

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. Furthermore, this chapter describes about definition of writing, purpose of writing, component of writing, element of writing, types of writing, problem in writing, process in writing, definition of genre, definition of Genre-Based Approach, the stages of Genre-Based Approach, the implementation of Genre-Based Approach, advantages of Genre-Based Approach, definition of Problem-Based Learning, principle of Problem-Based Learning, design of Problem-Based Learning, and implementation of Problem-Based Learning in Genre-Based Approach.

A. The Concept of Writing

1. Definition of Writing

Writing, alongside speaking, is a dynamic and productive language skill. Understanding writing entails grasping four key behaviors: generating creative ideas, conceptualizing writing, composing text, and revising drafts (Calkin, 2018). It serves as a means to articulate thoughts and emotions in written form, a task that becomes notably challenging in a foreign language, demanding extensive effort and practice. Writing, being non-verbal, fosters creative thinking, imagination, and language proficiency among students.

Experts offer varied perspectives on writing. Toba, Noor, and Sanu (2019) characterize writing as a blend of cognitive, neurological, physical, and productive skills, while Dang (2019) portrays it as a complex activity that integrates cognition and action in organizing and translating ideas into coherent text. Moreover, writing is viewed as an individual product stemming from a intricate process that engages mental faculties, compelling writers to articulate their thoughts and ideas clearly and honestly for readers.

In summary, writing serves as a means to convey emotions, express imagination, and interpret events, transforming spoken language into written form through the artful arrangement of words into sentences and paragraphs. It is an essential tool for communication and information dissemination in language learning, offering an effective means to nurture writing skills and enhance language proficiency among learners.

2. Purpose of Writing

Before embarking on the journey of becoming a writer, it is crucial for individuals to grasp the purpose of writing. Establishing clear writing objectives is fundamental for every writer, as it enables them to channel their creativity and produce high-quality content effectively. The primary aim of writing is to communicate information or convey meaningful messages to readers through textual language, reflecting what we perceive, observe, and absorb. Granville (2001) outlines four key objectives, including:

a. To entertain

Writing is not only about entertaining yourself, but also about entertaining the reader, and that is the essence of the work.

b. To inform

Writing to inform about events that are distant in time and space. The format of expository writing is to present and explain data and facts to the reader as accurately as possible. To enable the readers to gain insight and knowledge through news article, newspaper, academic articles, etc.

c. To persuade

Writing with the intent to persuade seeks to sway, influence, or convince readers to support or endorse the author's viewpoint, substantiated

by evidence or reality. Examples include slogans, speeches, letters, and posters drawn from real-life narratives.

d. To express the feelings

Writing serves as a medium for shared introspection and self-expression, enabling individuals to communicate their emotions and experiences to themselves and readers. Examples include diary entries, poems, and magazine articles.

3. Components of Writing

Understanding the intricacies of writing is crucial for crafting high-quality content. Jacobs (1981) outlined five key components of spelling that writers should consider. These elements play a significant role in constructing effective sentences and ultimately determining the quality of the written piece.

a. Content

Content refers to the main idea of a paragraph, the main ideas and related groups of sentences that the writer presents as a single unit to develop a topic. Content descriptions are informative, substantial, and relevant.

b. Organization

It denotes the structured arrangement (coherence) of content. Organization pertains to a writer's skill in assembling sentences into coherent, unified ideas. It involves more than just piecing together a collection of facts and thoughts. Furthermore, it involves the capacity to articulate ideas fluently, ensuring they are supported, logically ordered, and cohesive.

c. Vocabulary

Vocabulary entails selecting words suitable for the subject matter. A writer must consider words carefully, understanding their meanings,

appreciating their sounds, and recognizing their significance.

d. Language Use

Language use involves handling intricate structures, ensuring agreement, employing correct tenses, managing numbers, arranging word order, selecting appropriate articles, pronouns, and prepositions.

e. Mechanics

Spelling, punctuation, and capitalization fall under the category of mechanics in writing. Spelling holds significance as it directly impacts meaning; an error in spelling can lead to confusion and alter the intended message. Even a single misspelled word has the potential to change the meaning of a sentence, potentially affecting the overall coherence of the text.

