CHAPTER II
REVIEWED OF RELATED LITERATURE

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This chapter consists of writing (the nature of writing, the process of writing), prewriting (the nature of prewriting, the activities of prewriting), clustering Technique (the nature of clustering technique, the steps of clustering technique, the advantages of clustering technique, the advantages of clustering technique), report text, writing ability, writing apprehension and writing assessment (process assessment and product assessment), the nature of experimental study and ANOVA (analysis of variations).

A. Writing

1. The Nature of Writing

There are some definitions of writing that are taken from resources, According to Oxford Advanced Learner's dictionary that writing is the activity or occupation of writing e.g. books, stories or articles.[1]Brown also states that writing is indeed a thinking process.[2]According to Dullay also gives statement that writing is only mode in which both linguistics manipulation task and communication task have been given.[3]In the other words, Fauziati also states that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.[4]Based on the statements, it can be concluded that writing is an active. Productive more clearly, writing is an act or process to produce some information in their mind that should be express into writing form. Writing will be the best

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[1] Honrby, *Oxford Advanced Learner's Dictionary Of Current English,* p.1383.
[2]Douglas H. Brown, *Teaching by Principles: An Interactive Approach to LanguagePedagogy,*Inc, Education Company, 2001, p.336.
[3] Heidi Dullay, *Language Two,* New York: Oxford University Press, 1982, p. 226.
[4] Endang Fauziati, *Teaching English as a ___ n Language,* p. 151.

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if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

2.   The Process of Writing

Writers of any experience level can benefit from the writing process. It guides students from the topic to the finished product. Teaching the writing process is fairly straight forward, so it's the way students interact with the writing process that proves most beneficial. Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students. The process writing has roughly four steps, they are:[5]

a. Step 1

The first step is called prewriting. Prewriting is a way to get ideas. In this step, the writer chooses topic and collects ideas to explain the topic.

b. Step 2

The second step is organizing. Organizing is the writing process which to organize the idea into a simple outline.

c. Step 3

The third step is writing. In this step, the writers write a rough draft using outline that has been made as a guide. Writers write a rough draft as a quickly as writers can without stopping to think about grammar, spelling or punctuation. Just gets the idea down on

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[5] Alice Oshima n Ann Hogue, *Introduction to Academic Writing*, Longman, 2007, p. 15.

paper. Writer will probably see many errors in the rough draft. This is perfectly usual and acceptable. After all, this is just a rough draft and the writer will fix the error later.

d. Step 4

The last step is polishing. The writers polish what has writers written. This step also called revising and editing. Polishing is most successful if writer do it in two steps. First, attack the big issues of content and organization (revising). Then, work on the smaller issues of grammar, punctuation and mechanics (editing).

B. Prewriting

1. The Nature of Prewriting

The first stage of the writing process is called prewriting and the point at which we discover and explore our initial ideas about a subject. The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. In this stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas. According to Alice that prewriting is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic.[6]According to Regina, in the prewriting stage, writers take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing.[7]There are several activities we can choose from in the prewriting stage.

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[6] *Ibid,* p.16.
[7] Regina L. Smalley, Mary K. Ruetten and Joann Risshel Kozyrev, *Refining Composition Skill Rhetoric and Grammar*, p. 3

During Prewriting we are creating or generating a lot of ideas about our topic. The most important part of Prewriting is to generate as many ideas as possible. These prewriting activities include brainstorming, free writing, WH-Question, clustering.[8]

2. The Activities of Prewriting

In the prewriting stage, a writer decides the interesting topic. Prewriting covers a wide variety of activities. There are numerous prewriting techniques that the writers can use to generate ideas as they begin to write, namely: listing, clustering, brainstorming, strategies questioning and free writing.[9]

a. Listing

One popular technique in prewriting is listing. One reason that this technique is popular with writers is that we use list-making skills often in our everyday lives. Writers also make lists throughout the writing process, especially during prewriting. Lists not only help writers generate topics, but lists can be useful to help create main points and key details. According to Alice listing is a prewriting techniques in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.[10]

b. Clustering

Clustering, diagramming (mapping) is helpful for people who think in a visual way. You can put your idea in a circle or block and branch off examples or other ideas pertaining to it. According to Regina clustering is making a visual map or your

[8] *Ibid,* p.4.

