

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It is discussed about the nature of writing and general concept of vocabulary.

A. The Nature of Writing

Writing is a process and that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.⁶ Writing can simply be described as the act of jotting down ideas on a piece of paper. Looking from the different angle, writing is actually complex phenomenon. However, some other researchers, especially the social constructivists, argue that social and culture also have a big role in writing activity. The social domain has further implication in the genre of writing. The culture domain, on the other hand, may establish the text pattern or the organization of ideas in writing.

1. Definition of Writing

Writing is one of the skills in the language. Writing can be interpreted as the act of forming or tracing a character on paper or suitable materials with a pen or pencil. According to Harmer in *How to Teach Writing* "writing is a process and that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities."⁷

⁶ Jeremy Harmer, *How to Teach Writing* (New York; Longman. 2004), 86

⁷ Ibid. 2

Another definition is given by David (2003:88). Writing can be defined by a series of contrasts:⁸

1. It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto 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, organizing them into statements and paragraphs that will be clear to a read.
2. Its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling and readers, also called the audience, who need to have ideas expressed in certain ways.
3. It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads.

Meanwhile, Meyers says that writing is a way to produce language when you do and when you speak. Meyer's states:

Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action—a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them (2005:2)⁹

⁸David Nunan, *Practical English Language Teaching* (New York: The McGraw-Hill Companies, 2003), 88

⁹Allans Meyers, *Gateways to Academic Writing Effective Sentences, Paragraph, and Essay* (New York; Longman, 2005), 2

Randal Holme, states, “ writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down”(2004:160).¹⁰

From definition above we can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea to other people, feeling or anything that exist in our mind.

2. Element of Writing

Harris stated that (1969:68-69) there are four elements of writing, there are:

1. Mastering Vocabulary/Diction

He stated that vocabulary’s mastering / diction played an important role in a language, especially on the writing activity. The choice of vocabulary could describe the writer’s knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts, mastery of vocabulary can improve by reading and listening a lot.¹¹

Vocabulary mastery is very important in writing. According to David Wilkins “Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed”¹²

2. Mastering Grammatical Rule’s/ Sentence Structure

¹⁰ H Randal, *Literacy an Introduction* (Edinburgh: Edinburgh University Press Ltd,2004),160

¹¹D.P. Harris, *Testing English as a Second Language* (New York; Mc. Graw-Hill Book Company,1969)

¹² Jeremy Harmer, *How to Teach Vocabulary* (EnglandPearson Education Limited,2002),13

Mastering grammatical rules/sentence structure consist of phonology, morphology and syntax. Phonological rules do not have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentence.

3. Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

4. Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounced it by its spelling, to avoid this problem, the students are suggested to open dictionaries before they are going to write.'

3. Process in Writing

The general steps in the writing process include prewriting, organizing ideas, drafting, revising, editing, and making a final draft.¹³

¹³Wingersky Joy, Boerner Jan, and Holguin-Balogh Diana. *Writing Paragraphs and Essays*(California: Wadsworth. 1992), 3

1. Prewriting

The first step in the writing process is prewriting. Prewriting can be accomplished in several ways.

a. Talking

One simple way to relieve anxiety and start the writing process is to talk about a subject with fellow students, instructors, family members, and knowledgeable people who can provide the inspiration you need to begin writing.

b. Freewriting

Another way to get started is by freewriting. You simply write about the subject without worrying about sentence, structure, spelling, logic, and grammar. Freewriting involves writing ideas in sentence form. Freewriting has three basic steps:

1. Freewriting for a topic and direction
2. Deciding on a topic
3. Freewriting with direction.

c. Brainstorming

Brainstorming is writing words or phrases that occur to you spontaneously. When you are brainstorming for a topic, you will probably create a list of very general words that interest you.

d. Journal writing

Another way to get a started is by journal writing. Journal writing is recording information in a notebook of your daily inner thoughts, inspirations, and emotions that are usually consistently recorded in a relaxed writing atmosphere.

e. Reading

Reading in magazines or newspapers can also help you get started with your writing. Reading can also help you get ideas to support your paragraph or essay.

2. Organizing

The second step in the writing process is organizing. After you have put your idea into words, you can begin organizing them. This process involves:

a. Selecting, subtracting, and adding

You have to think again about your purpose and audience. What goals do you want to accomplish to inform, persuade or entertain? What point do you want to make? And what should you tell your readers so that you can accomplish the goals?

b. Outlining

Outlining involves identifying a word or phrase that represents a group of related ideas and then arranging these

words or phrases in the order in which you want to discuss them.

3. Drafting

After you have organized your ideas in the form of an outline, you are prepared to write a first draft. Drafting involves taking the information that you have generated and organized and patiently writing a paragraph or an essay in which you consciously start with the main ideas and add supporting ideas that flow smoothly.

4. Revising

Revising is one of the most important steps in writing, especially for people who write in a second language. Revising means making changes to clarify wording and organization. When you revise, you examine how well your first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing further ideas, cutting out ideas that do not support your point, and change the wording of your sentences. These are some possible questions to ask yourself when you are revising:

1. Is the general word or phrase (or a similar one) from the group in the first sentence?
2. Are there words, phrases, or sentences that are not related to the main idea in the first sentence?
3. Does the paragraph make sense to you and to someone else?
4. Have you covered all ideas in the group?

5. Can some words be changed for clarity?
6. Are any words excessively repeated?
7. Does the last sentence give a sense of closure to the paragraph?

5. Editing

After you have revised your paragraph, you can edit your work. You can check for any problems in mechanics. The following list contains some of the items you want to find and check.