4. Element of Writing

A writer must grasp the interplay between sentences and anticipate how readers will engage with the written paragraph. According to Blass and Vargo's (2018) article, effective writing comprises five key components: purpose, audience, clarity, unity, and coherence.

a. Purpose

To maintain focus on their subject matter, writers must comprehend their intended objective. Purpose signifies the aim that writers seek to accomplish. The three prevalent objectives of academic writing include: (1) dissemination of information, (2) persuasion, and (3) entertainment.

b. Audience

The second component of effective writing involves considering the audience throughout the writing process. Audience pertains to the readership. A proficient writer identifies their audience before commencing writing.

Essential aspects to contemplate when engaging with the audience include: (1) selecting the appropriate point of view or tone (first, second, or third person), and (2) determining the formality level of the writing (formal or informal).

c. Clarity

Clarity denotes the level of ease with which the reader comprehends the text. Clear sentences are devoid of ambiguity or indirectness; the writer communicates a message to the reader through precise and straightforward language. Enhancing clarity can be achieved through two methods: (1) employing descriptive or exact words, and (2) employing clear references to nouns.

d. Unity

Unity within a paragraph entails that all sentences are aligned with the main idea presented in the topic sentence.

e. Coherence

A written work achieves coherence when its ideas are systematically organized and transition smoothly and logically from one to another. When a paragraph or essay is coherent, readers can readily follow the main concepts. Three essential attributes of coherence include: (1) maintaining a logical sequence, (2) reinforcing key terms through repetition, and (3) employing transitional words and phrases.

5. Types of Writing

(Jordan, Robert, 2007) stated that there are five types of writing: expository, narrative, persuasive, descriptive, and process writing.

a. Expository

Expository writing seeks to inform, clarify, explain, define, or instruct by presenting information, elucidating reasons or methods, clarifying processes, or defining concepts.

b. Narrative

Narrative writing involves recounting a personal or fictional experience, narrating a story based on a real or imagined event. Narratives are often structured chronologically but may also incorporate flashbacks and interludes that return the story to an earlier time.

c. Persuasive

Persuasive writing aims to convince, persuade, influence, or manipulate the reader into believing or taking a specific action.

d. Descriptive

Descriptive writing creates a vivid depiction of a person, place, or object using precise, detailed descriptions to engage one or more of the senses.

e. Process writing

Process writing outlines procedures in a sequential manner, typically following a chronological order. These outlines describe processes or explain how to carry out tasks using clear, focused, or step-by-step instructions.

6. Problem in Writing

Issues with grammar, mechanics, and sentence construction are common

writing problems students encounter. Furthermore, the dictionary problem that children encounter is a language problem (Alfaki, 2015). Therefore, it can be inferred from a number of reasons that students' writing problems are their own responsibility, such as their everyday English proficiency and their lack of writing practice.

7. Process in Writing

The writing process refers to the stages a writer undergoes to produce a piece of writing before reaching the final draft. Planning, drafting & writing, revising, and editing are its four key steps as a personal activity (Richards, J. C. and Renandya, 2002).

a. Planning

Planning will help a writer. Planning will also help the reader. Purpose, reader, and content structure are the three main factors the writer needs to consider. First, the purpose behind writing not only impacts the genre of writing, the language used, and the material the writer chooses to include. Second, the writer must take into account that the audience is not only influenced by the form of the article. Third, the writer must consider the content structure of the work. Therefore, writer needs to think carefully about how to present a fact, idea, or argument in their writing.

b. Drafting and Writing

After considering the topic and completing the necessary prewriting activities, the next step in the writing process is to compose a paragraph. The writer must produce their initial draft after attempting to establish their subjects and thoughts. There are two activities or stages of drafting and writing, such as drafting and distilling a paragraph and focusing on conveying

meaning.

c. Revising

According to (Richards, J. C. and Renandya, 2002), the writer should re-read her/his written work after receiving comments to see whether effectively conveyed the ideas to the reader. When revising, the writer may need to remove sentences, paragraphs, or even pages to clarify the text. A draft is just an attempt, a revised version is an attempt to understand what is written.

d. Editing

According to Richards and Renandya (2002), during the revision phase, writers focus on grammar, spelling, punctuation, word usage, sentence structure, and the accuracy of supporting text, such as quotes and examples.

