

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like explain about some basic theories related to the study. This chapter contains from the nature of writing, teaching writing and snowball throwing method. I expect that this study will give the readers a wider of further understanding about this thesis.

A. The Nature of Writing

In this study, the researcher will explain about the material in writing. To know about the theory, it will be discussed about definition of writing, keys factor of writing and the importance of connectives in writing.

1. Defition of Writing

In language, there are many skills that must be learnt by the students that are listening, speaking, reading and writing. But, writing is one of skill that is difficult to students because there are many components that is known by them. There are 5 general components that affect writing, namely:

- a. Content: the substance of the writing, the ideas expressed.
- b. Form: the organization of the content.
- c. Grammar: the employment of grammatical forms and syntactic patterns.
- d. Style: the choice of structures and lexical items to give a particular tone or flavor to the writing.

e. Mechanics: the use of the graphic conventions of the language.⁹

Besides that, the students also should know about the definition of writing first. The definition is at the most basic level, writing is the physical act of committing or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹⁰

Actually, writing is one of activities form that is not difficult, but it is easy and simple to be learnt. The key of success in writing is we can understand about text, context, and genre. We usually use it in written activities. When doing this activity, the writers do not interact with the readers directly but they just write anything. And it should suitable with grammatically correct and textually meaningful.¹¹ So the readers do not misunderstanding with the writer's purpose. Writing as a process of expressing ideas or thoughts in words should be done at our leisure. We can be very enjoyable in writing as long as we have the ideas and the means to achieve it. We can explore our experience or pleasant journey in the process of writing academically.

There are three basic principles, namely content, register, and topic, which need to be considered in a piece of academic writing. Referring to

⁹ David P. Paris. *Testing English as a Second Language*(New York: McGraw-Hill Book Company, 1969), 68

¹⁰ *ibid.*88

¹¹ Pardiyono, *12 Writing Clues for Better Writing Competence*(Yogyakarta: CV ANDI OFFSET, 2006), 1

content, it should be made clear, specific, and relevant. However, register should be formal, to the point, and concise. Topic, on the other hand, should be free from offences, and should avoid sensitive issues in most cases. The basic principles will be explained below:¹²

- Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core or the body of a piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

1. Clear

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to tell them. Clarity is one of the requirements of academic writing. As the result, ambiguities and misinterpretations should be avoided, so that the readers know what the discussion will be about.

2. Specific

Furthermore, the content should be specific enough for the topic to be focused. In this way, overgeneralization can be avoided. If a piece of writing is too general, it becomes vague. As a consequence, the reader cannot really grasp the meaning or message that the writer means to convey. The following example states specifically what will be the focus of the discussion.

¹² Susanto, dkk. *English for Academic Purpose: Essay Writing* (Yogyakarta: C.V ANDI OFFSET, 2007), 1

3. Relevant

A piece of writing should be relevant to the topic. Relevant ideas can guarantee that there will be no confusion in understanding the message. Therefore, the readers can feel more confident that they will understand what they read.¹³

From the explanation above can conclude that content have important role in writing because the reader will see about the content first. If the content is not clear, it will make the reader confuse and misinterpreting. Besides that, content should be specific and relevant. If the content is too general and also relevant, it makes the reader does not understand about the messages that is delivered. Therefore, the writer must choose one topic when they write something.

- Register

Register refers to the style of language and choice of vocabulary used in a particular piece of writing; this could be formal and informal. Academic writing differs from non-academic writing in terms of being formal, to the point, and concise.

1. Formal

Formality refers to a particular style of writing in which nonstandard, colloquial, or slangy language should be avoided. Therefore, the language should be free from grammatical errors, simplistic sentences structure, and casual expression, including too many idioms or

¹³Ibid, 2

phrasal verbs and contracted forms. In the other words, academic writing pays more attention to choice of vocabulary, sentence structure, and style. When you read the following sentence, notice its use of specific vocabulary and the use of a conjunction to avoid simplistic sentence construction.

2. To the point

Different from storytelling, academic writing should be direct, in the sense that the writer states directly what they want to tell readers without wandering here and there. In this way, it can be easily understood. Moreover, it saves time and energy. The following statement explicitly gives the purpose of the article.

3. Concise

Being concise means being brief and short. Brevity is important in academic writing, long winded explanations become unclear, and the readers can lose their interest and concentration. Although, it is brief, it does not mean that it is inadequate. A clear explanation is necessary, and including a good example is also recommended of the point being made.¹⁴

The explanation above means that the writer should pay attention about the style of language and choice of vocabulary. They can choose vocabulary appropriate with the topic. Besides that, when they write

¹⁴Ibid, 3

about anything, it should be brief and short because if it is so long, of course the explanations become unclear.

