

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concern with some basic literatures review related to the study. They consist of five points. First is teaching writing, second is writing using “writing fun”, third is teaching in junior high school, and the last is reviews the previous study.

2.1. Teaching Writing

States by Fuller and Whitaker in Walcot (2006), Successful experiences in writing are produced when the writer is automatically able to spell words, handwrite or word process, and use appropriate vocabulary and genre knowledge. So teaching writing goal is students are able to produce writing in good form in structure, words focus and vocabulary.

In teaching English as foreign language, writing has three main phases based on stage of learners. They are:

a. Early stage of writing

- Proficiency level
Low beginners
- Skills and features of English to learn
Use printed/cursive forms of Roman alphabet
Learn general spelling and punctuation rules
Use simple word, phrase, and sentence forms

- Materials to use

Basic literacy materials

Writing tasks to follow up on oral and reading exercises

Short narratives/descriptions using Language Experience Approach

Dialogue journals

b. Expanded writing skills

- Proficiency level

High beginners and intermediate students

- Skills and features of English to learn

Use commonly occurring word, phrase, and sentence patterns

Write paragraphs with topic sentences and supporting details

Use link words to signal organization of paragraphs

Practice techniques for pre-writing, revising, editing

- Materials to use

Dialogue journals

Compositions using Language Experience Approach

Exercises to teach organization of paragraphs

Paragraphs of narration, description, simple logical relationships

c. Academic writing skills

- Proficiency level

High intermediate and advanced students

- Skills and features of English to learn

Use discourse patterns expected in academic writing

Develop a thesis with appropriate supporting details

Become more independent in the writing process

- Materials to use

Sequenced exercises to model and guide students' essays

Writing tasks simulating assignments in subject-matter courses

(Peace Corps, 1989)

Other view that adapted guidance for adult English Second Language trainer, here technique which classify teaching writing in to two supplementary based on stages of learner.

a. Advanced Learners

- Free writing is similar to brainstorming and listing but may involve writing complete sentences rather than isolated words and phrases.
- Clustering is grouping the ideas by relationship.
- Journalistic technique asks and answers, “who, what, when, where and why.”

Kirby (2008) in Peace Corps ICE

b. Beginning Learners

- A picture, graphic, video, or story can help generate group discussion.
- Frequent conversational activities can promote discussion.
- The whole class or small groups can brainstorm about a topic, with the teacher writing lists and word meanings.
- Students can retell stories to partners and ask each other questions about their stories.

Based on the theories above, researcher concluded that eighth grade classified as expanded learners. This stage not only has to capable in structure but also in organize paragraph, but also competent adding items in display such as picture, graphic, and etc.

2.1.1. The Process of Writing

Stated by Walcot and Wilkie (2006: 6) The process of writing includes the recursive use of the cognitive processes of planning and organizing, drafting, revision and editing. First, planning in writing is consisting of goal setting, topic choice, idea generation, and selection of ideas. Second, organizing is defined process and product in framing text, organizing the idea, accessing and coordinating multiple resources. Third, drafting in writing product is about text generation and text production. Fourth, revision is time to read and revise text on a meaning level. The last way is editing, here corrects mechanical and conventional errors. Thus, these ways is writing process that circularly to create good writing.

Furthermore, they stated that the product of text in writing should have items such as word focus in ideas and content, organization paragraph, voice or style, word choice, sentence fluency, and conventions. The process writing above identifies in kinds of paragraph writing, such as descriptive, procedure, narrative, report, and so on.

2.1.2. Writing Classroom Activities

According to Homstad and Thorson (1996: 15) there are twenty categories of writing classroom activities:

1. **Freewrite.** Students write on a given topic for 2-5 minutes without stopping (i.e., they are not allowed to lift their pen or pencil from the paper or make corrections). Freewrites are not intended to be corrected for grammatical accuracy. The focus is on developing fluency and processing ideas rather than on writing accurately. In freewriting, we shut down our internal editors and concentrate on generating thoughts and producing language. Freewriting can be used in pre-writing, processing course material, summarizing, generating ideas and vocabulary, etc. Freewrites can be used at the beginning of a class session to focus attention on the target language and the topic to be covered or at the end of a class session to help students process what they have learned in that session. Initially some students might be insecure about freewriting, but once they become accustomed to this exercise they often realize that they know more and are able to write more about a given topic than they previously assumed.
2. **Word Fields.** Students are asked to write associations to a given word or topic either individually or in groups. Word fields are often constructed in the form of a tree. Word fields can generate meaningful vocabulary (including all parts of speech and common expressions) on a variety of topics and are good starter activities for writing longer narratives. Word fields can also be used as both warm-ups and wind-downs as a way to reinforce vocabulary and

confidence. As students expand the word associations, they may also see potential ways of structuring their essays. Word fields, which in many respects are similar to list making, differ in that the vocabulary generated expands in many directions, whereas lists tend to focus on specific vocabulary on a given topic. Word fields work well as both pre- and post-speaking, listening, reading, and writing activities. As a pre-listening activity students can generate a word field around the topic seasons, for example, before listening to a poem or song on the same topic. As a post-reading activity students skim a previously-read text to find all words associated with a given topic, idea, or emotion in the reading assignment.

3. **List making.** Students create a list of words, ideas, tasks, or priorities.
4. **Visuals.** Students write a title, bubble, new dialog, description, or a story based on a cartoon, comic strip, or other picture. This exercise focuses attention on a specific task in which visual cues unmediated by the use of their native language motivate students to produce in the target language.
5. **Charts and Forms.** Filling out charts and forms can develop or test vocabulary, listening and reading comprehension, and cultural understanding. Completing charts and forms is a good way to focus attention on producing correct forms of dates, numbers, addresses, and other practical information used on a daily basis in the target culture. Creating charts and forms is another way of processing and organizing course content.
6. **Spelling.** Spelling activities can be used to develop and reinforce pronunciation, reading, and writing skills. However, instructors should be

careful not to place too much emphasis on spelling in the foreign language classroom. Correct spelling does not play any part in activities such as freewrites or dialog journals. One generally begins to focus on correct spelling only in the final editing stage of process-writing assignments.

- 7. Dialogs.** Students prepare dialogs for real or imagined situations. Dialogs are one of the cornerstones of communicative language learning. The activity of writing a dialog may seem on the surface so self-evident and commonly used that it is unnecessary to mention it here. However, dialog writing assignments can be varied to focus on many different aspects of language learning.
- 8. Notes.** Notes can be used for a variety of purposes and audiences, such as excusing yourself from an appointment, expressing opinions, or responding to another student's opinion as in a classroom debate. Note-taking on lectures or readings helps organize thoughts and highlight key ideas.
- 9. Letters.** Students can learn appropriate forms of correspondence through letter writing. Letters can be used in a variety of ways and at all levels. Students can write personal letters or letters to the editor, to a gossip columnist, or to "Ann Landers."
- 10. Description.** Description can be used with any topic and at all levels. Pictures, objects, and texts can all be used as a basis for description.
- 11. Circumlocution.** This is a way of rephrasing one's thoughts. Circumlocution is a valuable skill for second language learners with limited vocabularies as it helps develop positive communication strategies. Rather than resorting to their native language (code-switching), students can learn to express

themselves in the target language in a roundabout way.