B. The Concept of Genre-Based Approach

1. Definition of Genre

Thoreau (2006) defines genre in writing as a specific style characterized by a distinct approach, target audience, and purpose. Genre encompasses not only different types of literary texts but also the predictable and repeatable patterns found in everyday, academic, and literary texts within a particular culture (Hammond, 2001).

The social function of text genres lies in shaping the linguistic input of texts, including their linguistic conventions, often represented through diagrammatic structures and linguistic features. Schematic structure pertains to the internal organization of a text, typically divided into an introduction, body, and conclusion. The linguistic aspect encompasses elements such as grammar, vocabulary, and linking words.

In conclusion, a genre is a communicative process with a specific goal for

its participants within a particular social context.

2. Definition of Genre-Based Approach

Hyland (2003) explains that the Genre-Based Approach involves utilizing language patterns to create coherent and purposeful compositions. This approach provides learners with ample opportunities to recognize the diverse purposes of written texts and the various ways information is structured within them.

Additionally, the Genre-Based Approach is a method in English Language Teaching (ELT) that helps learners grasp the social purpose, organization, and linguistic features of different text types. According to Tuan (2011), "Each text has a social purpose that is reflected in its schematic structure or organization and its linguistic features, such as grammar, vocabulary, and linking words."

3. The Stages of Genre-Based Approach

(Jones, 2012) outlines four stage in the Genre-Based Approach to teaching writing:

a. Building Knowledge of Field (BKoF)

This initial stage aims to develop students' foundational understanding of the topic they will write about. It focuses on creating a shared experience and cultural context related to the subject of the text. This step also emphasizes the informational content and language specific to the text genre being studied.

b. Modelling of Text (MoT)

During this stage, teachers and students collaboratively discuss and analyze the text, examining its clauses, expressions, and key grammatical and rhetorical features. This step involves introducing a specific genre through model texts that reflect the domain explored in the previous stage.

c. Joint Construction of Text (JCoT)

In this phase, students work together to construct an example of the genre. With a thorough understanding of the genre's characteristics, teachers and students collaboratively build texts similar to those studied in the Modelling of Text stage.

d. Independent Construction of Text (ICoT)

The final stage involves students independently writing their own texts on a related topic. At this point, teachers minimize their support, allowing students to demonstrate their ability to create texts. This stage assesses how well individual students have mastered the lesson and encourages them to take responsibility for their own learning.

4. The Implementation of Genre-Based Approach

The genre-based approach underscores the significance of the relationship between text genres and their contexts (Hyon, 1996). It aims to equip students to effectively engage in their academic, professional, and broader community environments (Hammond, 2001).

This approach places a strong emphasis on examining the social and cultural contexts in which language is used in writing. The context influences the purpose of the text, its overall structure, and its linguistic features, often adhering to specific linguistic conventions (Hammond, 2001; Hyon, 1996). The genre-based approach asserts that students can create work that is successfully accepted by an English-language discourse community only by considering the context of the text in their writing assignments.

5. Advantages of Genre-Based Approach

(Hayland, 2004) found that the benefits of teaching writing by genre can be summarized as follows:

- a. **Explicit.** Clearly outline the learning objectives to facilitate the development of writing skills.
- b. **Systematic.** Offer a structured framework that emphasizes both language and context.
- c. **Need-based.** Align course objectives and content with the specific needs of the students.
- d. **Supportive.** Assign a central role to teachers in guiding student learning and fostering creativity.
- e. **Empowering.** Provide access to models and variations of valuable texts.
- f. **Critical.** Equip students with resources to understand and challenge significant discourses.
- g. **Consciousness raising.** Enhance teachers' awareness of writing, enabling them to confidently advise students on their writing.

