CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter discusses about some theories related to the study. They are writing and PJBL *(Project Based Learning)* to support of the study. It cover writing and PJBL *(Project Based Learning)* and Cause and Effect.

1. Writing

It discusses about definition of writing, characteristics of written language, and the process of writing.

1. Definition of Writing

Writing is a productive skill that people have to master. According to Meyers (2004), writing is an approach to deliver a language which you do normally when you talk. Writing is one method of passing on something to others through writings or texts. It becomes complicated in light of the fact that we have to focus on the principles, not quite the same as talking ability as the other productive skill.

Brown (2001), stated that a writing is a product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put then cohesively into a written text, how to revise a text for clear meaning, how to edit a text for appropriate grammar, and how to produce a final product.

2. Characteristics of Written Language

Written language has some characteristics. According to Brown (2001), there are seven characteristics of written language.

a. Performance

Written language can be read and reread for commonly. Writing works, for example, scholarly works, important documents, and letters from numerous years back still can be perused at present.

b. Production time

The creative cycle needs a lot of time to design, edit, and revise writing before at long last it is done.

c. Distance

Between the reader and the writer, there is a separation both in existence that bound them in arranging significance and message. Thus, the reason and the crowd must be arranged well to limit diverse of feelings between the reader and the writer.

d. Orthography

Written language is supported by the use of orthography so as to send the message as the job of pressure, inflection, pitch, volume and delaying in talking. For example, the use of an exclamation mark is to express surprise. Then a question mark is used for questions.

e. Complexity

Written language is characterized by the use of longer provisos and more sub ordinators that make the composed language complex. However, a bit of writing

which has numerous more drawn out provisos and more subordinators are not generally considered as a decent item. Brief, clear, and significant sentences are really required, and those, along these lines are written in high multifaceted nature.

f. Vocabulary

Written language needs a high variety of vocabulary. The recurrence of word redundancy is controlled so as to make a bit of writing additionally intriguing, finding another equivalent for a word is one approach to do this.

g. Formality

Written texts are normally formal as a result of the social and social employment. It limits the misconception which is brought about by language assortments in the public arena. Convention is considered as an understanding for all individuals of various social orders.

These characteristics of written language will be utilized as a manual for build up the scoring rubric. Based on its characteristic English educator could assist their studies with creating a good written either in English as a second language. With the goal that study's writing will be better.

3. The Process of Writing

Richards and Renandya (2002), stated that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, different learning exercises that can bolster the learning specific writing skills are recommended. For example, in the arranging stage, educators can assist their understudies with improving their writing abilities in creating thoughts by giving exercises, similar to brain storming and clustering. The arranged writing encounters for the understudies can be depicted.

a. Planning

Planning or pre-writing is an action of writing that planned to support and animate the studies to write. Since its capacity is to invigorate studies' thoughts, the writing exercises must be set up to give them learning encounters of composing like conceptualizing. According to Harmer there must be three contemplations in this stage. The first is thinking the motivation behind writing. It will impact different highlights, similar to the content kind, language use, and data or substance of the content. The second one is identified with the crowd studies allude to. It will impacts the language decision, regardless of whether they will utilize formal or casual language. The last thought is the substance structure. It is about the arrangement of the content.

b. Drafting

Drafting is perceived as first version production in a writing process. Next, the draft might be altered and amended before turning into a fixed composed work. At this stage, the studies will concentrate on the familiarity of the writing and write

without having a lot of expectation to the exactness of their works. During the way toward writing, they should likewise concentrate on the substance and the significance of the writing. In addition, they might be urged to convey their message to various crowds, for example, peers and different colleagues.

c. Revising

In this stage readers allowed the writer to reflect and revise the works. The studies survey and look at the content to perceive how viably they have conveyed their plans to the reader. Revising is anything but a straightforward movement of checking language blunders however it is done to improve worldwide substance and association of the thoughts so the essayist's expectation is more clear for the reader.

d. Editing

At this stage, the studies are centered around cleaning up their functions as they arranged the last draft to be assessed by the educator. The primary action done by them at this stage is altering their slip-ups on language structure, spelling, accentuation, sentences and phrasing.

The process of writing from planning, drafting, revising and editing may be condensed in a timed writing, but they are addressed, even briefly. Disguising the creative cycle enables understudies to improve "on request" or coordinated article execution. In an expert situation, similar strides in the creative cycle ought to be utilized for introductions and even messages. In logical and specialized settings, where the reason for composing may not be creation inside a constrained time period but instead simplicity of replication, working through the creative cycle is as yet an important exercise. Learning, implementing, and internalizing the writing process helps students to produce effective writing for a variety of purposes including writings that may not proceed through the full writing process.

2. Cause and Effect

It discusses about definition of cause and effect, main point of cause and effect, how to write cause and effect and revise and edit a cause and effect.

1. Definiton of Cause and Effect

   A cause is something or someone that creates an effect, brings about a result, has a consequence, or is the reason for a condition. An effect is a result, condition, or consequence brought about by something or someone. Gaetz (2015) stated that cause and effect writing explains why an event happened or what the consequences of such an event were. A cause and effect paragraph can focus on causes, effects, or both.