[9] Sabarun, *The Effectiveness of Using an Outline in Writing Expository Essay*, Unpublished Thesis. Palangka Raya: State Islamic Collage of Palangka Raya, 2010, p.8.

[10] Alice Oshima n Ann Hogue, *Introduction to Academic Writing*, Longman, 2007, p. 16.

ideas.[11]According to jerry that clustering is using a key word placed in the center of a page (or board), a student's (or teacher) jots down all the free associations students give related to the word, clustering similar words.[12]With this technique, you start with a circle in the middle that contains your main idea and then you draw lines to other, smaller circles that contain sub-ideas or issues related to the main idea. Try to group like ideas together so as to organize yourself.

c. Brainstorming

Another way to get ideas down on paper quickly is through brainstorming start with a significant word or phrase, and tries to record everything that comes to your mind. If you reach a point where you can no longer come up with any new ideas, ask a friend to help you brainstorm some fresh topics. According to Regina that Brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, star with a word or phrase and let your thoughts go in whether direction they will. For a set period of time, do not attempt to think logically but writer a list of ideas as quickly as possible, putting down whatever comes to mind without looking back or organizing.[13] Jerry also states that brainstorming is on popular activity of prewriting in which a topic is introduction by the teacher or students, after which students call out ideas associated with the topic while the teacher (or a student or two) write the ideas on the board. Although there is no right or wrong association in this activity, some EFL/ESL students will shy away from calling out their ideas. As such, some teachers have students brainstorm first in small group, then as a whole class.[14]

d. Questioning

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[11] *Ibid,* p. 17
[12] Jerry G. Gebhard. *Teaching English as a Foreign or Second Language,* p.227.
[13] Regina L. Smalley, Mary K. Ruetten and Joann Risshel Kozyrev, *Refining Composition Skill Rhetoric and Grammar,* p. 4
[14] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language,* p. 226.

According to Hornby question as a noun is sentences, which by using word order, use of interrogative words (what, when, where, who, etc.) or intonation, request information, an answer etc.[15]So, if we make a question to someone, we should ask a question to him about a particular subject or uncertainly something. An interrogative sentence is a type of sentence which usually asks a question and than other function of question is used to express a doubt or uncertainly something.

e. Free writing

In free writing you write non-stop about a subject for a certain amount of time. Spelling or punctuation, mistakes, and finding exact words do not matter. According to Regina that free writing is writing without stopping. It means writing whatever comes to your mind without worrying about whether the ideas are good or the grammar is correct. Brown also states that free writing is a technique to generate ideas, it should be used as a beginning, as an initial exploration of the ideas that you have about a topic.[16]

C. Clustering Technique

1. The Nature of Clustering

There are a lot of definitions stated by expert, Rico states that one of them, she defined that clustering is a way of tricking the left-brain into silence and using the right-brain to come up with your own unique overview of a subject.[17]

Dawson and Essid said that clustering is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free

[15] Regina L. Smalley, Mary K. Ruetten and Joann Risshel Kozyrev, *Refining Composition Skill Rhetoric and Grammar,* p. 4

[16] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p. 350.

