

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this review of related literature, the researcher discusses: theoretical description of the general concept of writing competence, and the meaning of SWELL in writing narrative text.

#### **2.1 Teaching English in Indonesia**

##### **2.1.1 The Goal of Teaching English in Indonesia**

English is a foreign language that places an important thing to be taught for the purpose of absorption and development of technology, science, culture and art, the development of international relation. It is needed to communicate with other people all over the world.

As the first foreign language in Indonesia, English become one of the important lessons that must be taught as a compulsory subject at the elementary school until university level. The objective of teaching English is that at the end of the study the students are expected to be able to master the four language skills.

This research focuses on all students, not just those who display writing difficulties, although this latter group is deservedly the focus of much attention. The premise of this report is that all students need to become proficient and flexible writers. In this report, the term low-achieving writers are used to refer to students whose writing skills are not adequate to meet classroom demands. Some of these low-achieving writers have been identified as having learning disabilities others are the silent majority who lack writing proficiency but do not receive additional help. As will be seen in this report, some studies investigate the effects of writing

instruction on groups of students across the full range of ability, from more effective to less effective writers, while others focus specifically on individuals with low writing proficiency.

Based on the KTSP 2006, there are four language skills, reading, speaking namely reading, listening, speaking, and writing, which include their components, such as grammar, pronunciation, and also vocabulary. These elements are very much needed for teaching those four language skills and vocabulary is the most essential for the students in learning English. Val

### **2.1.1 Writing in Senior High School**

The program of and learning English as a foreign language in SMA/MA focuses on to developing students' skill in listening, speaking, reading, and writing. The students are expected to achieve competencies to communicate orally and written by using suitable language variation, fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report.

- 1) Descriptive text: a kind of text which functions to describe a particular person, place and thing.
- 2) Recount: a kind of text, which functions to retell events for the purpose of informing or entertaining.
- 3) Narrative: to amuse, entertain, and to deal with actual or vicarious experience in different ways; narrative deals with problematic events, which lead to a crisis or turning point of some kind which in turn finds a resolution.
- 4) Procedures: a text procedure gives information about how something is accomplished through a sequence of actions or steps. This might include

instructions for how to come out a task or play a game, directions for getting to a place, and rules of behavior.

- 5) Report: to describes the way things are, with reference to a range of natural, man made and social phenomena in our environment.

## **2.2 Writing**

### **2.2.1 Definition of Writing**

Writing is one of the four language skills that should be mastered in learning English. Effective writing skills deal deals not only with the printed but also with the spoken words messages to be properly communicated and understood, clarity of speech is essential a chapter is included for those giving audio-visual presentation and taking on public speaking assignment. It belongs to productive skills besides speaking, in which the language users require the ability to produce language both spoken and written. There are several definitions of writing stated by some experts.

The first definition is stated by Ager (1998) Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.. Graphic symbols here include letters or combinations of letters that relate to the sound people make when they speak. The symbols have to be arranged, according to certain conventions, to form words, sentences, and/or paragraph. In line with Byrne, there is also definition of writing from wikipedia.com. Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration,

such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio.

Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Writing is most likely to encourage thinking and learning when students view writing as a process. Students' writing ability refers to the students' competence in applying the components of writing including content, organization, vocabulary, language use (grammar), and mechanism.

From the definitions above, it can be concluded that writing is a complex process of forming graphic symbols or making marks on flat surface to explore thoughts and ideas as representation of language in a textual medium.

### **2.2.2 The Importance of Writing in Language**

The fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of their second-language curriculum. There is an additional and very important reason such as; writing helps the students learn. *First*, writing reinforces the grammatical structures, idioms, and vocabulary that they have been the students. *Second*, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risk. *Third*, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use the eye, hand, and brain is a unique way to reinforce learning. As writers struggle with what to put down next or how to put it down on paper, they

often discover something new to write or a new way of expressing idea. They discover a real need for finding the right word and the right sentence. The close relationship between writing and thinking makes writing a valuable part of any language course.

