CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. The Concept of Writing

Writing is one of the skill that is very important mastered by the teachers and learners in teaching learning process. When teacher will give materials in English book to learners, the book should contain about four skills, one of them is writing skill.

Jeremy Harmer (2007 : 31) states, Writing is often not time-bond in the way conversation. When writing student frequently have more time to think than they do in oral activities. They can go through what they knoe in their minds, and even consul dictionaris, grammar books, or other referance material to help them. Writing encourages students to focus on acurate language use, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their mind.

According to Brown (2000 : 342), Writing requires more practice since there are many components that should be considered such as content, organization, discourse, syntax, vocabulary, and mechanics. The six categories above can serve as the basis for such evaluations. Because of these many components, writing is neither an easy nor spontaneous activity. The students should master them in order to be good writers

Ken Hyland (2003) says, Writing is seen as a product constructed from the writer's command of grammatical and lexical

knowledge, and writing development is consideret to be result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extention of grammar a means of rainforcing language patterns through habit formation and testing learnars' ability to produce well-formed sentences. For others, writing is an intricate structure that can only be learned by developing the ability to manipulate lexis and grammar.

According to Willy and Richard (2002: 303), Writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, wordchoice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Penny Ur (2009 : 163) says, the purpose of writing in principle, is the expression of ideas, the conveying of a message to the reader; so ideas themselves should arguably be seen as the most important aspect to the writing. On the other hand, the writer needs also to pay some attention to formal aspects: neat hand writing, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.

a. **The Writing Process**

Thewriting processisabouthowthestagesof writingappliedby the writer.Asstated in thenatureofwriting,therearefourstages

inwritingprocess. Thoseareplanning,drafting,editing and final draft. Thewritershould think the topicthat theywanttowritedownonapaper. According to Harmer(2007 :4), the somestagesof thewritingprocess. Thestagesarepresentedasfollows:

a) Planning

Inthisstage,thestudentsmakealistofideas relatedtothetopic.They planwhatthey aregoingtowriteinthefirstdraft.Inthisstage,they haveto considerthreemainissues.Theissuesare thepurposeofthewriting,theaudience they arewritingfor andthecontent structuretosequence the facts,ideas or arguments.

b) Drafting

After thestudents havealistofideas related to thetopic, itis thestagefor thestudentstostartwritingthefirstdraft.Theywritetheideaswhichth ey are goingto writewithoutpayingattention tomakingmistakes.

c) Editing

Inthisstage,studentsshouldre-writetheirfirstdraftafterfinishing it.Its purpose isto seewhere itworksand where itdoesnot. Theprocessof editingmay betakenfromoralorwrittenfeedbackby peersandteachers.Thefeedbackwill helpstudents tomakerevisionoftheirwriting.Therevisionshowswhathasbeen written.Itmeans thatthis step is importantto check the text

coherence and to stimulate further ideas. Not only that,it is alsoencouragesstudentstofindand correcttheir mistakesin writing.

d) FinalVersion

Inthislaststage,thestudentsre-writetheirdraft after revising withpeers andteachers.Thestudents haveagoodwrittentextinthefinalproductsince theydo the editingprocessbefore.
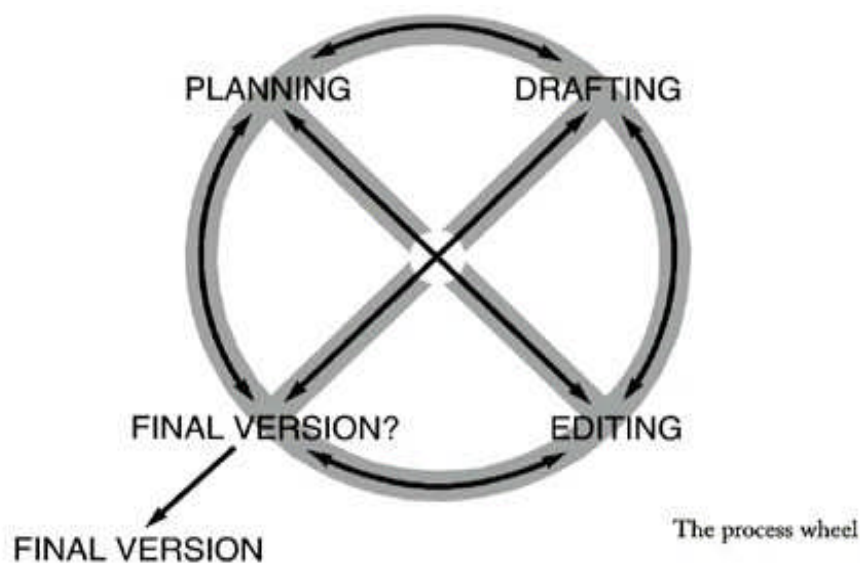