- Offences

A piece of academic writing should be free from offences, especially plagiarism and sensitive issues. Plagiarism can be in the form of direct quotations, paraphrase, and specific ideas. On the other hand, sensitive issues are concerned with race, religion, and different social groups.¹⁵

Besides that, to support a good test, the test should have composition that very spirited defense of examination teacher and educationists. There are some composition, they are:

- a. Composition tests require students to organize their own answer, expressed in their own words. Thus composition tests measure certain writing abilities (e.g. ability to organize, relate, and weight materials) more effectively than do objective tests.
- b. Composition tests motivate students to improve their writing; conversely if examinations do not require writing, many students will neglect the development of this skill.
- c. Composition tests are much easier and quicker to prepare than objective tests, an important advantage to the busy classroom teacher.¹⁶

¹⁵ Ibid, 3

¹⁶ David P. Paris. *Testing English as a Second Language*(New York: McGraw-Hill Book Company, 1969), 69

2. Keys Factor in Writing

Writing is one of skill that is very difficult. The students should express their idea and know the keys factor that influence of writing skill. It will help students to finish their written text. They are: having the right attitude about writing, knowing your subject, prewriting, and outlining. It can help the students to improve their ability. Therefore, in this paper will explain about this keys factor in writing, namely:

a. Having the right attitude about writing

One of ways to wreck your chances of learning how to write competently is to believe that writing is a natural gift. People with this attitude think that writing is an unbearably difficult activity. They feel that they cannot do about writing and consider that they do not have talent for writing. Therefore, we should loss anything about it, actually everyone can write but they are lazy or do not want to express the idea. A realistic attitude about writing should build on the following two ideas, namely:

- Writing is hard work for almost everyone. It is painful to do the intense and active thinking that clear writing demands. (Perhaps television has made us all so passive that the active thinking necessary in both writing and reading now seems doubly hard). It is scary to sit down before a blank sheet of paper and know that an hour later, nothing on it may be worth keeping. It is frustating to discover how difficult it is to tranfer thoughts and feeliings from one's head onto a

sheet of paper. It is upsetting to find how an apparently simple writing subject often turns out to be complicated. But writing is not an automatic process, we will not get something for nothing, and we cannot expect something for nothing. Competent writing results only through plain hard work through determination, sweat, and head on battle.

- Writing is a skill. Writing is a skill like driving, typing, or given preparing a good meal. Like any skill, it can be learned if you decide that you are going to learn and then really work at it.¹⁷

b. Knowing your subject

The important of this point is tries to write on a subject that you know which it is interest you. If you do not have direct experience with the subject, you should at least have indirect experience and it will make us difficult to write a subject. Besides that, we also can get knowledge through thinking, reading or talking about the subject.¹⁸ Without it, we will not be able to provide the specific evidence needed to support whatever point you make.

c. Prewriting

Prewriting is needed when we want to write a subject. Sometimes we get some difficulties if we will start to write. And also, we confused to get the topic because we do not have experience. Therefore, this technique will help you to think about your topic and get words down on

¹⁷John Langan. *College Writing Skills with Reading* (New York: McGraw-Hill Book company), 89

¹⁸ *Ibid*, 91

paper. They come before the actual writing of a paper. They are (1) brainstorming, (2) freewriting, (3) making a list, (4) making a scratch outline.

1. Brainstorming

In brainstorming you generate ideas and details by asking as many questions as you can think of about your subject. Such questions include *What? When? Why? How? Where? And Who?*

2. Freewriting

When you do not know what to write about the particular subject or when you are blocked in composition, freewriting sometimes helps. In freewriting you write as fast as you can for ten minutes. You do not worry about spelling, punctuation, erasing mistakes, or finding exact words.

3. Making a list

Write out a list of as many different items as you can think of concerning your topic. And also, make a list of everything about your subject that occurs to you. your aim is to generate details and to accumulate as much materials for writing as possible.

4. Preparing a scratch outline

In scratch outline, you think carefully about the exact point you are making, about the exact items that you want to support that point, and about the exact order in which you want to arrange those items.

The scratch outline is plan or blueprint that will help you achieve a unified, supported and organized composition.¹⁹

d. Outlining

The goal of planning is to produce an essay with a thesis idea that is fully and logically supported by the three body paragraphs. In planning an essay, you should make an outline. Outlining is an organizational skill that will develop your ability to think in a clear and logical manner.²⁰

3. The Importances of Connectives in Writing

To create a good writing, the students should learn about the relationship between sentences. Written sentences involve a complex of structural, lexical, semantic, and logical relationship. Then, after the students learn about sentence connections, students should begin writing early and the students can produce simple sentences first because it is just to know about their writing. Besides that, the sentences also must be linked in some manner. The list consist of a variety of devices, such as pronouns, demonstratives, articles, conjunctions, conjunctive adverb, prepositional phrases, repetition of key words, parallel structure, and synonym. It is means that this link can used to connect the movement of ideas from sentence to sentence and from paragraph to paragraph, so it can relate each others.