- 12. Summaries.** Summaries of texts, videos, or films can be used to check comprehension and to develop writing skills beyond the sentence level.
- 13. Story telling.** In story telling, students practice writing cohesive narratives with logical sequences of events. Writing stories involves practicing many important elements in communication: description, transition, point of view, interpretation, etc. As students write their own stories and review the work of their peers, they develop an understanding of these aspects of narration.
- 14. Journals.** Students conduct a written dialog with themselves, their instructor, or with fellow students through a journal, writing on a regular basis. This extensive writing activity encourages students to process classroom activities and learning. Dialog journals may be a vehicle for students to ask questions, to take risks either linguistically or personally, to raise important issues, or to work through difficult course material. Topics may be assigned or chosen by the student. The dialog journal is a place in which students can explore various topics and means of expression to develop fluency by writing extensively without fear of the instructor's red pen.
- 15. Process-oriented/Peer-reviewed essays.** Students write various drafts of an essay, which are reviewed by their peers at various stages of the process. Students bring two copies of an assigned essay to class. Working in groups of three, they exchange essays with their peers. Students review their peers' drafts according to criteria established by the instructor. Students receive comments and feedback from their peer reviewers during the following class

session. These comments focus on content, organization, and narrative structure. A second round of peer review takes place after students have revised their essays according to the feedback they have received. At this stage they begin to focus on issues of accuracy as well as continue to work on improving the content and organization. Students turn in their final essay along with all previous drafts and peer reviews. Assessment should take into account both the process and the final product. Process-oriented writing can be done at all levels.

- 16. Film and Video.** Film and video are valuable resources in a foreign language classroom because they combine visual, audio, and cultural elements. In addition, film is a genre in which most students are comfortable. Writing activities make this medium interactive, rather than allow students to be passive observers. The use of film and video can range from a single frame to a full-length feature film.
- 17. Interactive computer use.** Using computers has the potential to change foreign language education in significant ways by bringing the target culture closer and making communication almost instantaneous. Students and teachers can communicate each other electronically out of the class. Writing process is also facilitated by the ease of revising text on a word-processing program. The World Wide Web provides a good resource for students seeking current information on almost any topic in the target culture.
- 18. Creative Writing.** Creative writing assignments motivate students to explore, play with, and find new ways to use words and language. They encourage

students to expand their linguistic range. For many students, creative writing is enjoyable and makes them think about the foreign language in new ways.

19. Processing Course Materials. Writing to learn activities are not only helpful for developing language skills, but also for processing course content. It can be useful for students to think through the process involved in language acquisition, skill development, or the learning process itself.

20. Spiraling writing activities. It is important to not isolate any of the modalities in the language classroom, but to link tasks to include all dimensions of language learning. Writing activities, for example, can be important pre- or post- listening, reading, and speaking activities. Furthermore, writing can be used as an avenue to explore the target culture. Most of the writing activities described above will spiral naturally out of or into activities involving all other modalities.

From classifies of writing classroom activities above, the students will have combination of classroom activities which included process oriented, use interactive computer, creative writing, processing course material, and spiraling writing activity. Those kinds of activities here are able to complete each other in writing ability of student. Deal with Fuller and Whitaker in Walcot (2006), Successful experiences in writing are produced when the writer is automatically able to spell words, handwrite or word process, and use appropriate vocabulary and genre knowledge. The students' junior high school expected to produce good writing, they capable to create in good display in writing.

2.2. Teaching Writing at Junior High School

Teaching English as foreign language in Indonesia can reach the expectation based on KTSP. Teacher's authority on KTSP is subject on students' learning that encourages them using any media and sources to improve students' ability totally. Researcher concluded that in class, the teacher plays an important role because their creativity and innovative learning make students have good English proficiency. Based on KTSP, junior high school students are expected to reach ability in communicative competent in daily use. Besides abilities in English competence is main expectation, English also can be use to face global era. So, the students must be able to create a spoken and written pattern in English well.

In junior high school, one of the aims in learning English is increasing communication skill in English both spoken and written pattern. Therefore, the teachers must be creative in teaching writing. According to KTSP curriculum of junior high school, especially at eighth grade, the teaching writing is as follows:

- a. Grammar in simple present tense
- b. Introducing texts in descriptive
- c. Generics structure of the texts

From the explanation above, researcher has a conclusion that teaching writing for junior high school students must be related to curriculum which is the texts focused on eighth grade is descriptive text. Blanchard and Root (1994: 57) purpose of a description is to create a picture using word.

According to Stren, students at junior high school have to use any sources and media. Besides books, the internet is facility in learning. Teaching English as

foreign language should be supported by good guidance, instructional and facilities. Researcher concludes that the teachers have to find the way to motivate the students and attempt to reach the effectiveness of teaching writing activity.

2.3. “Writing Fun” strategy

Digital literacy is the ability to understand and use information in multiple formats from wide range of sources when it is presented via computers (Glister in Schrock, 1999: 4). Writing fun is an application of digital learning that is provided by Jenny Eather’s website. According to Hurt, the Internet is an electronic source of information and communication, and a very exciting tool for us to use. Furthermore, Stren (2005: 453) the Internet invites teachers to show students how to use it effectively. Thus, writing fun is one of strategies which are able to apply in classroom activity.

Hsu (2006: 72) stated that Computer courseware in the EFL/ESL classroom has proved that multimedia technologies are conducive to the acquisition of certain language skills such as listening, speaking, reading, writing, vocabulary and grammar, etc. furthermore, As stated by Kung in Kritsonis and Lai (2006), Educators recognize utilizing computer technology and its attached language learning programs can be convenient to create both independent and collaborative learning environments and provide students with language experiences as they move through the various stages of second language acquisition. In addition, Stren (2005: 450) states the instructional design of the newer online tutorials is increasingly interactive and therefore an improvement

over the traditional textbook instructions that operate more like a reference source of information than an instructional activity such as the online tutorials employ. Other statement based on Ting and Tai (2005: 1) the computer to help learners develop and elaborate their specified cognitive representation for their second language writing is still under explored.

Researcher concluded that strategy in writing by using website have effectiveness to improve writing ability. Thus writing fun by Jenny Eather's website provided to student to use this strategy in writing classroom activity.

2.3.1. The advantage of using writing fun

According Ting and Tai (2005: 3) The advance of computer network and related information technology makes the Web-based learning as a new learning style. Besides the availability of Internet access allows students and teachers to communicate with other students and teachers and to expand their use of teaching and learning resources Coley (1998: 17). Another statement by Manser (2006: 24) The Internet provides information on almost any subject that you can mention.