2. Main Point Cause and Effect

   When you write a cause and effect paragraph, focus on two main points.

   a. Indicate whether you are focusing on causes, effects, or both. Because a paragraph is not very long, it is often easier to focus on either causes or effects. If you do decide to focus on both causes and effects, make sure that your topic sentence announces your purpose to the reader.

   b. Ensure that your causes and effects are valid. Determine real causes and effects, and do not simply list things that happened before or after the event. Also, verify that your assumptions are logical.

   Illogical: The product does not work because it is inexpensive. (This statement is illogical; quality is not always dictated by price.)

   Better: The product does not work because it is constructed with poor- quality materials.

3. How to Write Cause and Effect

   In Writer's Desk: Warm Up, you will try an exploring strategy to generate ideas about different topics. Imagine that you had to write a cause and effect paragraph about

employee absenteeism. You might brainstorm and think of as many causes and effects as possible.

a. The topic sentence

The topic sentence in a cause and effect paragraph must clearly state whether the focus is on causes, effects, or both. Also, make sure that you have clearly indicated your controlling idea. Read the following examples of topic sentences. Notice that the controlling ideas are underlined

b. The Supporting Ideas

After you have developed an effective topic sentence, generate supporting ideas. When planning a cause and effect paragraph, think of examples that clearly show the causes or effects. Then arrange your examples in emphatic order. Emphatic order means that you can place your examples from the most to the least important or from the least to the most important.

c. The Paragraph Plan

In many courses, instructors ask students to write about the causes or effects of a particular subject. Plan your paragraph before you write your final version. Also, think about the order of ideas. Arrange the supporting details in a logical order. As you make your plan, ensure that you focus on causes, effects, or both.

Example:

Topic SenTence: Smoke-free work zones, implemented for obvious reasons, have had surprising consequences for employees.

Support 1: Smokers stand at entrances to have their cigarettes.

Details:

- drop their cigarette butts on the ground

- heavy smoke at the entrances

Support 2: Smokers take more breaks.

Details:

- need frequent cigarette breaks

- not fair to others who must do extra work

Support 3:   Smoking culture influences nonsmokers.

Details:

- nonsmokers take breaks with their smoking friends

- some nonsmokers become smokers

4. Revise and Edit a Cause and Effect

When you finish writing a cause and effect paragraph, review your work and revise it to make the examples as clear as possible to your readers. Make sure that your sentences relate to the topic sentence and flow together smoothly.

3. Project Based Learning

It discusses about definition of Project Based Learning, benefits of using Project Based Learning, the characteristics of Project Based Learning, and procedure in Project Based Learning.

1. Definition of Project Based Learning

According to Grant (2002), Project Based Learning is fixated on the students and bears students the open door for top to bottom examinations of commendable points.

According to Bell (2010), Project Based Learning (PJBL) is a student as driven, educator as encouraged way to deal with learning. Task Based Learning is an instructional

technique fixated on the student. Understudies expand an inquiry and lead through examination under the instructor management. PJBL is a way to deal with guidance that shows educational program ideas through an undertaking. The project is guided by a request question that drives the investigation and permits understudies to apply their gained information. Moreover, Fried-Booth expresses the meaning of project based learning as understudy focused and driven by the need to make a finished result. PJBL is a means to create an end product in real world environment with confidence and independence.

Moreover, Project Based Learning has several benefits that can improve language skills. According to Fragoulis (2009), as students engage in meaningful communication to complete authentic activities, they have chance to use language in relative natural context and participate in meaningful activities which require authentic language. Solomon (2011), says that project based is a process of learning that students are responsible for their own education. Students work collaboratively to solve problems that are authentic, curriculum based, and often interdisciplinary.

2. Benefits of Using Project based Learning

Project based learning engages students in picking up information and abilities through an all-inclusive request process organized around intricate, real issues and painstakingly planned items and errands. Project-based learning increase the quality of learning and causes to higher-level cognitive development through the students, commitment with intricate and novel issues. Students are presented to a wide scope of aptitudes and capabilities, for example, joint effort, project arranging, dynamic, and time the board through undertaking based learning. Project based learning builds the inspiration of understudies. Educators frequently note improvement in participation, higher class investment, and more noteworthy readiness to do schoolwork.

There are advantages of using project based learning in the study hall. Project based learning has a noteworthy job in creating students target language for genuine purposes. It is in all probability spurring, enabling and testing to language students; it usually results in building learner confidence, self-esteem, and autonomy as well as improving student language skills, content learning, and cognitive abilities.

PJBL can be a connection between using the target language in authentic contexts outside the classroom. Simpson (2011), mentions some benefits to using PJBL in the language classroom. They are:

    a. Gaining language proficiency, self-efficacy and self-esteem.

    b. Using real-life language and experiencing language in meaningful life situations.

    c. Developing motivation, self-confidence and the cognitive domain in second/foreign language learning.

3. The Characteristics of Project based Learning

Project based learning proccess the following features:

    a. Project based learning is an authentic learning.