The most important reason for writing, of course, is that it is a basic language skill, just as important as listening, speaking, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly, how to write using electronic media. They need to know some of the writing's special conventions (punctuation, paragraph, construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of the teacher's job is to give them that skill since the students do not automatically possess writing competence, they have to learn and practice it. In writing activity, the student needs not only the correct application of linguistic aspect but also the ability to organize ideas or thoughts well.

### **2.2.3 The process of writing**

Writing is an open process of discovery, some preparation should be done to make the writing exciting. It consists of preparing the students in pre-writing period, analyzing writing task, and gathering materials, thinking and planning. All those parts of preparation come together to make something new through writing. Here there are three stages of writing:

#### **a. Pre-Writing**

Pre-writing is often called as an invention stage. It includes the preliminary things that the writer do to get started writing. Before writing, student needs to

determined what to write and should have something meaningful to convey. If he has determined what he will write about, he usually needs an incubation period in which to full it over, organizes his thinking and perhaps generates more ideas or collects more information. The common mistake that a beginning writer does is that he usually chooses a large topic. Because of that during the process, the writer should select and chooses the most essential topic based on his interest and his background knowledge. By doing this, finally the writer would not get confused about the ideas, he will presented in his writing because he has already focused on selected the topic. Graham and Perin (2007) stated Pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging adolescents in such activities before they write a first draft improves the quality of their writing. Pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. For example, some common pre-writing activities include encouraging group and individual planning before writing, organizing pre-writing ideas, prompting students to plan after providing a brief demonstration of how to do so, or assigning reading material pertinent to a topic and then encouraging students to plan their work in advance.

#### **b. Writing-Process**

Writing is often called as the pre-writing stage of arrangement. In this stage the writer should deal with the ideas and details that he has discovered in pre-writing stage. Graham and Perin stated The process writing approach involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating,

and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction. The overall effect of the process writing approach was small to moderate, but significant. Only three studies specifically examined the impact of the process writing approach with low-achieving writers, making it difficult to draw any conclusions about its efficacy for these students.

### **c. Post-Writing**

The last stage of writing is post-writing, it involves writing all draft and the final product, including several additional materials before the writer comes to his final product. Murray cites that post-writing means polishing the final product by proof reading and making connections in grammar, mechanics and spelling. In this stage, the writer may add several ideas that the writer thinks necessary for his writing, revising, and editing his compositions. The important thing that the writer should be done in this stage is making connections in grammar, mechanics and spelling. The writer will be surer that his writing is completely understood both content and organization.

## **2.3 Narrative Writing**

Narrating a story is different from writing the same story down. While narrating a story, the narrator tends to forget certain points or may add those points later on. However, while writing a story, the narrative writer has to keep in mind the characters of the story, the theme of the story, role played by each character, the

expressions and tone of voice of the characters and so on. Most important point is, writer should maintain the flow of the story while keeping in mind the readers.

Paragraph of the narrative is one of the paragraphs that narrate an event or events in chronological order. Paragraph of the narrative consists of coherent narrative of events and narrative stories. The purpose of the narrative writing program is for students to increase their effectiveness as writers. This goal is achieved by applying specific skills or techniques in each of the following four components of a narrative story. Process writing can often be frustrating for many students. This program provides instruction in specific techniques so that revisions are reduced and the clarity of students' writing increases. The techniques are based on those used by adult authors of narrative text, presented in a step-by-step format to meet the needs of students.

According to Pillai (2000) said the narrative writing is known as personal narrative when a person writes about himself or about his experiences. In this style of narrative writing, the writer already has a plot. However, he has to narrate the experiences in such a way that it will capture the interest of the reader. A personal narrative writer has to pay attention to the flow of story; the dialog (if any) and he should also include the description wherever necessary. On reading, the reader should experience the same feeling that the writer experienced in reality. In a narrative, the narrator tells a story at the present time that involves events that occurred at some point in the past. By arranging a narrative in chronological sequence, the narrator looks back on an experience and configures that experience into a sequence of events viewed from the vantage point of his or her present (which serves as a temporal reference point for these events). In narrating the events, the



narrator places these events on a prospective time line that involves movement on the time line from the inception of the event moving forward to an "ending point" in the story which is temporally placed somewhere before the present time. Because the events reported in a narrative occurred at some time in the past, narrators use the bounded, compact nature of the preterit tense to narrate these events to indicate that the events happened and were completed in the past.