Joeng-Bae Son (2008: 34) states that the Internet is a global network of computer networks. Furthermore, he said that using internet provides language teachers with network-based teaching environments in which they can create meaningful tasks and use various materials for language learners. In addition the website can support language teachers to integrate Web resources into the language classroom (Son, 2007; Warschauer, 2001).

Thus the advantages of using internet in learning activity are effectively to improve student ability in language learning. Especially in writing, using writing

fun in Jenny Eather's website is able to apply for student to enrich knowledge in language learning.

2.3.2. Using Writing Fun by Jenny Eather's website

Deal with Homstad and Thorson (1996: 15) who breakdown kinds of writing classroom activity, Interactive computer use is one of writing classroom activities. Strategy here stimulates student to produce good writing. Furthermore Bahr, Nelson, & Van Meter (1996) in Walcot and Wilkie stated that software programs for writing that include word processing and provide specific tools to support writing, such as graphic organizers, have been identified as helping emerging and developing writers. In addition, Modern technology has vastly increased the resources available to anyone who has access to a computer (Manser, 2006: 24)

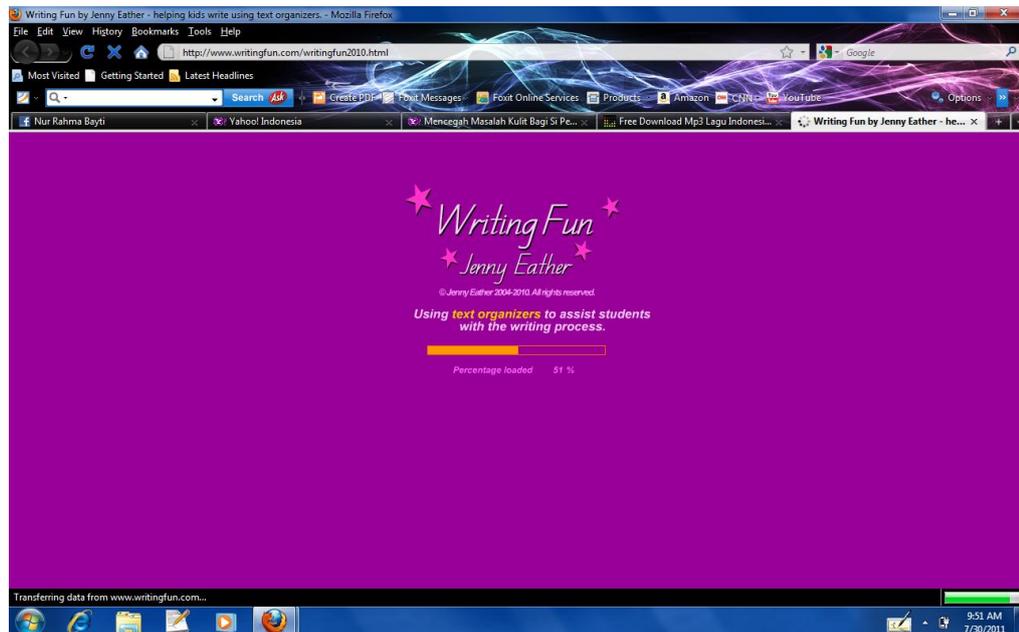
The writing fun stimulates students' quality in text produced. Text product includes words focus, tense, and style of writing. Researcher use writing fun strategy in improving students' writing ability. It provided learners to have capability in writing which use animation display for any sign of language focus that increase creativity in produces good writing.

2.3.2.1. Step of using writing fun by Jenny Eather's website

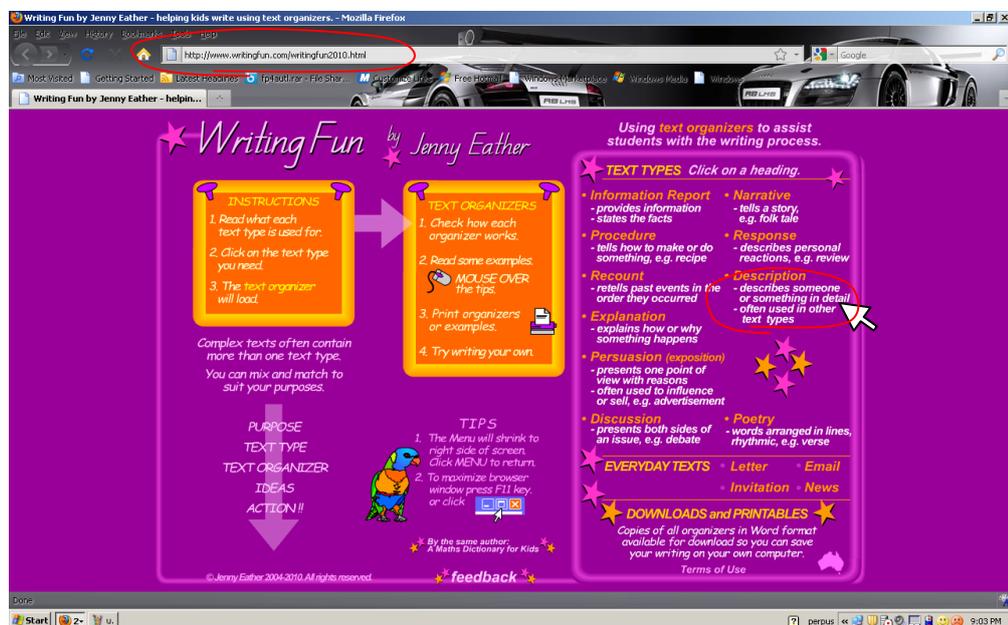
There are some steps to use writing fun application in Jenny Eather's website. They are:

1. Student browse website in addressed;

<http://www.writingfun.com/writingfun2010.html>

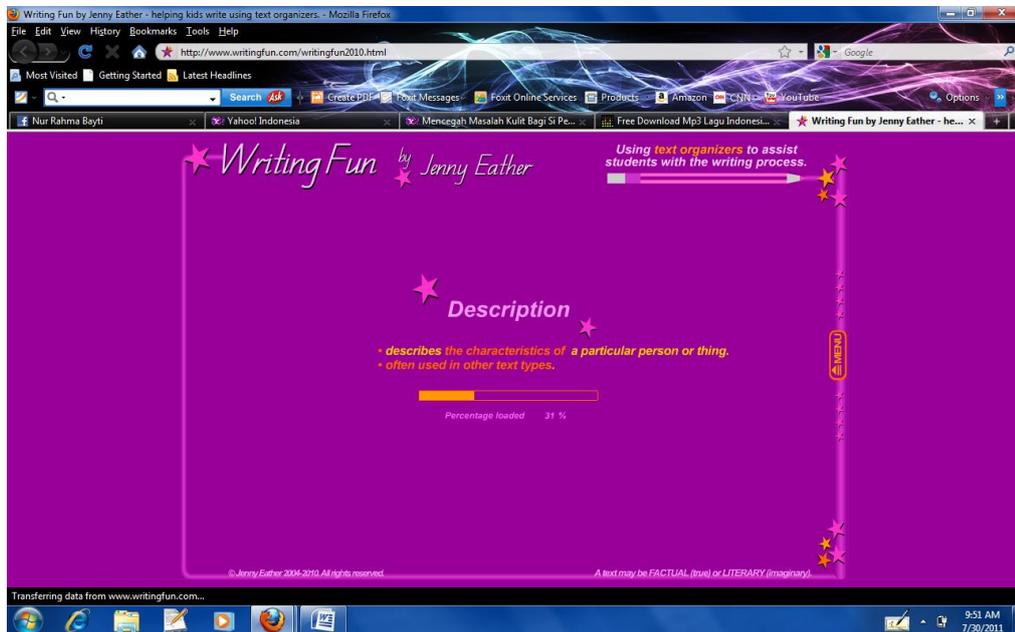


After enter this website, menu displayed the instruction how to use writing fun application. Follow the cursor and click to text type which will be learn. For example; click icon descriptive text.



2. Click icon descriptive text, then application running up to open application in descriptive text. Loading page of descriptive text give any information about

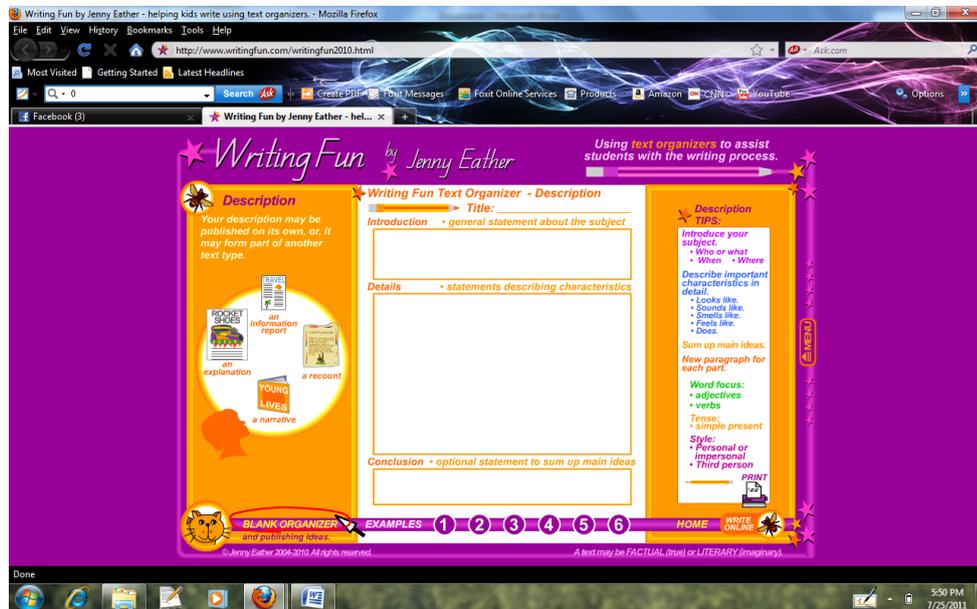
procedure itself.



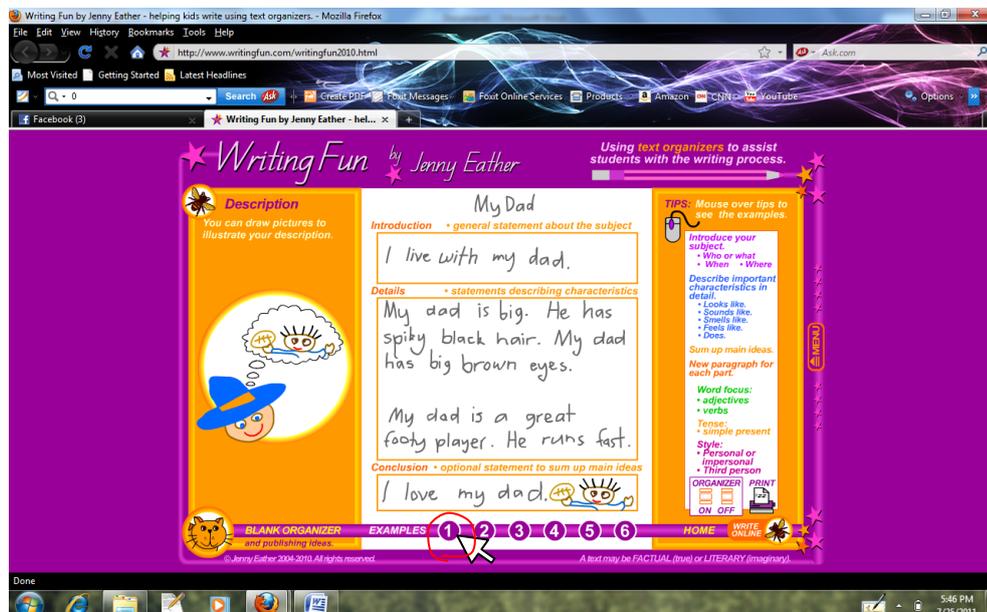
3. Entering descriptive text application. First page of application is showing text organize of descriptive. Explanations of all part of descriptive text include introduction, detail, and conclusion.



4. Click in icon **BLANK ORGANIZER**, then points on box will disappear. On left side, writing fun give suggest to give items in writing display.

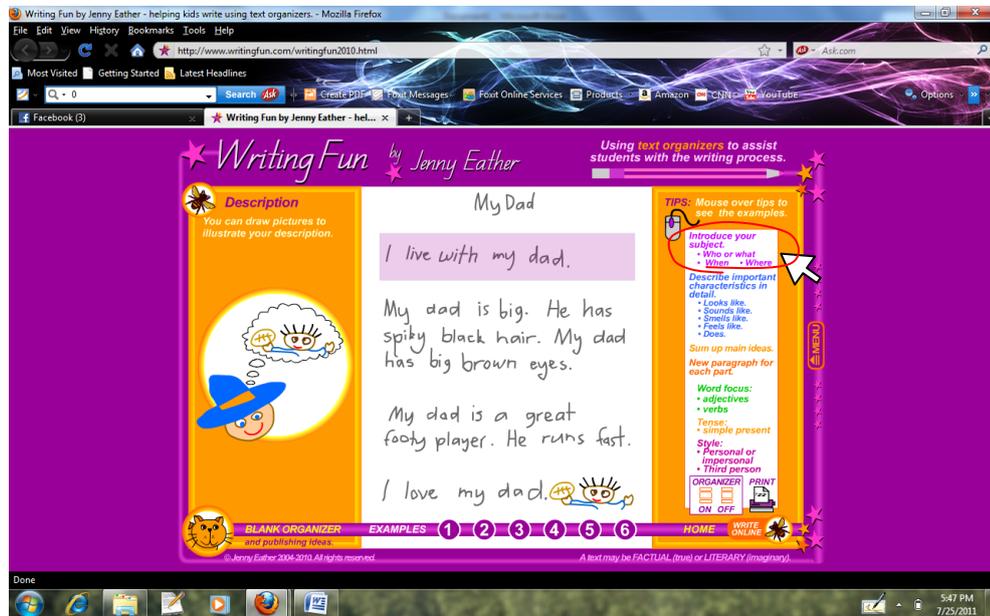


5. Explanation of descriptive text is more complete when add the example of it. Click the cursor in icon number beside icon example in the application.



