

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to present the review of related literature of this study. Here, the writer divides this chapter into two sub chapters, they are: the meaning of writing skill and the meaning of diary writing. In the first sub chapter, the writer is going to show the definition of writing, the importance of writing, and the writing technique. Also, in the end of the first sub chapter, the classroom writing activities is going to be appeared. For the second sub chapter, the writer is going to present the meaning of diary writing. Here, the definition of diary writing, the advantages of diary writing and how to apply the diary writing technique in writing class are stated.

2.1. The Meaning of Writing Skill

2.1.1 Definition of Writing

There are four language skills in English that must be mastered by the students, they are listening, speaking, reading, and writing. Also, there are some elements of English such as structure, vocabulary, and pronunciation. All of them are very important and needed to be mastered in learning English.

Writing is not an easy skill to be mastered however. For being able to master this skill, students should have ability in understanding and knowing well about all of language components, such us grammar, vocabulary, and so on. Also, students still need much more ability for making their writing better, such as ability in knowing how to arrange a sentence, how to make a good paragraph, and

others. Thoechos (2000: 36) says, “Non-native writers may not have enough ideas to write down or, even worse, they have nothing to say.”

From that statement, writing is complicated however. A student who has a good ability in English spoken language does not always mean that he can write well. Special ability is needed for the writer in order his writing being interesting and being able to interest the readers. Writing itself, has many definitions, they are: Florian Culmas (2003:1) He said that at least six meanings of ‘writing’ can be distinguished a system of recording language by means of visible or tactile marks the activity of putting such a system to use the result of such activity, a text the particular form of such a result, a script style such as block letter writing artistic composition a professional occupation. Jodih Rusmajadi (2010: 229) Writing is a complex process in which the writer explore from many ideas and consideration then make them be a concrete, Hamp-Lyons (2006: 2) Writing is a personal act in which take ideas or prompts and transform them into self-intrated. Hornby (1995: 1383) Writing is the activity or occupation of writing; written works; the general activity or skill of writing; written or printed words.

From those following definitions, the writer is able to conclude that writing is all activities in which someone expresses his/her ideas in a written form, needed for the write in order his writing being interesting and can interest the readers.

2.1.2 The Importance of Writing

English as an international language is very needed by many people for communication. One of the communication forms is writing. The role of writing in this century is very important in many aspects. Rodman (1974: 303) says

“writing is one of the basic tools of civilization. Without it, the world as people know could not exist.” This skill, then, becomes an important skill to be learned because it will be useful for the students in the future. This statement is supported by Glazier. Glazier (1994: 3) contends, “Being able to write in English is essential in college, and it probably will be an asset in your career.”

Rogers (2005: 3) stated that writing is one significant cultural accomplishments of human being. It allows people to record and convey information and stories beyond the immediate moment. Writing allows the people to communicate at a distance, either at a distant place or at a distant time. With writing, someone can supplement his own memory. Someone can record much longer texts than people could ever hope to memorize. The written text is also less fallible than human memory. With written records and manuals, someone can create a much more complex society than would otherwise be possible. By keeping records of weather observations, meteorologists are able to discern patterns, allowing him to predict the coming weather. A manual allows an appliance to be repaired. Writing creates not only a more complicated society, but as some have argued, a more just society.

Writing itself is very often needed in formal as well as informal testing. Practically, writing is still used in educational activity, for instance, a number of students are in class to get their written test. Kasihani (2007: 69) supported the statement above by saying:

“Writing skills need to be learned because it is an important part of language learning and will be beneficial to students”

Nowadays, some of the more important functions of writing that are able to be deduced from the way it is used in modern literate societies. Flourian Coulmas (1989: 11-4) stated at least six functions of writing, they are:

- a) The most obvious function of writing is memory supportive (Goody 1977: 78; Ong 1982:96). This function is also called the *mnemonic function*. If an event is recorded in writing, however, it can be 'recalled', more or less exactly, forever. History becomes possible thanks to the mnemonic function of writing, as well as the accumulation of knowledge.
- b) Writing enables communication over any distance in space or time (Street 1984: 20). This function will therefore be referred to as the *distancing function*. Writing, in this case will be able to save the message sent by the sender, so the receiver will have it as a document.
- c) By distancing the message from the sender and making it available to others or the originator at a later time, the medium of transmissions comes to the fore. More obviously than its oral counterpart, which disappears as soon as it materializes, the written message assumes the qualities of an object. This function may be called *reifying function* of writing. The spoken word is ephemeral and spontaneous in its very essence. In writing, on the other hand, words become stable and tangible. As objects in their own right they become, moreover, depersonalized.