[17]Gabrielle Lusser Rico, *Pre-Writing: Clustering*, 2005 (online), URL: http://exchanges.state.gov/forum/journal.html, accessed on March 20th 2014.

associating, clustering allows learners to begin without clear ideas.[18] So, it can be concluded that clustering can explore many ideas from mind. It is a good way to develop idea before starting the writing activity. The learners can do it on their own or with friends or classmates to try to find inspiration or ideas.
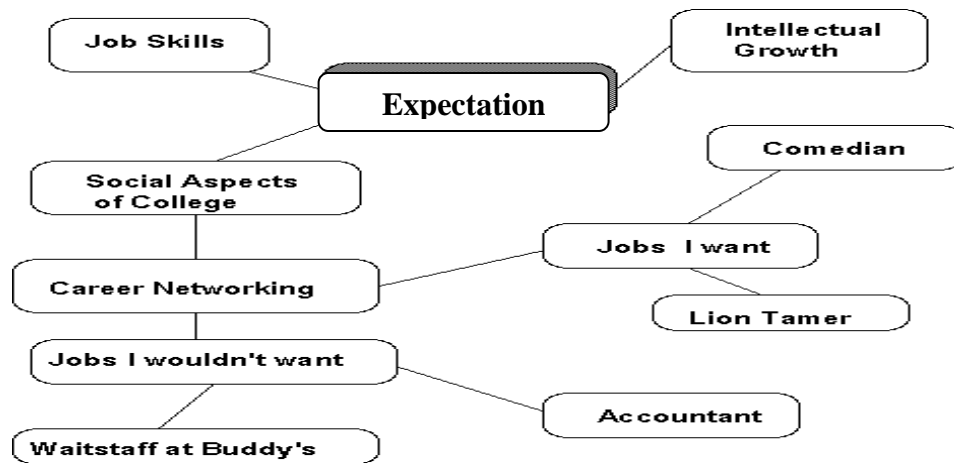
2. The Steps of Clustering Technique

There are some steps in clustering technique:[19]

2) Write a word or phrase in the center of a blank page and circle it. This is your "nucleus." Letting the playful part of you take over, write whatever association comes to mind when you think of that word or phrase. And let the writing radiate outward from the center.

3) Draw a circle around each associated word or phrase that comes to you. Don't think too long or analyze, just keep letting those associations flow. If you need to, feel free to doodle or draw directional arrows, while allowing your mind to remain in an unfocused state.

4) Continue writing associations and ideas triggered by your nucleus for a minute or two.

5) At some point, you will feel a strong urge to write. When this happens, take a moment to scan your clustered words. Most often, a sentence, or the beginning of a sentence will come to mind. Write, and keep writing for eight to ten minutes. You don't have to use all the words or concepts in your cluster.

Example of clustering technique:[20]

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[18]Dawson and Essid, *Clustering in Writing,* 2009 (online), URL: www.writing2.richmond.edu/writing/wweb/cluster. html, accessed on April 14th 2013

[19] Gabriel Rico, "*Writing Natural Way",* Penguin Putnam, Inc, 2000, p. 53

Job Skills

Intellectual Growth

Expectation

Comedian

Social Aspects of College

Jobs I want

Career Networking

Lion Tamer

Jobs I wouldn't want

Accountant

Waitstaff at Buddy's

3. Advantages of Using Clustering Technique

In general, clustering provides high availability by allowing students writing-critical applications to keep running in the event of a failure. Although clustering adds additional complexity to your messaging in writing, it provides a number of advantages over using stand-alone (non-clustered) technique**.** Clustering provides: (1) Reduced single points of failure functionality; (2) Ability to perform maintenance and upgrades with limited downtime; and (3) Ability to easily scale up your cluster to a maximum of seven active EVSs.[21]

4. Disadvantages of Using Clustering Technique

Since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way.[22]

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[20] Melanie Dawnsond and Joe Essid, *Pre Writing: Clustering*, 2010, (online), URL: http://writing2.richmond.edu/writing/wweb/clusterprint.html accessed on January 22nd 2014

[21] Erlik Widiyani Styati, *The Effectiveness Of Clustering Technique To Teach Writing Skill Viewed From Students' Linguistic Intelligence*. Unpublished Thesis. Madiun: IKIP PGRI Madiun , 2009, p. 33.

[22] *Ibid*, p. 26.