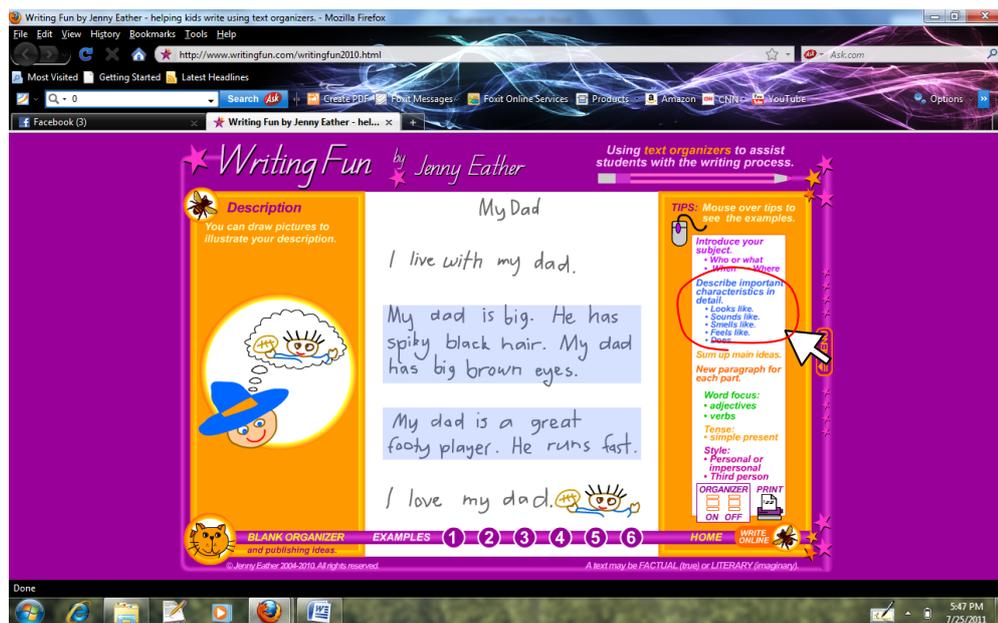
6. Click cursor in descriptive text tips in right side of page; first click icon

Introduce your subject.
 • Who or what
 • When • Where , so in paragraph box will show what the icon's function in block of color what icon means.

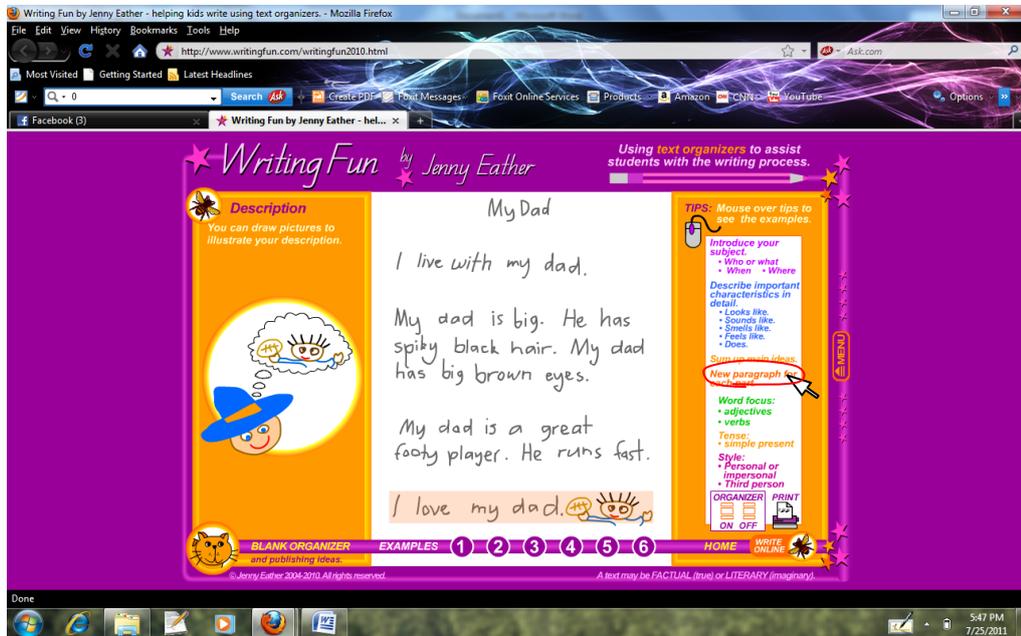


Describe important characteristics in detail.
 • Looks like.
 • Sounds like.
 • Smells like.
 • Feels like.
 • Does.

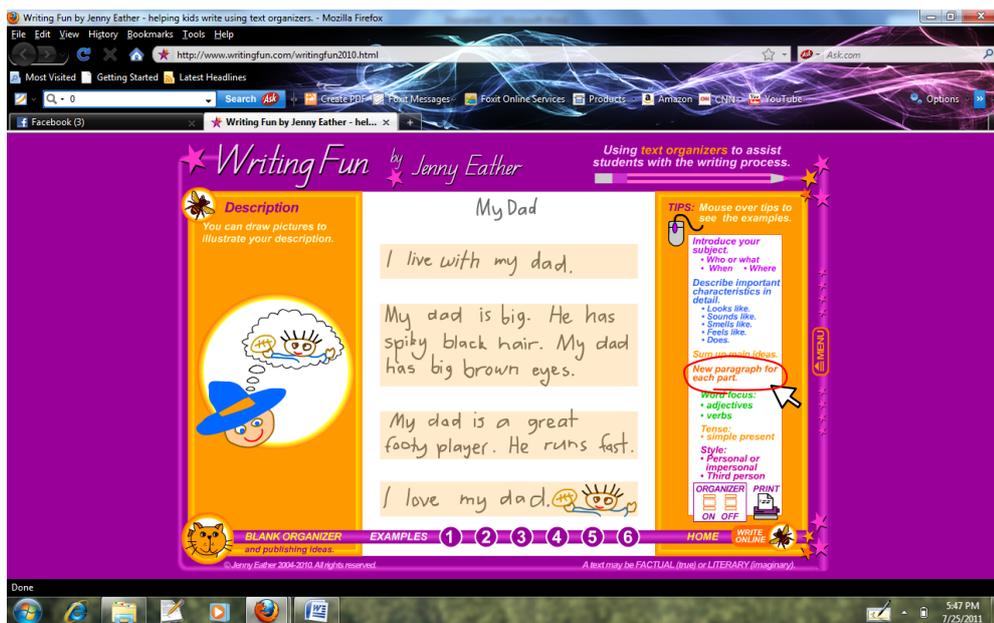
7. Second click icon , so in paragraph box will show icon's function in blocked color.