Figure 2.1.

Writing processstagescalledtheprocesswheel

Furthermore, based on Jacob 2000:348theory, writing processtendtobe framedintherestagesofwriting.Thosearepre-writing,draftingandrevising. Thepre-writing isaimedtogenerateideas,whichcanhappeninnumerousways;reading(extensively)apassage,skimmingor scanningapassage,conducting someoutsideresearch,brainstorming,listing,clustering,discussing atopicor question,instructorinitiated questions, andfreewriting.Then,thedrafting and

revising stagesare the core processesof writingin traditional approachesto writinginstruction.

Aliche Oshima and Ann Houge (2007 : 265) says, Writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

b. Teaching Writing

According to Brown (2000:341-342) Teaching writing is not the same as teaching speaking or other language skills. Writing has some characteristics such as permanence, production time, distance, orthography, complexity, vocabulary, and formality.

There are some points that should be considered in teaching writing Brown, 2000: 346:

a) *Incorporate practice of "good" writers*

There are some characteristics that can be used to indicate a good writer namely:

a) Focus on a goal or main idea in writing.

b) Perceptively gauge their audience.

c) Spend some time (but not too much) planning to write.

d) Easily let their first ideas flow onto the paper.

e) Follow a general organizational plan as they writeSolicitand utilize feedback on their writing

f) Are not wedded to certain surface structures

g) Revise their work willingly and efficiently

h) Patiently make as many revisions as needed

b) *Balance process and product*

There is a perennial tension in most aspects of language learning and teaching between languages as process and writing as product. A product-oriented approach focuses on the end result of the learning process –what it is that the learner is expected to be able to do as a fluent and competent user of the language. Process approaches focus primarily on what writers do as they write rather than on textual features, but depending on the writer's immediate task, these approaches may also consider text features.

c) *Account for cultural/literacy background*

Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that teacher is trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

d) *Connect reading and writing*

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insights both

about how they should write and about subject matter that may become the topic of their writing.

e)   *Provide as much authentic writing as possible*

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume,and writing advertisements all these can be seen as authentic writing.

f)   *Frame the technique in terms of prewriting, drafting, and revising stages*

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways:

a)   Reading (extensively) a passage

b) Skimming and/or scanning a passage

c) Conducting some outside research

d) Brainstorming

e) Listing (in writing –individually)

f)Clustering (begin with a key word, then add other words, using free association)

g) Discussing a topic or question

h) Instructor-initiated questions and probes

i)Free writing

The drafting and revising stages are the core of process writing.In traditional approaches to writing instruction, students either given timed in class compositions to write from start to finish within a class hour, or they are given a homework writing assignment.

g) *Strive to offer techniques that are as interactive as possible*

It is no doubt already apparent that a process-oriented approach to writing instruction is, by definition, interactive (as students work in pairs and groups to generated ideas and to peer-edit), as well as learner-centered (with ample opportunities for students to initiate activity and exchange ideas). Writing techniques that focus on purposes other than compositions (such as letters, forms, memos, directions, short reports) are also subject to the principles of interactive classrooms.

h) *Sensitively apply methods of responding to and correcting the students' writing*

Because writing, unlike speaking, often includes an extensive planning stage, error treatment can begin in the drafting and revising stages, during which time it is more appropriate to consider errors among several features of the whole process of responding to student writing. As a student receives responses to

written work, errors –just one of several possible things to respond to- are rarely changed outright by the instructor; rather, they are treated through self-correction, peer-correction, and instructor-initiated comments.