- d) Another aspect of the permanence of writing is its potential for regulating social conduct (Levi-Strauss, 1995: 354). This is *the social control function*. The nations of law and right, of standard and correctness, are closely linked with writing. It is, after all, the letters of the law. Writing also serves as a means of social control in a very concrete and technical sense through registering the members of a community for purposes of taxation, military draft and voting. One's identity is certified in writing. To a large extent one's entire social existence depends on written records. Yet another side of the social control function of writing is related to language, and people know that language behaviour is a part of social conduct.
- e) A somewhat derived function of writing is *interactional*. By liberating linguistic communication from the constraints of speech, writing makes possible novel kinds of coordinated action. Letters and wills are directed at particular addressees whose behaviour is influenced by the message they convey. Similarly, instruction manuals, recipes, style sheet, etc., directed at an unspecified readership, serve to regulate behaviour. Whereas coordinating interaction by means of speech presupposes the presence together of speaker and listener(s), it may be mediated and achieved indirectly where writing is available.
- f) Finally, *the aesthetic function* of writing is mentioned. The very word literature is self-explanatory in that it refers to the medium of verbal art (Ong, 1982: 10). Yet some genres, such as novel and

drama, and certain kinds of poetry, too, are quite unthinkable without writing. Moreover, the medium itself is cultivated and can be turned into the highly sophisticated art of calligraphy which, by making a verbal message beautiful to look at, appeals both to the intellect and the sense of visual beauty.

2.1.3 The writing techniques

Suyanto (2008: 69) divided writing techniques into four categories, they are: copying, guided writing, substitution writing, and free writing. All of those are good for being applied in the writing class, but teachers should adjust the technique with the class condition and they should think much about their students' ability in English. If a technique is not appropriate to be applied do not force to still use that technique, because it will make the students difficult in mastering their writing class.

a. Copying

Copying technique is usually applied and used for lower level, especially for the young learners who just learn about the English language. In this case, students are able to pronounce a word but they are difficult in writing it, because we know that the pronunciation of a word is different from its spelling. Here, teacher gives some sentences and then ask the students to copy it.

For example:

I like fruits.

I like apples, bananas, mangoes and grapes. I do not like pineapples. But my sister, Nia, likes pineapples very much.

This technique is going to exercise the students to be more carefully in finishing their writing assignment while looking at the punctuation.

b. Guided Writing

In this technique, teacher asks students to fill the missing words that are served by the teacher. Sometimes teacher gives guided writing in a dialog and sometimes in a given text, it depends on the teacher.

This activity also can be applied by giving dictation to the students and then asking them to fill the sentence with their own words (Scott and Ytreberg, 2003: 73)

For example:

Complete this letter!

Dear

Are you free on?going to the

c. Substitution Writing

This writing technique is similar to copying one. The difference is, in this technique teacher asks students to change some parts of a sentence.

This technique can help students be a critical writer next.

For example:

I like ice cream.

(Change the underlined word with “Jimmy”)



Jimmy likes ice cream.

Here, students should be critical to change *like* to *likes*, because subject “Jimmy” uses verb “likes” not “like.

d. Free Writing

This technique is the most complicated one. This is not appropriate to be applied in a lower level. In using this technique, teachers should be sure that their students have understood enough about the English language itself and also about its language components, such as grammar, vocabulary, and so on. In this case, teacher let the students to write whatever that they want. But teacher still gives instruction and helps students when they get difficulties in finishing their writing. In order students can understand well, teacher should give a clear instruction and if it is needed, teacher can gives an example of writing material that is being learned.

For example: A teacher asks students to write a recount text. Here, the teacher gives an example about essay outline with a topic “My Unbelievable Experience”.

2.1.4. The Writing Classroom Activities

There are some activities that are able to do in writing class. In choosing the activity the teachers should be wise by thinking about the students' ability, the classroom's situation and the classroom's condition, in order the students are able to receive the writing material well. Gebhard (2000: 225-235) mentioned a variety of writing activities those students are able to do, they are: composition writing, language-play writing, newsletter writing, pen pals, and dialogue journal writing.

a) Composition Writing

In this activity, the teacher has students write short stories; descriptions of people, places or objects; comparisons; elaborate definitions; arguments; or more. Then, the teacher gives a composition assignment, such as to write about the character of a well-known person, and the teacher focus on vocabulary and grammar able to be used to complete the assignment. When the assignment is completed, the teacher reads and gives mark the errors, in order the students are able to fix it and do not do the same wrong in the next writing.