8. Third click icon **Sum up main ideas**, so in paragraph box will show icon's function in blocked color.



9. Fourth click cursor in icon **New paragraph for each part**, so in paragraph box will show icon's function in blocked color.



10. Fifth click the cursor in icon **Word focus: adjectives**, so in paragraph box will show any

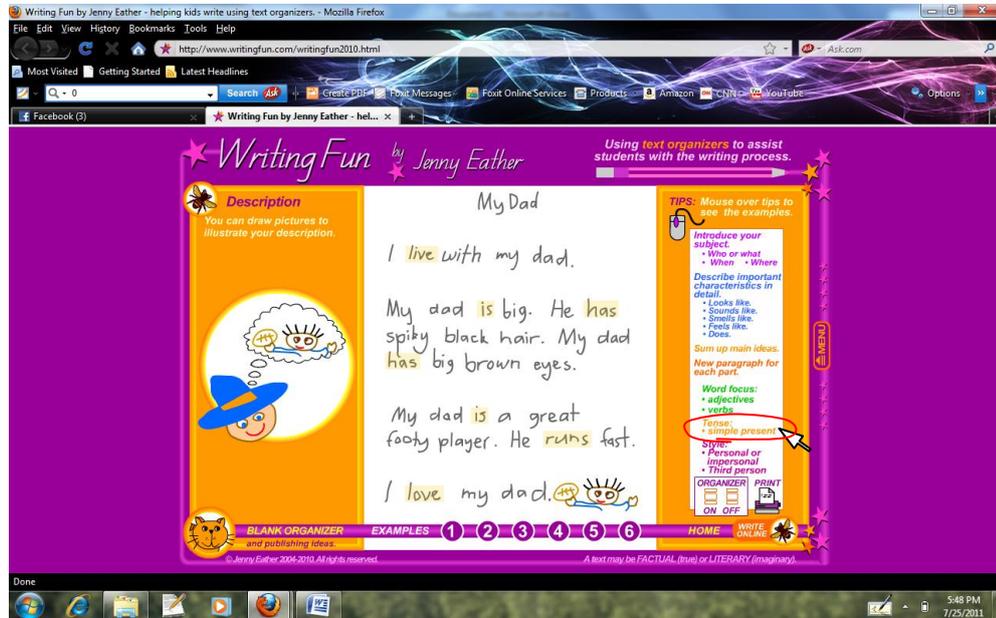
word in focus that showed in color block.

The screenshot shows a web browser window displaying the 'Writing Fun by Jenny Eather' website. The page is titled 'Writing Fun by Jenny Eather' and has a subtitle 'Using text organizers to assist students with the writing process.' The main content area is a writing organizer for the topic 'My Dad'. It includes a 'Description' section on the left with a drawing of a boy's face and a blue hat. The central text area contains the following paragraphs: 'I live with my dad.', 'My dad is big. He has spiky black hair. My dad has big brown eyes.', 'My dad is a great footy player. He runs fast.', and 'I love my dad.' The right side of the organizer has a 'TIPS' section with a 'Word focus: adjectives' highlighted in a red circle. Below the tips are buttons for 'ORGANIZER ON OFF' and 'PRINT'. The bottom of the page has a navigation bar with 'BLANK ORGANIZER and publishing tools', 'EXAMPLES 1 2 3 4 5 6', 'HOME', and 'WRITE ONLINE'.

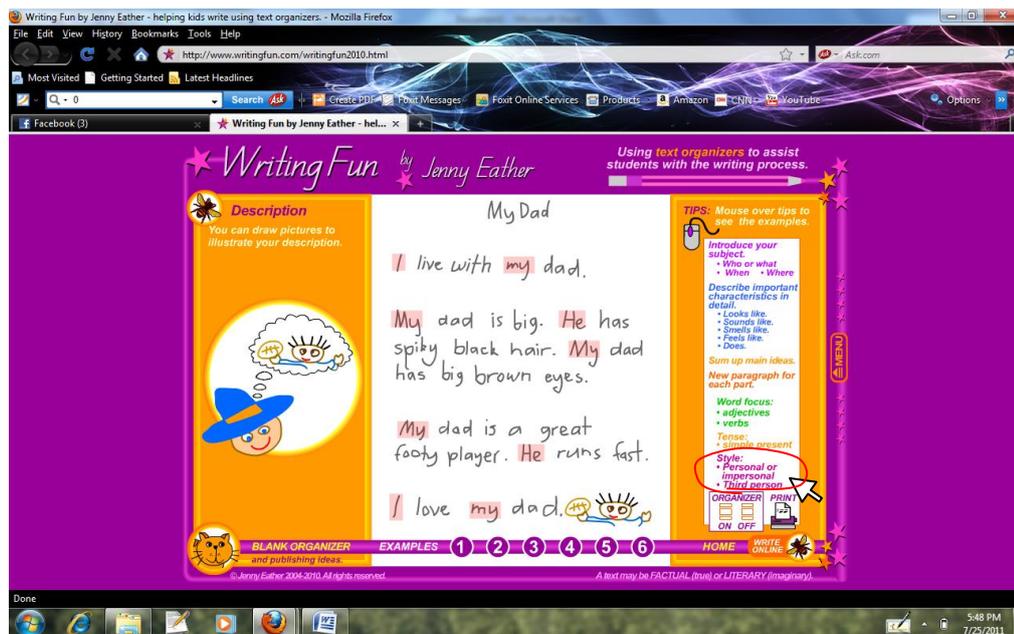
11. Sixth click the cursor in icon **Word focus:**
• adjectives
• verbs, so in paragraph box will show what
 verb use in descriptive text.

This screenshot is identical to the one above, showing the same writing organizer for 'My Dad'. However, in this version, the 'Word focus: verbs' option in the 'TIPS' section is highlighted with a red circle and a mouse cursor pointing to it. The text in the central paragraph box remains the same as in the previous screenshot.