¹⁹ Ibid, 93

²⁰ Ibid, 100

Actually, every sentence in composition must repeat, directly or indirectly, a particle or the total idea of the preceding sentence. Repetition can build the bridges of transition over in some ideas. Then, as their writing becomes more advanced, they will still need to understand and use a greater variety of connectives. Besides that, classification of connectives is complicated which relate both grammatical and logical functions. They do not only serve as links between sentence and parts of sentences, but they also indicate the logical nature of the connection they express such relationships as addition, causation, comparison, contrast, result, summary, etc.

B. Teaching Writing

After we know about the nature of writing, we will continue to discuss about background to the teaching of writing, principles for teaching writing, process of teaching writing.

1. Background to the Teaching of Writing

Writing skill is one of the students' problems in class. They feel that it is very difficult. Actually, good writing is done from a set of rules and principles, the teacher's duty is to relate these rules, and students then wrote in response to selected written texts, following the rules of good writing. Besides that, a student essay was graded for its grammatically accuracy and correct organization as well as its content.

Writing was used to show that students had mastered a particular grammatical rule, rather than had a good idea about the subject matter. In fact, correct spelling, grammar, and overall organization were the most important evidence of second language proficiency. A student's ability to form and write the future perfect tense correctly was seen as evidence of a student's ability to write.²¹ Therefore, the knowledge of writing is very important because implicates many aspect. The aspect has been explained above and the writer should pay attention about it.

In scholars of first language writing, such as Peter Elbow and Donal Murray, called for teachers to take student writers' needs into consideration and also used some methodology. The methodology has been called *expressivism* that students are encouraged to write freely and personally. Writers explore their identities and writing process in order to take control of their writing. Teachers are seen as "facilitator" who urge students to write without thought to "the rule" of writing. Besides that, a type of writing called *freewriting* which students write any topic that they want for a specified period of time; it is usually about ten minutes without concern for grammar, spelling or punctuation. This writing exercise is intended to make students comfortable with the act of writing and less afraid to make errors and experiment with ideas.²²

²¹David Nunan, *Practical English Language Education First Edition*(New York: International Edition, 2003), 89.

²²Ibid, 90

This writing makes students comfortable with the act of writing and less afraid to make errors and experiment with ideas. And the students can explore their writing with reading responses, journal-keeping, and quickwriting.

2. Principles for Teaching Writing²³

To make easy in teaching learning writing, we should use these principles which can be adapted to the many different learning situations. They are: understand your students' reason for writing, Provide many opportunities for students to write, Make feedback helpful and meaningful, Clarify for yourself, and for your students, how their writing will be evaluated. And it will be explained below.

a. Understand your students' reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the students or when the teacher's goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

b. Provide many opportunities for students to write

Writing almost always improves with practice. We should be able to evaluate our lesson plans such as how much time is spent reading or talking about writing. It has effect with our ability in writing skill

²³ Ibid, 92.

because writing is very difficult and need many understanding about the clues. Since writing is in part a physical activity, it is like other physical activities and it requires lots of practices.

c. Make feedback helpful and meaningful

After students write or practice about writing, other students should make feedback to their student. If you write comment on student's paper, make sure that they can understand the vocabulary and symbols you use. So students can see comments such as unkind and unhelpful. Actually, feedback is not always written in the margins. You can experiment with different forms, such as individual conferences, taped responses, typed summary responses, and so forth. Finally, feedback should not entail "correcting" a student's writing. You can provide summary comments that instruct students to look for problems and correct them on their own.

d. Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. One way to combat that feeling is to first develop a statement for yourself about what is valued in students writing, either in your classroom or in your institution as a whole. To answer some questions that are relevant about writing, we can develop a rubric which a kind of scoring grid that elaborates the elements of writing that are to be evaluated. This rubric should about grammar and mechanics in

relationship to content and ideas as well as other features of writing that you find important.

3. Process of Teaching Writing

Firstly, the teacher use invention techniques that is brainstorming, word mapping, and quick writing. After that, the students start to write anything, but they also should some activities, they are drafting, feedback and revising. And the last step, they should do proofreading and editing.