Here, the teacher's role is to provide chances for students to develop work-able strategies for getting started (finding topics, generating writing ideas, focusing, planning content, and organization), for drafting (working through multiple drafts), for revising (deleting, adding, recognizing, modifying), and for editing (working out problems with word choice, grammar, and sentence structure).

b) Language-Play Writing

Some teachers use language-play activities in writing classes. Such activities are able to be fun and engage students in writing. There is a great number of language-play writing, absolutely. One activity is called “Name Poems”. Here, the teacher asks the students either alone or in group to create a poem based on a name. They either are given or select the name of a thing or a person. The students then write the word vertically on a piece of paper.

Another activities called “How does it end?” activity. The teacher has the students read the first part of a short story. Then the teacher asks them to complete the end of the story because the teacher cuts the end of the story off. During the next class the teacher has the students read each other’s ending. After having students read their ending to the class, the teacher reads the author’s ending, sometimes amazed at how close some individuals came to match the author’s ending, as well as appreciating the creative, and sometimes more interesting, endings of the students.

c) Newsletter Writing

Some classes engage students in publishing their own newsletters. Such newsletters come out once a semester or few months. The newsletter is able to include students’ creative writing, for instance, short stories, poetry, or an editorial. They might also include announcements, test stud schedules, and others. Teachers usually try to have as many students as possible contribute their writing and participate in the production of the newsletter.

d) Pen Pals

Another way to provide a genuine writing experience for students is through pen pals. There are a number of pen-pal organizations, and it is possible for the teachers to establish their own pen-pal connections, for example, establishing a pen-pal relation between students in different country.

This activity is able to be used in specific days (e.g. Once every two months). Students are able to bring letters they got from their pen pals to class and read them to classmates. Class time is able to be spent for writing back letters to their pen pals, and spontaneous lessons on grammar, punctuation, spelling, and more can result.

e) Dialogue Journal Writing

A dialogue journal is a written conversation between two or more people. Through the use of notebooks or computers, these people write back and forth to each other on a regular basis, on topics of their choice.

f) Diary Writing

In this activity, the students write their own feelings, thoughts, and experiences in a diary book. In a certain time, the students are going to show their diary book to the teacher. Here, the teacher is going to fix the mistakes made by the students. Mostly, the mistakes are about the structure of the sentences.

2.2. The Meaning of Diary Writing

2.2. Definition of Diary Writing

Whereas classroom writing is an essential academic requirement, writing outside the classroom can be a useful tool to enhance writing skill (Chandrasegaran, 2002: 14). One way to practice writing at home is keeping a diary book. Diary itself comes from the Latin *diarium* ("daily allowance," from *dies* "day"), found more often in the plural form *diaria* (<http://en.Wikipedia.org/wiki/diary>) accessed on 5th november 2011. In other words, A diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. This statement then is supported by Arthur Ponsonby (1923:1) who is said "a diary, that is to say the daily or periodic record of personal experiences and impressions." He stated that diary writing was within the reach of every human being who could put pen to paper and no one was in a more advantages position than anyone else for keeping a diary.

A diary is different from an autobiography. Here, the relation of events at the moment and in the events is trimmed into a unified whole more often than not with a view to publication (Ponsonby, 1923: 2).

There is no one proper way to keep a diary. Some people choose to utilize a diary as a means of recording day to day events, sometimes nothing experiences that were out of the ordinary. Other people choose to write in a diary only when something new and exciting occurs in their lives. While not a daily recitation of events, the diary does provide a means of preserving memories associated with

important happenings, such as births, deaths, marriages, promotions and other experiences that are likely to be of importance even after many years have passed.

2.3 Improving Students Writing Skill

“When students write more frequently,” says Douglas Reeves in the Center for Performance Assessment’s newsletter, “their ability to think, reason, analyze, communicate, and perform on tests will improve. Writing is critical to student achievement.” The newsletter goes on to quote a recent Carnegie Corporation meta-analysis of strategies for improving students’ writing:

1. Teach strategies. “Explicitly and systematically teaching steps necessary for planning, revising, and/or editing text” has a 0.82 effect size, says the study.
2. Teach summarization. When students are taught and frequently practice distilling the essence of a piece of writing, the effect size is 0.82.
3. Have students write collaboratively. When students work in pairs or small groups to plan, draft, revise, and edit their compositions, the effect size is 0.75. Cooperative writing is especially helpful for low-achievers.
4. Set goals. Telling students the purpose of writing assignments and assigning students specific, reachable goals for their writing has an effect size of 0.70.