i) *Clearly instruct students on the rhetorical, formal conventions of writing*

Each type of writing has its formal properties. Don't just assume that students will pick these up by absorption. Make them explicit. A reading approach to writing is very helpful here. For academic writing, for example, some of the features of English rhetorical discourse that writers use to explain, propose solutions, debate, and argue are as follows:

a) A clear statement of the thesis or topic or purpose

b) Use of main ideas to develop or clarify the thesis

c) Use of supporting ideas

d) Supporting by "telling": describing

e) Supporting by "showing": giving evidence, facts, statistics, etc

f) Supporting by linking cause and effect

g) Supporting by using comparison and/or contrast

j) *Make the final evaluation of students writing consistent with the overall approach*

The evaluation of writing, especially in a process-oriented classroom, is a thorny issue.

Beside that, Seven Graham (2008:2) stated there are seven recommendations for teaching writing:

1) Dedicate time to writing, with writing occurring across thecurriculum, and involve students in various forms of writing over time.

2) Increase students' knowledge about writing.

3) Foster students' interest, enjoyment, and motivation to write.

4) Help students become strategic writers.

5) Teach basic writing skills to mastery.

6) Take advantage of technological writing tools.

7) Use assessment to gauge students' progress and needs.

c. **Component of Writing**

There are five components in the profile of writing are adopted by Jacobs (1981: 92):

1)   Content

Content is substance a text. Context related knowledgeable, substantive, through development of thesis statement and relevant to be assigned topic.

2)   Organzation

In organization there are six descripsions that have to take in good written text. They are fluent expression, ideas clearly, supported, succinct, well organized, logical sequencing and cohesive.

3) Vocabulary

The good writers have to enrich their vocabularies for their writings quality. But it is not enough without chosen the correct vocabulary in the text four. Jacobs (1981:31) states vocabulary in the text four descriptors. Suplicated range, effective word/idiom choice and usage, word form mastery, and appropriate register.

4) Language use

Language use related about effective, complex constructions, agreement, tense, number, word order/function, articles, pronouns and preposition.

5) Mechanics

Mechanics related about spelling, punctuation, capitalization, paragraphing, and handwriting in written product. It is as basic of the evaluation in the profile.

d. The Process of Writing

According to Harmer (2007:326) the process of writing is more complex than this, of course, and the various stages of drafting, reviewing, re-drafting and writing, etc. In addition, Oshima and Houge (2007:16-19) states that process of writing consist of four steps, they are :

a. Prewriting

Prewriting is choose a topic and collect ideas to explain the topic to get idea. Writer can use listing technique to get the idea. Listing is apre-writing technique in which write the topic at the top o a piece of paper and then quickly make a list of the words or phrases that come into the   mind.

b. Organizing

Organizing is to organize the ideas into a simple outline. The writer of models wrote a sentence that named the topic and told the main idea.

c. Writing

In this step the writer write the rough draft using outline as a guide. Write the rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation.

d. Polishing: Revising and Editing

In this step the writer polish what have written. Polishing is most successful if the writer doit in two steps. First, attack the big issues of content and organization, it is called revising. Then work on the smaller issues of grammar, punctuation, and mechanics, it is called editing.

e. **Writing Assessment**

In writing assessment, the teacher has to assess the writing based on the components of writing. Jacob (1981: 91) stated that there are five indicators which will be assessed in writing, they are: content, organization, language use, vocabulary, and mechanics.

Table 2.1
Indicators of Writing Assessment based on Jacob's Theory

	Score Level	Criteria
C O N T E N T	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 topic, but lacks detail
	21-17	*Fair to Poor*: limited knowledge of subject; little substance; inadequate development of topic
	16-13	*Very Poor*: does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate

	Score Level	Criteria
O R G A N I Z A T I O N	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; lacks logical sequencing and development
	9-7	*Very Poor*: does not communicate; no organization; or not enough to evaluate

	Score Level	Criteria
V O C A B U L A R Y	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; usage but meaning not obscured
	13-10	*Fair to Poor*: limited range; frequent errors of word/form; choice usage; meaning confused or obscured
	9-7	*Very Poor*: essentially translation; little knowledge of English vocabulary; idioms, word form, or not enough to evaluate