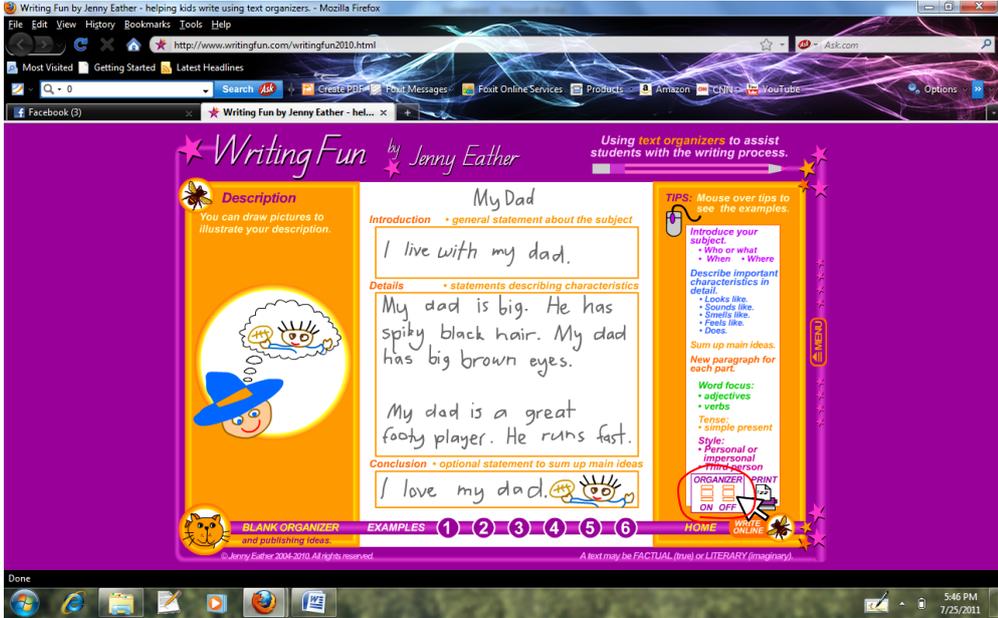
12. Seventh click the cursor in icon **Tense:**
• simple present, so in paragraph box will show what tense use in descriptive text.



13. Eighth click the cursor in icon **Style:**
• Personal or impersonal
• Third person, so in paragraph box will show what writing style use in descriptive text.



14. For addition, user able to click icon  , so in box will show the margin in every part organize text in descriptive writing.

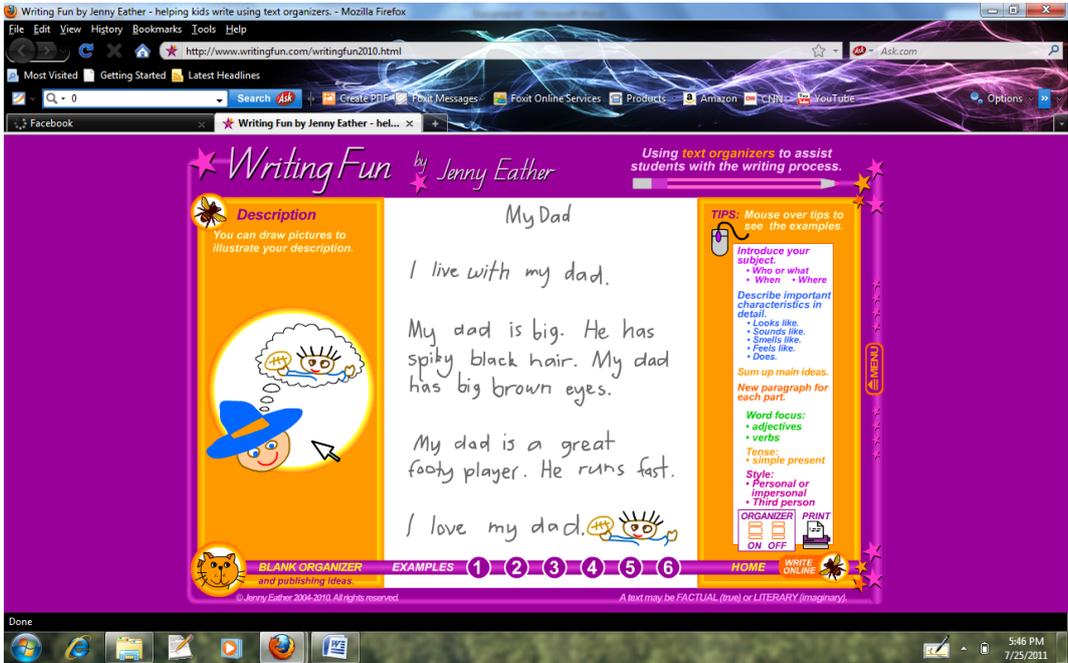


The screenshot shows a web browser displaying the 'Writing Fun' website. The page title is 'Writing Fun by Jenny Eather' and the subtitle is 'Using text organizers to assist students with the writing process.' The main content area is titled 'My Dad' and contains a text organizer with the following sections:

- Description:** You can draw pictures to illustrate your description. (Includes a drawing of a boy's face with a blue hat and a thought bubble containing a drawing of a man's face.)
- Introduction:** general statement about the subject. (Text: 'I live with my dad.')
 - Word focus:
 - adjectives
 - verbs
 - Tense: simple present
 - Style: Personal or impersonal, Third person
- Details:** statements describing characteristics. (Text: 'My dad is big. He has spiky black hair. My dad has big brown eyes.')
 - Word focus:
 - adjectives
 - verbs
 - Tense: simple present
 - Style: Personal or impersonal, Third person
- Conclusion:** optional statement to sum up main ideas. (Text: 'My dad is a great footy player. He runs fast. I love my dad.')
 - Word focus:
 - adjectives
 - verbs
 - Tense: simple present
 - Style: Personal or impersonal, Third person

At the bottom of the page, there are navigation links: 'BLANK ORGANIZER and publishing ideas', 'EXAMPLES 1 2 3 4 5 6', 'HOME', and 'WRITE ONLINE'. A copyright notice at the bottom reads '© Jenny Eather 2004-2010. All rights reserved.' and a disclaimer states 'A text may be FACTUAL (true) or LITERARY (imaginary)'.

15. In left side of page, user gets more tips for the descriptive text.



This screenshot is identical to the one above, showing the 'Writing Fun' website with the 'My Dad' text organizer. The layout and content are the same, including the 'Description' section with a drawing, the 'Introduction', 'Details', and 'Conclusion' sections with their respective text and word focus/tense/style information, and the navigation links at the bottom.

16. Another example of descriptive text, user able to click icon **2**, **3**, **4**, **5**, and **6** to more detail example provided.

Writing Fun by Jenny Eather - helping kids write using text organizers. - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.writingfun.com/writingfun2010.html

Search Ask Create PDF Post Messages Foxit Online Services Products Amazon CNN YouTube Options

Facebook (2) Writing Fun by Jenny Eather - he...

Writing Fun by Jenny Eather

Using text organizers to assist students with the writing process.

Description

You could have a **RED BADGE DAY** for charity.

Use your descriptions as ideas for posters and badges.