5. Use word processing. Allowing students to word-process their writing is helpful at every stage of the writing process and has an effect size of 0.55. It's especially beneficial for struggling writers.
6. Practice sentence-combining. Teaching students to construct more complex and sophisticated sentences from shorter, simpler material enhances the quality of writing; it has an effect size of 0.55.
7. Use prewriting. Having students create a prewriting organizer before their first draft improves the quality of writing and has an effect size of 0.32.
8. Use inquiry activities. "Involving students in writing activities designed to sharpen their inquiry skills improves the quality of their writing," says the Carnegie study. It has an effect size of 0.32.
9. Use process writing. "Emphasizing real audiences, extending opportunities for writing, and providing opportunities to self-reflect" are key to improving writing, and have an effect size of 0.32.
10. Look at exemplars. It helps when students look at models of good writing in different genres and consciously emulate them in their own writing. But if students read exemplars quickly and superficially, it doesn't help. "Instead, students need to tear the examples apart until they can identify the specific tools the writer used to build the strong piece of writing," says the study.
11. Write in the content areas. Writing in social studies, science, and math is helpful, with an effect size of 0.25.

2.4 The Advantages of Diary Writing

By keeping a diary, students are going to get many advantages. One of them is being able to improve their writing skill. Lagan (2000: 14) writes “Writing a journal will help you develop the habit of thinking on paper and show you how ideas can be discovered in the process of writing.” A diary, however, may simply serve to enable the writer to take a detached point of view of himself which will be helpful (Ponsonby, 1923: 3). In addition, keeping a diary also has these additional advantages:

a) Memory

By noting down the day's events in a diary every night, the students are forced to jog their memories as they recall the events of the day. This exercise keeps the brain sharp and active, and it also increases memory. In fact, sitting down every evening and recalling the events of the day are a yogic exercise.

b) Privacy

Making sure that the students know that their diaries are their private property, and no one has the right to read it. In this manner, the teacher will be inculcating a respect for privacy in your students. They learn that just as the teacher's privacy is respected, so also they will need to respect other people's right to privacy.

c) Honesty

Keeping a journal also encourages honesty, because rarely do people lie to their diary. Letting the students know that there is really no point in lying as no one will be reading their diaries but for themselves.

d) Discipline

Sitting down every night and writing a page or two in the diary is a discipline by itself. Random writing every once in a while naturally does not lead to discipline, but it does lead to some great memories. But if the students are regular with their writing, they are likely to be regular with other matters as well (http://www.indiaparenting.com/raising-children/253_1371/diary-writing.html) retrieved on 28th November 2012..

2.5 How to Apply the Diary Writing Technique in the Writing Class

There so many efforts which have been done for developing students' writing skill. One of them is by giving an assignment to the students for writing their activities in a diary book. By giving that assignment hopefully the students' skill in writing is able to develop well because similar to other skills in life, writing is learned by writing.

Doing this activity, the teacher should think as creative as possible in order the students are interesting to write their activities, feelings, or experiences. Teacher's motivation is also needed in this case, so the students are going to have a high spirit in doing this activity.

<http://www.teachervision.fen.com/writing> accessed on 5th November

2011 is going to give some procedures that are able to apply in giving the diary writing assignment in writing class:

- a) Telling the class they are going to make their own diaries. The diary is the real-life record of a young girl or boy's thoughts, feelings, and experiences over a particular time period.

This step is for giving the students clear understanding about what they will do in their writing class.

- b) Telling the class they are going to be listening to or reading excerpts from one more diaries.

This step is much needed because by giving other's diary, the students are able to get the moral value of one's story and it is going to be a good motivation for them.

- c) As the teacher reads to the students, or asks the students read to themselves, has them note the personal details that the writer includes in the diary.

This note next is able to help the students in transferring their ideas on a diary book. Also, from this note, the teacher is able to know the students' understanding toward the diary.

- d) Then, telling the students that they will be writing their own diaries as a week-long (or year-long) project.

The teacher might provide class time for journal writing or assign it as homework. Then, the teacher asks the students to think of these diaries as a way to freely explore their thoughts and feelings while also creating a source of ideas for their writing. Also, reminding them that their diaries should contain the details that may seem unimportant at first, but which add to the reader's appreciation and understanding of the writer. They should also date each diary entry.

e) The teacher gives the students some ideas for their first diary entries, presents the following writing prompts and tells students they will have 5 to 10 minutes to write. The teacher directs the students to try to write nonstop and avoid erasing. Most students will be comfortable beginning with short, sustained writing times, building up to longer times as their fluency increases. Some good prompts for beginning diary entries include:

- a) What I did last weekend (or hope to do this weekend)
- b) My experiences in the school cafeteria this week, for better or worse
- c) What really makes me frustrated or mad, and why
- d) What really makes me laugh
- e) How I spend my spare time
- f) My best memory ever
- g) Inside my head today
- h) A typical day in my life at school

- f) The teacher can help motivate students to write in their diaries by writing in his/her own diary and sharing it.