L	Score	Criteria

A N G U A G E U S E	Level	
	25-22	*Excellent to Very Good*: effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	*Good to Average*: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	*Fair to Poor*: major problems in simple/complex constructions; frequent errors of negations, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	*Very Poor*: virtually no mastery of sentence construction rules; dominated by errors; doesn't communicate, or not enough to evaluate

M E C H A N I C S	Score Level	Criteria
	5	*Excellent to Very Good*: demonstrates mastery of conventions; few errors of spelling, punctuations, capitalizations, paragraphing
	4	*Good to Average*: occasional errors of spelling, punctuation, capitalizations, paragraphing, but meaning not obscured
	3	*Fair to Poor*: frequent errors of spelling, punctuation, capitalizations, paragraphing, poor handwriting, meaning confused or obscured
	2	*Very Poor*: no mastery of conventions; dominated by errors of spelling, punctuation, capitalizations, paragraphing, handwriting illegible; or not enough to evaluate

f. Teaching Writing

1. *The Nature of Teaching Writing Strategy*

In writing class, especially inSeniorHigh School, teacher should give clear instruction to the students and help the learners. Brown (2000 : 341-342) says, teaching writing is not the same as teaching speaking or other language skills. Writing has some characteristics such as

permanence, production time, distance, orthography, complexity, vocabulary, and formality.

Since it has specific characteristics, teaching of writing is also specific. Teaching writing is to teach the students how to express ideas and convey of a message to the reader. Writing needs and requires practice as a physical act that should be performed skillfully.In writing class, the students usually need something to motivate them to take it on.Besides that, there are some components that should be develop in writing skill such as content, organization, discourse, syntax, vocabulary, and mechanics.

According to Brown, (2000 : 346), there are some points that should be considered in teaching writing:

1) *Incorporate practice of "good" writers*

There are some characteristics that can be used to indicate a good writer namely:

i) Focus on a goal or main idea in writing

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l) Easily let their first ideas flow onto the paper

m) Follow a general organizational plan as they write

n) Solicit and utilize feedback on their writing

o) Are not wedded to certain surface structures

p) Revise their work willingly and efficiently

q) Patiently make as many revisions as needed

2) Balance process and product

There is a perennial tension in most aspects of language learning and teaching between languages as process and writing as product.A product-oriented approach focuses on the end result of the learning process what it is that the learner is expected to be able to do as a fluent and competent user of the language. Process approach, on the other hand, focuses on the various classroom activities which are believed to promote the development of skilled language use. Process approaches focus primarily on what writers do as they write rather than on textual features, but depending on the writer's immediate task, these approaches may also consider text features.

3) Account for cultural/literacy background

Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that teacher is trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

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about how they should write and about subject matter that may become the topic of their writing.

5) *Provide as much authentic writing as possible*

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6) *Frame the technique in terms of prewriting, drafting, and revising stages*

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n)   Listing (in writing-individually)

o) Clustering (begin with a key word, then add other words, using free association)

p) Discussing a topic or question

q) Instructor-initiated questions and probes

r) freewriting

The drafting and revising stagesare the core of process writing.In traditional approaches to writing instruction, students either are given timed inclass compositions to write from start to finish within a class hour, or they are given a homework writing assignment. Several strategies and skills apply to the drafting/revising process in writing:

b) Getting started (adapting the freewriting techniques

c) "Optimal" monitoring of one's writing (without premature editing and diverted attention to wording, grammar, etc.)

d) Peer-reviewing for content (accepting/using classmates' comments)

e) Using the instructor's feedback

f) Editing for grammatical errors

g) "Read aloud" technique (in small groups or pairs, students read their almost final drafts to each other for a final check on errors, flow of ideas, etc.

h) Proofreading

7) *Strive to offer techniques that are as interactive as possible*

It is no doubt already apparent that a process-oriented approach to writing instruction is, by definition, interactive (as students work in pairs and groups to generated ideas and to peer-edit), as well as learner-centered (with ample opportunities for students to initiate activity and exchange ideas). Writing techniques that focus on purposes other than compositions (such as letters, forms, memos, directions, short reports) are also subject to the principles of interactive classrooms. *Sensitively apply methods of responding to and correcting the students' writing*