STOP

RED BADGE DAY tomorrow

REMEMBER your badge

Red

Red is the warmest colour in the world.
Red is the colour of being born.
Red is the colour of our hearts.

Red can look like fires and sunsets.
Red can look like lava as well.

Red can smell like roses or roasts.
Red can smell like racing cars too.

Red can taste like chillis or capsicum.
Red can taste like strawberries too.

Red can feel like trouble or anger.
Red can feel like embarrassment too.

Red is the life in me.
Red is my blood.

TIPS: Mouse over tips to see the examples.

Introduce your subject.

- Who or what
- When
- Where

Describe important characteristics in detail.

- Looks like
- Sounds like
- Smells like
- Feels like
- Does

Sum up main ideas.

New paragraph for each part.

Word focus:

- adjectives
- verbs

Tense:

- simple present

Style:

- Personal or impersonal
- Third person

ORGANIZER PRINT ON OFF

BLANK ORGANIZER and publishing ideas.

EXAMPLES 1 2 3 4 5 6 HOME WRITE ONLINE

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Done

5:49 PM 7/25/2011

17. If user clicks those icons, there are others example displayed.

Writing Fun by Jenny Eather - helping kids write using text organizers. - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.writingfun.com/writingfun2010.html

Search Ask Create PDF Post Messages Foxit Online Services Products Amazon CNN YouTube Options

Facebook (2) Writing Fun by Jenny Eather - he...

Writing Fun by Jenny Eather

Using text organizers to assist students with the writing process.

Description

What other favourite book characters could you describe?

PURR PURR PURR

Wild Thing

Our class read the book *Where the Wild Things Are* by Maurice Sendak. We had to draw and describe a Wild Thing of our own.

Wild Thing is covered in thick, grey fur. He has big hands with fat claws and long, scaly feet. He has horns and droopy ears. He is taller than a tree and wider than a bed.

Wild Thing growls and roars, screeches and howls, snuffles and grunts, purrs and snores in his sleep.

When you sit in his lap he feels like a bean bag and smells like a rainforest. He is really very shy and he likes me to read stories to him at bedtime.

He's staying with us while his mum has the new baby. He's sleeping in my room. My Wild Thing is awesome.

TIPS: Mouse over tips to see the examples.

Introduce your subject.

- Who or what
- When
- Where

Describe important characteristics in detail.

- Looks like
- Sounds like
- Smells like
- Feels like
- Does

Sum up main ideas.

New paragraph for each part.

Word focus:

- adjectives
- similes

Tense:

- simple present

Style:

- Personal or impersonal
- Third person

ORGANIZER PRINT ON OFF

BLANK ORGANIZER and publishing ideas.

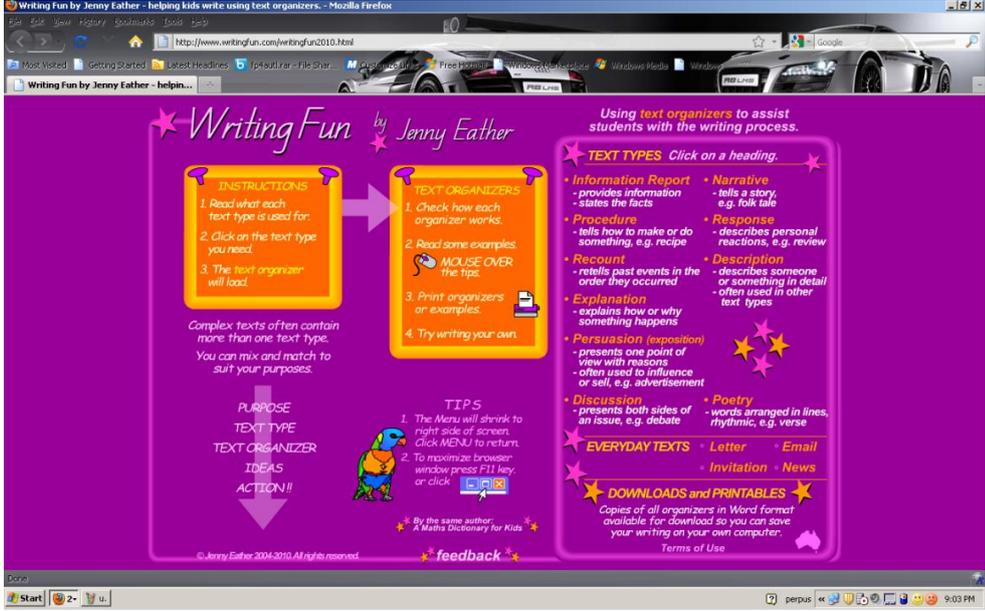
EXAMPLES 1 2 3 4 5 6 HOME WRITE ONLINE

© Jenny Eather 2004-2010. All rights reserved. A text may be FACTUAL (true) or LITERARY (imaginary).

Done

5:49 PM 7/25/2011

18. After exploring the whole about descriptive text, user able to click icon  to going to menu page



Writing Fun by Jenny Eather

Using text organizers to assist students with the writing process.

TEXT TYPES Click on a heading.

- Information Report** - provides information - states the facts
- Procedure** - tells how to make or do something, e.g. recipe
- Recount** - retells past events in the order they occurred
- Explanation** - explains how or why something happens
- Persuasion (exposition)** - presents one point of view with reasons - often used to influence or sell, e.g. advertisement
- Discussion** - presents both sides of an issue, e.g. debate
- Narrative** - tells a story, e.g. folk tale
- Response** - describes personal reactions, e.g. review
- Description** - describes someone or something in detail - often used in other text types
- Poetry** - words arranged in lines, rhythmic, e.g. verse

EVERYDAY TEXTS Letter • Email • Invitation • News

DOWNLOADS and PRINTABLES Copies of all organizers in Word format available for download so you can save your writing on your own computer. Terms of Use

INSTRUCTIONS

1. Read what each text type is used for.
2. Click on the text type you need.
3. The text organizer will load.

Complex texts often contain more than one text type. You can mix and match to suit your purposes.

TEXT ORGANIZERS

1. Check how each organizer works.
2. Read some examples.
3. Print organizers or examples.
4. Try writing your own.

TIPS

1. The Menu will shrink to right side of screen. Click MENU to return.
2. To maximize browser window press F11 key, or click.

PURPOSE
TEXT TYPE
TEXT ORGANIZER
IDEAS
ACTION !!

By the same author: A Maths Dictionary for Kids

feedback

2.4. Review of Previous Study

This research has related problem to previous study. The previous study is made by Walcot and Wilkie (2006) Teaching with “Write Brain”: Writing Software to improving writing ability. In “Write Brain” gives significantly result to improve students’ writing ability. The conclusion here, similarities of “Write Brain” and “Writing Fun” is the writing software media for writing activity. The researcher is interested used writing software to improve writing ability. So the researcher decided “Writing Fun” by jenny Eather’s website as media to improve students’ writing ability.