C. The Concept of Problem-Based Learning

1. Definition of Problem-Based Learning

According to Barrows (2006), Problem-Based Learning (PBL) utilizes poorly structured problems as stimuli for learning. Additionally, PBL is a method where students learn about topics through mechanisms of conceptual problem-solving (Sarvani, n.d.).

Gulibert (1987) describes PBL as a process where students learn by using problems as stimuli to uncover the information necessary to understand and resolve the problem. The problem is presented at the very beginning of the

learning process.

From these perspectives, researchers conclude that Problem-Based Learning is a method focused on solving contemporary issues. PBL effectively encourages students to write quickly with a focus on problem-solving and facilitates interaction among students.

2. Principle of Problem-Based Learning

The core principle of Problem-Based Learning (PBL) lies in enhancing student motivation and problem-solving skills. Student motivation holds significant importance within the framework of PBL. Thoughtfully designed problems, which are relevant to students' personal interests, community, or current real-world issues, can boost their motivation to inquire and learn. Here are some fundamental principles of PBL:

- a. Problem-Based Learning
- b. Students-Centered Context
- c. Real-world Context
- d. Collaboration and Teamwork
- e. Critical and Analytical Thinking
- f. Fostering Self-Directed Learning
- g. Ongoing Evaluation
- h. Application of Knowledge in Context

These principles support active, collaborative, and real-world-relevant learning experiences, helping students develop strong problem-solving skills and deeper knowledge in a particular field of study.

3. Design of Problem-Based Learning

The design of Problem-Based Learning (PBL) encompasses learning objectives, activities, student roles, teacher roles, and material arrangements. In PBL, class activities revolve around one or more problems, minimizing lengthy lectures from instructors. By integrating PBL into the curriculum, instructors empower students to take responsibility for their learning.

Instructors in PBL are not sole sources of information; rather, they guide, prompt, and support students' initiatives. PBL initiates with students working in small groups, investigating key issues and solving real-world problems under facilitator guidance. It fosters students' ability to identify their learning needs and determine the resources necessary for their learning. This approach promotes independent learning alongside substantial collaboration among students and faculty, emphasizing the importance of collaborative skills for students.

4. Implementation of Problem-Based Learning in Genre-Based Approach

The implementation of Problem-Based Learning (PBL) within the Genre-Based approach to education is the fusion of two distinct teaching methodologies to achieve specific educational objectives.

a. Problem-Based Learning (PBL)

Problem-Based Learning (PBL) is an instructional approach that fosters students' understanding of specific concepts by engaging them in problem-solving activities. Students are presented with intricate real-world problems that demand critical thinking, collaboration, and problem-solving abilities for resolution. Through this method, students develop skills in recognizing pertinent information, formulating problem-solving strategies, and applying their knowledge in practical situations.

b. Genre-Based Approach

The Genre-Based approach aims to educate students within the context and structure of specific text types or genres, such as essays, reports, poems, or other types of texts. Its primary focus is on students mastering the structure, purpose, and characteristics of each genre, as well as the appropriate use of language within different contexts.

When these two methods are combined, the application of PBL within the Genre-Based approach enables students to learn about a specific genre in a more practical and contextual manner. For instance, students may be given a real-world problem that requires writing in a particular genre, such as creating a newsreport, analytical essay, or a script for a play. During the problem-solving process, they need to understand the structure and characteristics of that genre while applying their knowledge to complete the task.

By integrating PBL with the Genre-Based approach, students not only comprehend the types of texts theoretically but also learn to apply them in meaningful and real-life contexts. This provides a deeper and more practical learning experience in understanding and mastering various text types or genres.