5.   The Process of Teaching Writing Using Clustering Technique

One of the techniques for stimulating ideas and finding a direction for a piece of writing is "clustering." Clustering is a powerful tool because it taps into the right brain, which drives creativity. The right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if the left brain is too dominant when starting writing, it inhibits the free flow of thought.[23]

The teaching and learning process is conducted through the following procedures:

1.   Pre-writing

   a. Write the theme on the whiteboard;

   b. Draw a sample of cluster. Ask the students to competitively complete the provided cluster;

   c. Give the example of descriptive phrase based on cluster.

   d. Ask the students to make a cluster on their own.

2.   Whilst-Writing

Ask the students to write individually an argumentative essay based on a certain theme.

3.   Post-Writing

   a. Ask the students if clustering technique helps them in writing text;

   b. Evaluate the students' writing products.

Dawson and Essid state that there are some teaching procedures of clustering technique:
[24]

   (1) Choosing a word or phrases;

   (2) Putting the word or phrases in central;

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[23] Vicki Meade, *How to Use Clustering to Jump Start Your Writing*, 2009, (online) URL: http://www.meadecomm.com/ clustering.html accessed on January 21st 2014

[24] Melanie Dawnsond and Joe Essid, *Pre Writing: Clustering*, 2010, (online) URL: http://www.writing2.richmond.edu/writing/wweb/cluster.html accessed on January 21st 2014

(3) Circling the word or phrases;

(4) Writing words all around the word or phrases that associate with the word in central;

(5) Connecting the new word or phrases to previous ones with lines.

D. Report Text

1. Definition of Report Text

Report is a text classifies or describes something based on systematic observation. It begins with general statement which introduces the topic. Then it followed by series of description facts (parts, qualities, habits and behavior of the subject) may be described).

2. Purpose

To describe the way things are such a man-made thing, animal, and plants.

3. Text Organization

1). General clarification (introduces the topic of the report such as the class or sub-class).

2). Identification (give the shape/form, parts, behavior, habitat, way of survival.

4. Language Futures

1). The use of nouns

2). The use of relating verbs

3). The use of present tense

4). The use of behavioral verbs

5). The use of technical terms

5. Example of Report Text

Tyrannosaurus Rex

Tyrannosaurus rex, sometimes just called T-rex, is believed to be the largest and most fearsome predators on Earth's land ever to have exited. (General Clarification)

This dinosaur once roams the Earth in the Cretaceous period approximately 68 to 65 million years ago. As a carnivorous dinosaur, this giant predator most likely ambushed their prey, and devoured them with jaws full or white sharp teeth. (Identification)

With it's fast ability to run at an astonishing speed of 32 mph (50 km/h), a perfect slim and stiff tail that gave it an excellent balance and allowed it to make quick turns, equipped this gigantic predator and made it even more deadly, like a killing machine. (Identification)

E. Writing Ability

Writing is the activity in which the writer conveys idea and concepts by using graphic symbols.[25]Ability is power or skill required to do something.[26]In other words, writing ability in this study is the skill of the students to convey ideas and concept by using graphic symbols that though by using clustering technique. In this study, writing ability is the ability of students in writing argumentative essay.

F. Writing Apprehension

1. The Nature of Writing Apprehension

Writing apprehension is understood to mean negative, anxious feelings (about one self as a writer, one's writing situation, or one's writing task) that disrupt some part of the writing process. The term is used to describe writers who are intellectually capable of the task at hand, but who nevertheless have difficulty with it.[27]

The first to create the term 'writing apprehension' were Daly and Miller. Writing apprehension is defined as a psychological construct associated with a person's tendencies or predisposition to approach or avoid situations requiring writing accompanied by some amount of evaluation.[28]

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[25] Hilda Karli and Orditha R. Hutabarat, *Implementation of KTSP,* Generasi info Media, 2007, p.57
[26] A S Hornby, *Oxford Advanced Learners Dictionary*, Oxford University Press, p.683
[27] Susan McLeod, Some thoughts about feelings: *The Affective Domain and the Writing Process*. *College Composition and Communication*, 1987. P. 426.
[28] J Daly & D Wilson, *Writing Apprehension, Self-esteem and Personality. Research in Teaching of English*, 1983, p. 327