According to Maanen, Maning and Miller (1998) said narrative story and tales it is said, connect the person and the personal to social events, processes, and organization. Most work in narrative concern personal narrative or stories, some of which bridge the person and the social, yet little work as had been done that connect role and organization.

Creative writing is known as narrative writing. A narrative writer writes to entertain the reader. Therefore a fully developed narrative should have a central theme that has to be introduced in the beginning, followed by the development of the theme and an eventful middle and a memorable end. When a narrative writer writes a fiction or creates a story it is known as imaginative narrative writing. For an imaginative narrative writer, creativity is a must. Here the narrative writer can go beyond the reality. He can create unusual situations and events that could never happen in real life. Here the writer has to create a plot and make it sound convincing.

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. There are many types of

narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

#### **2.4 The Characteristics of Good Writing**

A good writing must meet at least two requirements. First, it must discuss one topic only. The writing must have unity of the subject matter. Second, the sentences within the paragraph must have coherence and cohesion. Finally, they must be tied together so that the readers can read the text as a unit, not as a collection of separate sentences

(1) **Unity**, Unity of the text means the relevance of the sentences in a paragraph. A text has unity if all of the sentences in the text discuss one main idea. The sentences in the paragraph must support the topic sentence. If there is a sentence in a paragraph which is not in line with the topic sentence, it means that the paragraph does not have unity of text.

(2) **Cohesion**, It is defined as the more limited term; specific words and phrases (transitions, pronouns, repetitions of the key words and phrases) that tie prose together and direct the readers. Cohesion is achieved through the use of variety of lexical and grammatical relationship between items within a sentence in a text.

(3) **Coherence**, to improve the coherence of a paragraph needs to rearrange the sentences the sentences it already contains. Or add transitional expressions (such as “for example” or “on the other hand”)

Achieving coherence in a text is actually the writer’s job. The readers then just ‘follow’ the writer and not only understand the words, sentences, and paragraphs, but also relate them to each other and see what purpose the writer serves in the development of the text. The writer may use connectives to achieve coherence such

as ‘although’, ‘but’, ‘for example’. A paragraph can be said as coherent when the movement from one sentence to the next is logical and smooth.

According to Graham and Perin (2007) stated that in the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students’ knowledge; it acts as a tool for learning subject matter.

Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. This is some writing goals as defined by Hampton in SIL international: Writers are independent when they are able to write without much assistance, Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others, Writers are fluent when they are able to write smoothly and easily as well as understandably, Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

### **2.5 SWELL (Social-interactive writing for English Language Learners)**

SWELL is a writing technique that integrates the process and the product of writing in which students are paired up to write collaboratively, but their levels of English proficiency are different so that a more proficient student could tutor a less

proficient student (Teo, 2007). This activity deals with the integration with the process and the product of writing from getting idea until producing the best writing after revision.

During the writing process, students with higher writing level are design the role of *Helper* and those with lower writing skills are assign the role of *writer*. They have to carefully follow the suggested steps given by the teacher. They are generating idea, drafting, reading, editing, best copying and evaluating by the teacher. Thus, the role of teacher here are as a facilitator-preparing students how to conduct *SWELL*-, monitor and feedback provider. In this study, through *SWELL*, the student are hope to be able to transfer their ideas, get motivated and avoid to be boredom. This technique is chosen because from the finding of the research before, it can encourage them to brainstorm ideas in pair, given each other in feedback, proofread, and edit each other writing.