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8) *Clearly instruct students on the rhetorical, formal conventions of writing*

Each type of writing has its formal properties. Don't just assume that students will pick these up by absorption.Make them explicit.A reading approach to writing is very helpful here. For academic writing, for example, some of the features of English

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d) Supporting by "telling": describing

e) Supporting by "showing": giving evidence, facts, statistics, etc

f) Supporting by linking cause and effect

g) Supporting by using comparison and/or contrast

9) *Make the final evaluation of students writing consistent with the overall approach*

The evaluation of writing, especially in a process-oriented classroom, is a thorny issue.

2. Draw Label Caption Strategy

a. *Definition of Draw Label Caption*

Peha (2012 : 4) states, Draw Label Caption is a process that helps the writer figure out what his/her idea. It mans that Draw Label Caption strategy will help the students in larning of writing and the students will learn another way to take a prewriting idea and begin to develop it into an essay. Briefly, Draw Label Caption strategy is strategy that can be used in teaching writing, that consist of three-steps such as: Draw, Label and Caption. on the other words, the first the students draw their ideas on the sketch or Drawing The Pictures, afterthat, they label it to make it more detail and the last, they write the caption under the sketch, a sentence that

tell what is happening or summary of it, and this strategy is not only how to draw, how to give label and caption, but it can be developed into some paragraphs to create a good essay.

Draw: The students draw their ideas on the sketch or drawing the pictures.

Label: they label it to make it more detail

Caption: they write the caption under the sketch, a sentence that tell what is happening or summary of it.

b. *The advantages of Draw Label Caption Strategy*

One of the advantages of this strategy is that every kid can do it well. But the most interesting thing for seeing how well it works with older kids and even adult writers. This strategy seems to be ideal for helping writers of all ages and abilities solve this problem. Besides "drawing can really help students write. When students take a few minutes to sketch aquick picture, they give themselves a chance to focus on the topic and that can make their writing richet and more detailed.

c. *Teaching Writing By Using Draw Label Caption Strategy*

Every teacher needs a safety net, a strategy or activity. According to julie in peha (2012), the Draw Label Caption strategy is a simple Pre-writing exercise that every one can feel successful.

There are some steps in conducting Draw Label Caption strategy in the classroom, especially in teaching and learning writing. The steps are:

1. The students pick the topic. After picking the topic they dothe sketch by using pencil. In the sketch they can draw everything. Such as animal, trees, people, etc.

2. The next step is labeling. the students create one or more words for each item in their drawing. They use lines to connect their label with the things they are labeling, they write all over their sketch, left to right, up and down, sideways whatever works for them.

3. Then, students write a single or more sentences for their sketc. It can be made underneath the picture.

4. For the last steps is turn the sentences in to a text.

B.   Relevant Studies

In teaching and learning English, the appropriate media and strategy can make the students more enthusiastic in following the lesson. Iis Rosmia Wati (2013) in her thesis about *The Effect of Using Draw Label Caption Strategy Toward Students' Ability in Writing Descriptive Text of The First Grade Students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekan Baru* got the result that using Draw Label Caption Strategy in teaching writing descriptive text is drastically improved. Afni Salam (2012)in her thesis about *The Effect of Draw Label Caption Strategy Toward Students Ability in Narrative Writing for Senior High School Students.* She saidthis strategy iseffective Because it can develops students writing ability in narrative. Della Triana Eka Putri (2014) in her thesis about *The Effect Of Using Draw Label Caption Technique Toward Writing Ability on descriptive Paragraph of The First Year student At*

MTs-Al Huda Pekan Baru. She said this techniqueis there was a significant difference between using and without using Draw Label Caption Technique. Where the t-$_{obtained}$ compared to t-$_{table}$. t$_0$ was 6,953 while the level of significance of 5% is 2.00 and the level of significance of 1% is 2,65. It can be read as $2.00 < 6,953 > 2.65$. Based on these results, the writer also wants to conduct a research about the effect of using Draw Label Caption Strategy towards Students Ability in Writing of Grade X Students' At Islamic Senior High School 1 Padang. In this case, the writer only focus on the use of Draw Label Caption strategy to improve students writing ability.