The phenomenon of Writing apprehension has received much scholarly effort because of the importance assigned to it by many educators and writing specialists. Regarding the characteristics of the high apprehensive' written work , Daly confirm that it is of lower quality and their papers appeared to be shorter and have less developed language and sentence structure. Students have more difficulty with getting new ideas; their ideas are not well-developed; students score lower on measures of syntactic maturity.[29]

2.   Dealing with Writing Apprehension

Though much of the previously cited research is thought-provoking, a word of warning is in order. Present research needs to be supplemented in several important areas. First, most studies consider only college students. More work needs to be done with students of other ages. Seconds, there are no good studies that clearly suggest the cause of writing apprehension. Similarly, it would be a mistake to argue form the work of Daly and his colleagues that writing apprehension is the cause of many of the behaviors that are associated whit it. Correlation studies do not permit casual reasoning.[30]

The construct, though is important. The Daly-Miller test strongly correlates with lesser-known measures of writing apprehension. This correlation clearly suggests that the test measure a discrete attitude (Daly and Wilson 1980). Dalys and Millers work validating their instrument also allows us to aspect their construct with confidents. Further, the correlation that researcher have established make sense: first, students who are anxious about writing avoid both writing and writing instruction, thus neglecting to develop their skills. Second, apprehensive students take fewer chances when they do write. Finally, these

[29] *Ibid*, p. 328.
[30] Michel W. Smith, *Reducing Writing Apprehenshion*, New York: National Institude of education, 1984, p. 3.

students write shorter papers and are less apt to write what they mean in a clear, straightforward manner. Thus, since composition teachers are dedicated to improving their students writing ability, reducing student apprehension is a step in right direction.[31]

3. Reducing Writing Apprehension

Writing apprehension cannot be treated in a single discrete unit of instruction in an occasional activity and than forgotten. To treat it effectively, teacher must considers it in all of their planning. This part is a way to acquaint students with the writing process. This is followed by three sample lessons that illustrate how to plan instruction to maximize achievement and minimize apprehension. The first focused on writing style, specifically connotation and word choice. The second teach creative writing trough the fable, and the third on argument, introduce expository writing. The primary goal of each lesson, designed to do more than reduce students writing apprehension, is to produce good writing by all students. Any approach that compromises this goal is unjustified.[32]

G. Writing Assessment

Writing assessment can take many forms. Where once only product was considered, the writing process must also be acknowledged in evaluation. In process assessment, teachers monitor the process students' use as they write. In product assessment, teachers evaluate students' finished compositions. In both types of assessment, the goal is to help students become better writers.[33]

1. Process Assessment

[31] *Ibid*, p. 4.

[32] *Ibid*, p. 9.

[33]Regina, *Assessing Writing*, 2002, (Online) URL: http://www.sasked.gov.sk.ca/docs/xla/ela15c4.html, Accessed on 20th January 2014

Teachers watch students as they engage in writing in order to determine strengths, abilities, and needs. Teachers observe in order to learn about students' attitudes and interests in writing, the writing strategies that teacher use, and how students interact with classmates during writing. While observing, teachers may ask students questions such as: How is it going? What are you writing about? Where do you want this piece to go? This type of informal observation, although not graded as such, enables teachers to make informed instructional decisions and demonstrates to students that teachers are supportive of the writing process.

1) **Conferencing**

Conferencing is a central means of assessing the writing process. A conference is a meeting to discuss work in progress. As teachers listen to students talk about writing, they can learn how to help students work through the process. A conference can occur at various points of the writing process. Teachers' questions can lead students to discuss what they know, what they are doing, what they find confusing, or of what they are proud. Teachers should balance the amount of their talk with the students' talk and allow the students to take responsibility for discussing and thinking about their own writing. The key to success in any conference lies in asking questions that teach, as following questions:[34]

Table 2.1 Teacher Questions in conferencing activity

Activities	Questions

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[34]Tompkins, Assessing Writing: Conference, 1994, (Online) URL: http://www.sasked.gov.sk.ca/docs/xla/ela 15c4.html,accessed on 20th January 2014