- Spelling
- Punctuation
- Capitalization
- Grammar usage
- Errors in sentence structure
- Consistency in verb tense
- Consistent point of view
- Abbreviations and numbers

After editing, now that you have seen a finished paragraph produced, review the major steps in the writing process.

B. General Concept of Vocabulary

In this part the researcher reviewed the literature about the general concepts of vocabulary. The explanation about general concepts of vocabulary included definition of vocabulary, types of vocabulary, and learning vocabulary.

1. Definition of Vocabulary

There are some definitions of vocabulary proposed by linguist expert. Ur(1998) defines that vocabulary can be mean as the words we teach in foreign language.¹⁴ It means that vocabulary is written or spoken unit of language as symbol of idea in foreign language for learners.

Mc Whorter (1989) says that vocabulary means the ability to recognize individual words and to associate the other word, vocabulary is the competence or skill in recognizing words and it is meaning.¹⁵ Word are symbols, group of letter that stand for, or represent, either a physical object or an idea. And then, recognizing words means knowing its meaning or idea and how they are formed by a combination of letters.

Based on Ur, vocabulary deals with word taught in foreign language. Meanwhile, McWhorter states that vocabulary deals with the competence in recognizing word and it is meaning. Based on two definitions above, vocabulary can be constructed as a series of words in foreign language used to express meaning.

2. Types of Vocabulary

According to Deighton, everyone has four different vocabularies. That are speaking vocabulary, writing vocabulary, listening vocabulary and reading vocabulary.¹⁶

¹⁴ Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1998),60

¹⁵ Kathelen T. McWorther, *College Reading and Study Skills*, (Glenview Illinois Boston:Niagara Country Community College, 1980),331

¹⁶ Lee C. Deighton, *Word and meaning* (USA: Harcourt Brace Jovanovich, 1997),1

a. Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. In talking with your friends and family, you probably use only a few hundred words. Of course, if you speak one language at home and another at school you use a great many more words. In school you use several hundred technical words in discussing school subjects: equator, harmony, paragraph, and so on. These familiar and technical words are your speaking vocabulary. You know their meanings so well that you do not hesitate to use them.

b. Writing vocabulary

Writing vocabulary is the words you use in letters and in the writing you do. Your writing vocabulary is probably somewhat larger than your speaking vocabulary. You can use more different words in writing because you can take time to think of them. If you take the same amount of time to think of words while you are speaking, someone else starts talking or your listener's attention drifts away.

c. Listening vocabulary

You listen in conversation. You listen to your teachers at school. You listen to your speeches and entertainment on television and radio programs. The speakers use many of the same words that you use in speaking. But they also use words that you do not hear

often and that you do not use yourself. You understand enough of and unfamiliar are your listening vocabulary.

d. Reading vocabulary

Your reading vocabulary is by far the largest. It also contains the words that you use your self. But it contains a very large number of words that you know only slightly. You know enough of their meanings so that you can make sense of the passage in which they appear. Often the passage gives you clues to the meanings. But you are not sure enough of the words to use them in your own speech and writing.

From some types of vocabulary above, we can conclude that active and types of vocabulary is depend on the used of vocabulary. Vocabulary to speaking is different with vocabulary in writing. We use speaking vocabulary in spontaneously but in writing, we use vocabulary correctly. The other type depend on the passive and active vocabulary. It means that active vocabulary is spend the time to used. For example when we are speaking. And passive vocabulary is it needs to understand when we are reading textbook, newspaper and the other.

3.Learning Vocabulary

Build your vocabulary is very importan. The reason you need to build your vocabulary is because failure to understand the meaning of a word can seriously hinder your understanding of printed or oral communication. According to Jeff

Gregory in *Build Your Vocabulary Skills A Quick and Easy Method*, there are some way to improve your vocabulary mastery¹⁷:

1. Make up your mind to build a stronger vocabulary.

The necessary ingredients to building a stronger vocabulary are commitment, effort, and time. Once a student realize their need to build up their vocabulary and commits themselves to doing it, victory is in sight. Determination to fight the good fight of vocabulary building is the first step.

2. Use a dictionary.

Several formats are available and all are good: a traditional book, an online program, or a mobile electronic dictionary. The point is that you must look up words. Laziness is probably the number one reason for failure to use a dictionary. But chances are we will run into that unknown word again. So why remain ignorant? Go look up the word and learn it so it won't trip you up the next time.

3. Use context clues to determine the meaning of unfamiliar words.

Many times you will be able to figure out the probable meaning of an unknown word by taking note of the context in which the word is found. This may involve not only the word's location in a sentence, but also in the paragraph and even the article in which it is found. This will save you time in having to look up the word. So, use and develop this skill.

¹⁷ Jeff Gregory, "*Build Your Vocabulary Skills A Quick and Easy Method*"

<http://www.generalfiles.org/download/gs54974386h32i0/How%20to%20Build%20Your%20Vocabulary%20by%20J.%20Gregory.pdf.html>, accessed on 25th July 2013

You can always write a word down and look it up later when you have time.

4. Read as much as you can.

Make a determine effort to spend at least 15-20 minutes a day reading something: a book, magazines, newspapers, articles on the internet, etc. Read what interests you. Your vocabulary will naturally grow as you become familiar with more and more words.

5. Take college courses.

Courses in reading and English are especially helpful, but nearly any course you take is going to require you to learn new words appropriate to that field of knowledge.

6. Play crossword puzzles or other games such as scrabble.

These activities can be a fun way of increasing your vocabulary.