Brainstorming can be done individually or in pairs or groups of students. In a brainstorming session, students list all the ideas they can think of related to a topic, writing or aloud, quickly and without much planning. Students can choose topic that they consider interesting or they can write most proficiently about. *Wordmapping* is a more visual form of brainstorming. When students create wordmaps, they begin with an idea at the top and the center of a blank piece of paper. Then, they think of related ideas or words and draw relationship with a series of boxes, circles, and arrows. *Quickwriting* students begin with a topic, but they rapidly about it. you can give the students a time limit, usually 10 to 15 minutes, and instruct them not to erase or cross our text, to keep writing without stopping, and to just let the ideas and words come out without concern for spelling, grammar or punctuation. From their piece of writing, they can identify keys ideas or interesting thought by underlining them. Then, these ideas are used in the first draft of their essays.

After that, the step is drafting, feedback and revising. When the students have developed the topic and ideas, it is time for them to write their first draft. Then, after the draft is handed in, they can make comment more on the ideas and organization than the grammar and spelling. At this point, the instructor can also utilize peer feedback. Students exchange paper and provide each other comments on the paper's comment. After they have received feedback, then they begin the process of revising their papers. Actually students often mistake the idea of revision with "correcting mistakes", therefore you should spend talking about the process of reorganization, developing ideas as separate from editing for grammar and spelling.

The last step is proofreading and editing. Before the final draft is turned in for evaluation, students should read for mistakes in spelling, grammar, punctuation and soon. In developing independent writes, it is important that the students learn to proofread and edit on their own as much as possible.²⁴

C. Snowball Throwing

The last explanation is about snowball throwing. And it includes some topic, such as definition of snowball throwing, the advantages using snowball trowing, the procedure of teaching learning using snowball throwing.

²⁴ibid, 97

1. Definition of Snowball Throwing

Snowball throwing method is one of method that give some practice to students in order to more active get message from the other people and then give the message to other students in one group. Then, they write one topic which relate with material that is given by the teacher. After that, each group makes it become ball from paper and throw it to the other group. Then, each group does the exercise based on the topic that is written in paper. The steps of snowball throwing method, they are:

1. The teacher gives some materials that are explained.
2. The teacher divides students into some group, and then the teacher calls each the leader group to explain the materials.
3. Each leader group comes back to their group, then they explain materials to the other friends.
4. After that, each group is given one paper and writes the topic about materials there.
5. Then, the paper is made to be balls and each group throws the paper to other group during 10-15 minutes.
6. After they get the paper, they answer the question and start to do the exercise.
7. Evaluation
8. closing²⁵

²⁵<http://wyw1d.wordpress.com/2009/11/09/model-pembelajaran-18-snowball-throwing/> accessed on May 23, 2012

Snowball throwing is one of method that can be used in writing skill and it is kind of games. In this method, the teacher let the students to do the exercise, but they are should throw the paper into another friend. After that, they do the exercise appropriate with the topic. From the explanation above, the steps of snowball throwing is firstly, the teacher should divide the class until some groups and choose one of them as leader group. After that, each student gets some exercise from the teacher which it is based on their group because one group has one exercise. Then, the teacher gives them for 10-15 minutes to throw the paper in other group. And the students must answer the question based on the topic in the paper but the students do it by themselves. And the last step, the teacher and students discuss the correct answer.

2. The Advantages Using Snowball Throwing

Snowball throwing is one of method that can be used to teach writing because the students can explore their ideas with using this method. Actually the teacher seldom uses this method because they do not know about it yet. Therefore, the researcher hopes that it can help some teacher to teach the students. Besides that, teaching writing using snowball throwing has some advantages, they are:

- The students will ready to think fast because they have a limited time.
- The students can relate some sentences with the others friend in group.
- The students can express their idea in writing because they do not know about the topic yet.

- This method can make the players or in this case the students more adroit and their ability about memorizing the English vocabulary is more increased because they learn in an enjoyable way.
- Fun in learning with snowball throwing method brings real word context in to the classroom.
- It can make students relax and fun to study.
- The teaching learning process more attractive.
- The teacher more easy to teach about the vocabulary

3. The Procedure of Teaching Learning Using Snowball Throwing

The process of this method is the teacher prepares anything that is need is need in the classroom when they do teaching learning process. It will make the process be succes and the students will understand about the material because the teacher has explained about it before.

Then, the teacher starts to apply this method, they give the materials about writing test which the teacher will divide the class into some groups first and choose one of each groups as the leader group. The teacher gives some keyword to the leader and let them to tell the topic about the material that is explained by the teacher because it helps them to do the test. Then, the students write the keyword on paper and the teacher gives them during 10-15 minutes to throw the paper until they get the other papers.

After each group gets the other paper, they begin to do exercise about the keyword. Then, the teacher asks the students about their answer.

The teacher calls each group to tell the content of the answer, but each student reads their own answer. After that, it is continued by other groups until each group can read the answer. For the next meeting, the activities that are taught are almost the same as before. It is about writing lessons. These activities are done until the third meeting because the teacher will get success from the implementation of the snowball-throwing method. So the students get a good score from it.