill, we have many opportunities to get job easily. We can write novel, article, newspaper, and book. Students have to learn writing skill well to facilitate when they want to show their opinion or ideas by using word.

2. Teaching Writing

David Nunan (2003:88), writing instruction is based on a somewhat rigid set of assumption, good writing are produce from a set of rules and principle, the teacher's duty is to relate this rules, and students then write in response to selected written text, following the roles good writing. A students essay is grade from grammatical accuracy and correct organization as well it's content. In teaching writing there are two main points should be mastered by the students, first point is language, it means that students have to write in correct grammar, spelling, appropriate diction and appropriate linking word so it will make each sentence or paragraph connected each other. The second point is idea, here students have to express and impress their own ideas and then product it in writing forms.

3. The Principle Teaching Writing

★ There are several principles that every teacher should consider while planning a course, and a course of writing will have an a part. According to Nunan (2003:...) the principles can be adapted to the many different learning situation.

a) Teacher understands the students reason of their writing

The greatest dissatisfaction with writing instruction come when the teacher goal doesn't match with the students work, so it is important to lead the students understand the goal and guide them for their work.

b) Teacher provides many opportunities for students to write

Brown and Hood (2002:9) writing activity almost always use a Practice and evaluate, from the teacher lesson plans,

1. The teacher gives the students time limitation.
2. The teacher asks students to write whatever comes into their mind.
3. The teacher asks to keep writing until the time end.
4. The teacher told that do not worry about mistakes or comment.

Not every piece of writing needs to be conveyed. The teacher should not grade “ practice writing ” when practice writing is integrated regularly. Students will be more comfortable with the act of writing as well

c) Make the feedback helpful and meaningful

Students need feedback on their writing, although it does not always intended effect. If the teacher writes comment on students paper it doesn't give much help, when the students do not understand what the teacher means and they did not revise their writing error. So the teacher has to give the comment on the strength of the paper and suggest the possible improvements. Furthermore if the students are able to conference with their teacher and receive oral comment they were able to develop, edit and revise by the teacher guidance. Some feedback consists of two peer revision of their work, and it makes the second result become more detail and focus than the first.

4. The process of Writing

According to Harmer (2004:22) the process may be affected by the content (subject matter) of the writing (hot news, disaster, social, politic, infotainment, sport, culture, kuliner, etc.). But overall this case suggested that the process has four main elements.

a) Planning

A good writers always plans what they are going to produce. Before writing, they have been tried to decide what they are going to inform or say. For some writers they may involve making detailed notes. When planning, a writer has to think about three main issues. In the first thing, they have to consider the purpose of their writing since this will give the biggest influence among of the product. The other things are the language they have to use and the information they add. Secondly, good writers think of the reader, this will give an influence or not, such as (how it's laid up, how the paragraphs are structured, etc.), thirdly, the writers have to consider the content of the structure, how to sequence the fact, ideas, or arguments what they will decide to be included.

b) Drafting

The writer can refer to the first version of a piece of writing as draft. This first "go" at text is often done on the assumption that it will be amended later. As the writing process, it proceeds into editing; a number of the drafts may be produced on the way on final revision.

c) Editing (reflecting and revising)

Once writers have produced draft, usually they read through where the error and what should be revised, or maybe the information is not clear enough, and there is something ambiguous or confusing, Reflecting and revising are often helped by the readers (or editor) who comment and make suggestions. Another way is the reader's suggestion or reaction, in a piece of writing, it will help to make an appropriate revisions.

d) Final Version

Once writers have edited their draft, making some changes they consider to be necessary in produce their final version. This is may look considerably different from both the originally plan at the first draft, because on changes will change for another thing at the editing process. But at last, the reader is ready to send the written text to the reader.

5. Aspect of Writing

There are some aspects that can be used to evaluate or analyze student's writing. According to Nuriyantoro (2010:307), there are five aspect for evaluating stident's writing :

a. Content (the agreement with the title has been chosen)

Content refers to the topic and its explaining 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. Wheater each paragraph is organize will or not. Brown (2004 : 73) states the writing section measures the ability to write english, including the ability to organize, deveolop ideas, to support the ideas with the example or evidance, to compose a response to assigned topic in standart written English, and to generate.

c. Vocabulary (The Precision of Using Words)

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

d. Grammar

Grammar affects the meaning of the sentences. It is a study of words and the way how words will work together to form a sentence. Grammar is stated as the set of rules that combine word into larger units Greenbaum & Nelson (2002 : 1).

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.

In this reserach those aspects will be used to evaluate students writing text. In addition, the students writing will be evaluated through inter-rater agreement to minimize subjectivity in scoring process. Inter-rater agreement is the degree to which two or more evaluators give the same rating to an identical observable situation using the same rating scale. The agreement will be done by two raters: the teacher and the observer.