As students begin to write	• What will your topic be? • How did you choose (or narrow) your topic? • What pre-writing activities are you doing? • What do you plan to do next?
As students are drafting:	• How is your writing going? • Are you having any problems? • What do you plan to do next?
As students revise their writing	• How do you plan to revise your writing? • What kinds of revisions did you make? • Are you ready to make your final copy? • What kinds of mechanical errors have you located? • How has your editor helped you proofread? • How can I help you identify (or correct) mechanical errors? • What do you plan to do next?
After students have completed their compositions	• With what audience will you share your writing? • What did your audience say about your writing? • What do you like best about your writing? • If you were writing the composition again, what changes would you make? • How did you use the writing process in writing this composition?

2)   **Anecdotal records and checklist**

Using anecdotal records and checklists, teachers can chart students' development and gather information that will help them determine grades and quality. Anecdotal records provide teachers with details about students' writing that provide a tool for continuous literacy assessment. Over time, these records provide comprehensive pictures of the students as writers.[35]

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[35]   Chudi & Mitchell, *Anecdotal records and checklist*, 1989, (Online) URL: http://www.sasked.gov.sk.ca/docs/xla/ela_15c4.html accessed on 20th January 2014

3)   Self Assessment

When students assess their own writing and writing processes, they develop a sense of responsibility. In self- assessment, students assess their own writing and decide which pieces will be shared or evaluated. As students work through the writing process, students may address the quality of the writing and the effectiveness of the message. They may also judge if they have met the requirements for the given assignment. Early in the course, teachers can introduce students to the concept of self-assessment by creating a handout with questions such as the following:

Table 2.2 Student Questions in Self Assessment Activities

Activities	Questions
Sample Self-Assessment	• Does my composition make sense? • Does it say what I want it to say? • Does it say it clearly? • Can the reader follow my thinking (i.e., my organization)? • Are there any details that need to be deleted? Added? • Am I happy with this composition? What makes this piece of writing strong? Weak?

Students' reflections and insights are an important element of evaluation. Most classes, with practice, are capable of assisting the teacher in establishing evaluative criteria. Teachers should clearly communicate to students their expectations regarding evaluation.

2.   Product Assessment

Assessment of the process student's use when writing is of great importance in assisting students to improve their writing; however, the finished composition or product is also important as an indication of writing achievement.

Product assessment is often equated with a grade, yet this type of assessment attends only to the students' cognitive domain.[36] This overriding obsession with correction, often narrowly focused on mechanics, actually undermines the more fundamental aspect of composing--content and clarity. Intensively marked papers give too many details, overwhelming and demoralizing the students in addition to overloading the teacher. Researchers have found that constructive, encouraging, and frequent feedback, as well as responses that emphasize content and process rather than just conventions, lead to improved competency and positive attitudes to writing. Praising what students do well improves their writing more than mere correction of what they do badly. Intensive correction actually does more damage than moderate correction. Focusing students' attention on one or two areas for concentration and improvement is more helpful.

When students use the writing process, intensive correction is not as likely to be required because students usually write more carefully considered and crafted compositions. They have gone through several revisions. They often reflect a more thorough understanding of the assignment's nature. They require, therefore, a thoughtful response from teachers. Too often teachers revert to reacting and evaluating papers only in terms of mechanics.

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[36]Crowhurst, *Process Assessment* ,1988, (Online) URL: http://www.sasked.gov.sk.ca/docs/xla/ela 15c4.html), accessed on 20th January 2014

If students are to grow as writers they deserve regular feedback. In addition to noting errors with mechanics, teachers can respond with appropriate comments. Comments such as the following can help students grow and can validate them as writers.[37]

By responding to more than surface mistakes, teachers become more comfortable articulating what makes one piece of writing more effective than another. They gain confidence in their own ability to evaluate writing. Forms of product assessment include both holistic and analytic scoring.