Project based learning is based on the experiences learning. It enables students to experience relevant and real-world task. According to Markam (2003), and through project-based learning, students are exposed to the real world situations while they complete their project. Project-based learning makes students" learning meaningful as they link their prior knowledge to their current study based on the real situation.

    b. Project based learning is student-centered.

Project based learning focuses on students to be an active learner. It gives

students wide opportunities to discover the solution to the given project using their skills and knowledge. In project-based learning, students are responsible for their own learning. Moreover, through project-based learning, students are urged to plan, complete, and present the task.

c. Project based learning is cooperative.

Through project based learning, students can work together as a group. Project based learning allows students to work collaboratively and cooperatively to solve problems and investigate what they learn. They work together and share resources ideas, resources, and expertise. In PJBL, students are presented to spurring and testing exercises which require coordinated effort just as inspiration.

d. Project-based learning leads to the integration of skills.

PJBL assimilates students' skills and knowledge. Stoller (2002), states that through project based learning, students need to process information from various sources. The tasks given in project based learning also mirrors real life tasks. Project based learning entails students to merge their knowledge and skills to be able to complete the given task. The incorporation of skills is a substantial component of project based learning and should be identified in the project outcomes. Students need to acquire, practice, apply, and extend these skills as part of the project design.

e. Project based learning culminates in an end product.

PJBL results in the tangible product. The result of the product can be shared and shown with others. The products can be in the form of presentation, poster, bulletin board, wall magazine, report, or performance. The value of the product lies both in the final product and in the process of making the product as the project work has a process and product orientation.

From that we can say project based learning is an active technique that help

teacher and students in the teaching and learning process. Project based learning makes students' learning important as they interface their earlier information to their present investigation dependent on the genuine circumstance, and it additionally gives students chance to develop their skills by having a project.

4. Procedure in Project Based Learning

There are five steps in conducting project based learning in the classroom. They are:

a. Lead-in activities

The teacher should create the activity that can be used to present the point.

The activity conducted should help the teacher demonstrate what the students are supposed to do. according to Fragoulis (2009), bridging activities should prepare students for cooperative working, open-ended tasks, communicative language production or they can be used for practicing specific language skills.

In this stage, the teacher and the students examine and decide the ideas, topics and theme of the project. Besides, the teacher and the students also discuss about the due time to end the product.

b. Carrying out the project

After the preparations are done, the students can start to develop the project. Teacher's roles during the development of the project are to monitor and check the progress of the project.

c. Creating the final product

In this stage, the students use their knowledge and abilities to produce something real. Rousova (2008), expressed when the understudies can create a last item, they can increase a feeling of accomplishment that is significant for their inspiration.

d. Evaluation

Assessment alludes to the evaluation of the exercises from members and conversation about whether the underlying points and objectives have been accomplished, execution of the procedure, and last items. In the assessment stage, the educator and the understudies think about the undertaking they have done.

4. Previous Studies

There are several studies related to project based learning to improve students' writing skills. First previous study is the study conducted by Pratomo (2014) aimed at the use of PJBL (Project Based Learning) in teaching writing through collaborative classroom action research. The subjects of his exploration were middle school understudies. The examination was led since he discovered that the understudies' composing capacity was a long way from being good, especially recorded as a hard copy engaging content. In view of the examination, it is discovered that project based learning could viably improve students' writing ability.

Second previous study by Ramires (2014) aimed at the the impact of Project Work and The Writing Process Method on Writing Production. She utilized the contextual analysis can create more human interests as this examination did in light of the fact that it managed the impacts on students' writing creation. This investigation was applied to understudies of third level English, there were 24 studies in the third-level English class. The greater part of them originated from state funded schools and had a place with low pay families. The discoveries were before the execution of undertaking work, studies had a negative recognition about composition. Twenty-nine percent of the studies would not write in the analytic test and the majority of the studies concurred that one of the most troublesome pieces of the indicative test was the composing area. They did not care to write in English since they believed composing and addressing be the most troublesome aptitudes to ace in English. In view of information gathered, four elements were created during the time spent figuring out how to

compose when task work and the creative cycle strategy are actualized: precision, familiarity, integrative language abilities, and a positive observation towards writing.

Third previous study is the study conducted by Ponpoon (2011). The researcher directed the examination in an English course at a Thai college in 2009 to get some answers concerning understudies' sentiments towards the execution of project based learning in English language class and how project based learning could improve their four language aptitudes (tuning in, talking, perusing, and composing). The discoveries show that by utilizing an interdisciplinary-based undertaking, most understudies imagined that the interdisciplinary-based task ought to be held in the English course since it was suitable and helpful for them. Besides, it is expressed that using the task based learning, understudies' English aptitudes were effectively improved.

This research is different from some previous studies above. In the first previous study above, the researcher uses Project Based Learning (PJBL) to improve writing skill in general. This research focuses on improving students' writing skill on cause and effect relation. Therefore in this study the researcher involves Project Based Learning (PJBL) to improve students' writing skill on cause and effect relation at the eleventh grade students of SMAN 1 Pare.