B. Send-A-Problem Technique

1. Definition Of Send-A-Problem Technique

A Send - problem technique is one of techniques in cooperative learning types which permit the student to select the topic or problem. The problems can be generated by the teacher or by the groups. Here, the students participate in a series of problem solving rounds, contributing their independently generated solution then evaluate the other opinion to get alternative solution offered by different group that have been developed. Send a problem also permits each student on a team to write a review problem on a flash card (index card). Furthermore In this technique, teacher send the problem in envelope in form of picture or sentence and the students have to solve the problem in writing.

The students will be actively participating in the process of problem solving. Students generate questions and an appropriate answer written on a note card or envelope. The question card is sent to multiple groups of students to discuss and answer the question allowing for revision.

Group of two or more students work on different problem during the same period of time. Each group receive problem, discuss issues, and offers possible solutions. Problems can reflect a variety of complex question, often without one right answer. Teams record their solution for final evaluation.

This technique will challenge the students to think critically about an issue. The issue can be created by the teacher or by the students in an earlier class. A Send - Problem Technique concept does not need to be limited to issues only. Send A problem process encourages students in problem solving and emphasize the value of different perspective.

2. The purpose of Send-A-Problem

Before practicing Send-A-Problem the teacher should know what is the aim of send-a-problem it self and the purpose of Send-A-Problem are :

1. *Send-a-Problem* help to facilitate the students group to discussing the topic they will observe to find out the problem and the problem solving.
2. By using *Send-a-problem* it will gain the students creative thinking and make a decision in problem solving.
3. Send-a-problem can encourages revision of questions because alternate answers or problem solving can be found, this condition will

make the students have an open-minded with a new things who come.

The process mirrors real - life scenarios that do not always have only one correct answer.

4. Shared responsibility of an emotional felling in the problem makes individuals more willing to take risks in discuss. The discussion of different points of view also helps the group to be more realistic in assessing the risks associated with particular courses of action.
5. When people who are affected by a problem or who will be involved in implementation are involved in finding a solution, they will know how and why that particular solution was chosen. Also, people with knowledge relevant to the problem can communicate that knowledge directly if they participate in solving the problem.

3. The Procedure of Send A Problem

When implementing this technique, the teacher brings to class file folders or envelopes with one problem posted on each one. She/he announces the activity and its time limits. She/he distributes the folders, one per team. In large classes several teams can work simultaneously on the same problems but they cannot be seated close together. Send a problem can be used in elaboration part; the steps can be applied as follows:

1. Deciding how many problems the teacher will release to the students to make all group working actively.

2. Decide how many group will solve the problem, consider discussing each problem to produce it in file folder or envelope.
3. Thinking carefully about the instructions, the teacher will give a time limitation and the order they should pass the problem.
4. Forming group of 4-6 students, describing the activity, give instruction and answer question.
5. Distributing a different problem to each group and ask them to discuss the problem, generate the solution, choice the best solution and the record it and put into folder or envelope.
6. Calling 'time' and instruct team to pass their problem to the next group.
7. Repeating the process as much time as it seems useful.
8. Students in the last group review and evaluate the responses in the envelope or folder.

★ Example: ★

The teacher ask the students to write their opinion and describe about Ahok (Basuki tjahaya Purnama), Jessika Kumalawongso case. The teacher just give the picture also give the envelope with the blank paper. The teacher ask the students to give opinion and describe, write down what in their mind and give solution after see the picture in the blank paper and put that in the envelope, then pass the envelope to the next group and the other group will give another perception. The next group follow the same procedure and the final group explain all of the result.

C. Basic Assumption

The concept of Send-A-Problem Technique is solving a problem in group, finding the best solutions, and then reporting it. This technique allows the students to freely develop their idea related to the topic. It also challenges the students to think creatively. The students with high creativity will try to find unique ideas to solve the problem. It is very possible that their solutions will be unpredictable. The best solution is the most unique solution that is reasonable and applicable.

That is why, here, the students' creativity is much needed. So, it is clear that Send-A-Problem Technique is more suitable to teach students with high creativity.

On the other hand, since in Guided Writing the topics, the outline, and other guidance are provided by the teacher, the students become less creative. They will be used to be guided in writing, so they will get difficulties if they have to write using their own ideas. They will think that it is hard to elaborate an idea. For the students with low creativity, it may be easier to develop their writing using guidance from the teacher. They do not need to think deeply about the result of their writing. They just need to follow the teacher's instruction and then they will produce the writing as well as the teacher want. So, it can be concluded that Guided Writing is more suitable to teach the students with low creativity.

Based on the statements above the writer answer that Send a Problem is suitable for teaching writing. By giving famous problem in public, the students get more capabilities to write their opining or description. *Send a*

Problem can support the students in making good composition, vocabulary, and grammar.

D. Hypothesis

Based on the assumption above the writer has a hypothesis that it is a positive effect of using *Send a Problem* technique in teaching writing at the SMP N 2 Karangmoncol, Kec. Karangmoncol, Kab. Purbalingga accademic year 2016/2017