C.   **Conceptual Framework**

In teaching and learning process, teacher should be able to use appropriate strategy that can make the students more enthusiasm in studying. The strategy that can be usedis Draw Label Caption strategy. The researcher hoped these strategy could help the students in developing their ideas, expressing their ideas into the written language in a good organization and language features and adding their vocabularies. These strategy can also motivates students in learning writing and do not make them bored, so that the goals of teaching and learning process of English can be achieved. these research were conducted for six times and these strategywas used inwriting process. At the end of this research, it is hoped that the students could improve their writing ability and got the highest score.

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┌─────────────────────┐        ┌──────────────────────────────────────┐
│ Students problem    │────────│ 1. Students lack of content          │
│ on writing skill    │        │ 2. Students lack of organization     │
│                     │        │ 3. Students lack of vocabulary       │
│                     │        │ 4. Students lack of Language         │
│                     │        │    Use                               │
│                     │        │ 5. Students lack of mechanics        │
└─────────────────────┘        └──────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌──────────────────────────────────────┐
│      solution       │───────▶│ Draw Label Caption Strategy          │
└─────────────────────┘        └──────────────────────────────────────┘
          │                             │
          │                    ┌────────┴────────┐
          │                    ▼                 ▼
          │              ┌───────────┐    ┌───────────┐
          │              │  concept  │    │ procedure │
          │              └───────────┘    └───────────┘
          ▼
┌─────────────────────┐        ┌──────────────────────────────────────┐
│ Result Expectation  │────────│ DLC strategy can Improve             │
│                     │        │ students writing ability             │
└─────────────────────┘        └──────────────────────────────────────┘
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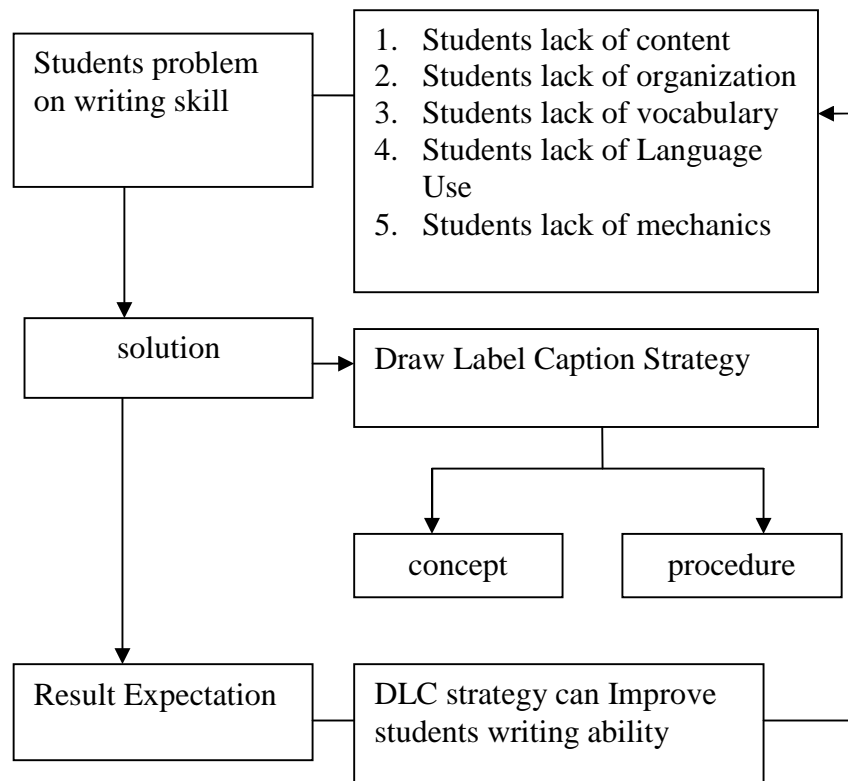
D.   Hypothesis

The researcher formulated the hypothesis that students those taught with Draw Label Caption strategy have higher writing score than those taught with conventional strategy at grade X of science Islamic Senior High School 1 Padang.