Besides that in *SWELL*, it is allowed for students to use their mother tongue for oral discussion and oral bilingual dictionaries translation (Teo,2007). It is supported by Spring (1997) that collaborative authoring process includes the writing activity as well as group dynamics. Another definition is "...any piece of writing, published or unpublished, ascribed or anonymous, to which more than one person has contributed, whether or not they grasped a pen, tapped a keyboard, or shuffled a mouse." This definition alludes to the complexity of identifying and acknowledging contributions and their contributors. With collaborative authoring, there is a meshing of the complexity of (technical) writing along with the challenges of collaboration. Given that writing is a complex, open-ended task, there are many ways of stating meaning. With multiple authors, this adds to the complexity. The acts of collaboration and writing as they relate to collaborative authoring include:

establishing an agenda or goal of the collaboration effort, identifying writing tasks and dividing those tasks among group members, tracking individual idea generation, defining rules for document management, identifying roles for group members, communicating ideas, and managing conflict. Collaborative authoring, therefore, requires effective communication between members of the writing group.

### **2.5.1 SWELL method procedure**

The following describes in detail the procedures that teachers of English language learners can use to implement SWELL in their classrooms.

#### *Step 1: Ideas*

To help students understand important components such as character, setting, problem, and solution in narrative writing, SWELL provides complete questions, most of which begin with *wh-* words. They are:

- Who did?
- What happened?
- Where did it happen?
- When did it happen?
- Who are the important people (main characters) in the story?
- Why did he/she/they do that?
- What was the problem?
- How did he/she/they solve the problem?
- What happened next?
- Then what?
- Did anyone learn anything at the end? What was it?
- (Ask any other questions you can think of.)

To help writers stimulate ideas, the helpers raise the questions stated above in any order that seems appropriate, or the Helpers can put forth their own questions. As Writers respond verbally to the questions, they jot down key words and are encouraged to add any relevant information they might want to write about. The pairs then review the Writer's key words to establish some kind of rough order or organization for the writing. This could be indicated by numbering the ideas or, perhaps, by observing that they fall into obvious categories. Such categories could be color-coded, with the ideas belonging to them underlined or highlighted with a marker.

*Step 2: Draft*

With their amended and reorganized idea notes clearly in sight, and after the pairs receive instruction from the teacher on what they are expected to do in the stage the teacher chose for them, the Writer begins writing. In this step, the teacher emphasizes that Writers do not have to worry much about spelling as they write their first draft. Rather, the stress should be on allowing ideas to flow. In determining the writing stage for the pair, the teacher should remain flexible, relying on the students' writing development and process (or lack thereof) to guide them. It may be necessary for the pair to go back one or more stages if they encounter a particularly difficult problem.

*Step 3: Read*

The Writer reads the writing aloud. If a word is read incorrectly, the Helper provides support if able to do so.

*Step 4: Edit*

Helper and Writer look at the draft together, and consider what improvements might be made. Problem words, phrases, or sentences could be marked. The Writer and Helper inspect the draft more than once, checking the following five SWELL editing criteria:

1. *Meaning*
2. *Order* (organization of the separate ideas in the text, organization within a phrase or sentence, and organization of the order of sentences)
3. *Spelling*
4. *Punctuation*
5. *Style* (word choice and sentence structure)

While editing, the Writer and Helper consider the following questions:

- Does the Helper understand what the Writer wants to say? (idea and meaning)
- Does the writing have a clear beginning, middle, and end? (order)
- Are the words and sentences correct? (style)
- Are the words spelled correctly?
- Is the punctuation correct and in the right place?

The order of each question shows its relative importance in writing. With the questions in mind, the Helper marks areas the Writer has missed; the Helper can also suggest other changes. The symbol ← → used in the Edit step indicates that it is an interactional process between Writer and Helper. The pair discusses and agrees on the best correction to make and revise the writing (preferably the Writer does the revision). They use a dictionary to check spelling.

#### *Step 5: Best Copy*

The Writer copies out a readable “best” version of the corrected draft and turns it in to the teacher. The Helper may help if necessary, depending on the skill of

the Writer. In Teo, Sutherland and Topping in (1999) point out that the physical act of writing is the least important step in the Paired Writing method, so it does not matter who does it. The important thing is the quality of thinking and communication in the process. Because the best copy represents a joint product of the pair, both students should have their names on it.

*Step 6: Teacher Evaluate*

In this final step, the teacher meets with the pair and, based on what she or he observes in the product they turned in, provides explicit instruction in writing and grammar or provides other corrective feedback associated with the five editing criteria of Step 4. The pair then reviews the teacher's comments together.