1)   Holistic Scoring

Teachers read the compositions for a general impression and, according to this impression, award a numerical score or letter grade. All aspects of the composition--content and conventions--affect the teacher's response, but none of them is specifically identified or directly addressed using a checklist. This approach is rapid and efficient in judging overall performance. It may, however, be inappropriate for judging how well students applied a specific criterion or developed a particular form. A sample holistic scoring guide follows, with scores ranging from 5 to 1.

Sample Writing Rubric

Score	Description
5/5	This writing has a strong central focus and is well organized. The organizational pattern is interesting, perhaps original, and provides the piece with an introduction which hooks the reader and carries the piece through to a satisfying conclusion. The writer has chosen appropriate details and established a definite point of view. Sentences are clear and varied. Word choice is appropriate. If there are errors in mechanics, they are the result of the student taking a risk with more complex or original aspects of writing.

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[37]   Chudi & Mitchell, *Assessing Writing: Holistic Scoring*, 1989, (Online) URL: http://www.sasked.gov.sk.ca/docs/xla/ela_15c4.html accessed on 20th January 2014

4/5	This writing has a clear and recognizable focus. A standard organizational pattern is used, with clear introduction, transitions, and conclusion. A point of view is established and a sense of audience is clear. The writer has used appropriate details, clear and correct sentence structures, and specific word choices. The few errors in mechanics do not impede communication or annoy the reader unduly.
3/5	This piece of writing has a recognizable focus, though there may be superfluous information provided. The organizational pattern used is formulaic, and may be repetitive, but is clear and includes a basic introduction and conclusion. The point of view is clear and consistent. The word choices and sentence structures are clear but not imaginative. The mechanics show less effort and attention to proofreading than in the high levels.
2/5	This piece of writing has an inconsistent or meandering focus. It is underdeveloped and lacks a clear organization. Incorrect or missing transitions make it difficult to follow. There may be an introduction without a conclusion, or the reverse, a conclusion with no introduction. The point of view is unclear and there are frequent shifts in tense and person. Mechanical errors interfere with the reader's understanding and pleasure.
1/5	This piece of writing lacks focus and coherence. No organizational pattern has been chosen and there is little development of the topic. Point of view may shift in a confusing way. Mechanical errors are abundant and interfere with understanding. The piece must be read several times to make sense of it. It is not apparent that the writer has cared to communicate his or her message.

Holistic scores often emphasize creativity and overall effect. It is important for students to be given evaluation criteria before they begin writing. A covering letter and resume could be evaluated using the following criteria:

Score	Description
5/5	Letter and resume are complete, succinct, neat, free of mechanical errors, and properly formatted.
4/5	Letter and resume are generally complete but wording and

	formatting could be improved. There may be details missing and a mechanical error or two.
3/5	Letter and resume are adequate but appearance could be improved. There may be several mechanical errors. Information may be missing or unnecessary information may be included.
2/5	Letter and resume do not make a good impression on the reader. Important facts have been left out or are disorganized. There are a number of mechanical errors.
1/5	Back to the drawing board. The letter and resume are incomplete, unclear, and contain numerous mistakes.

2) Analytic Scoring

In analytic scoring, teachers read compositions focusing on a pre-determined list of criteria. Compositions can be compared to a set standard and teachers can diagnose to determine needed instruction. Although this type of analysis is more time consuming than other measures, it does provide detailed feedback. Diederich's Scale is the most widely used analytic measure but it must be used cautiously in order to reflect the instructional focus. It is easy to adapt the scale for specific purpose. The following is an example:[38]

Sample Analytic Scoring Criteria

1-Poor 2-Weak 3-Average 4-Good 5- Excellent	
Writer:_____	Reader:_____
Quality and development of ideas Organization, relevance, movement Style, flavor, individuality Wording and phrasing Grammar, sentence structure Punctuation	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

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[38] (Diederich, 1974, p. 54. Adapted from *Measuring Growth in English*, copyright 1974 by the National Council of Teachers of English. All rights reserved.)

Spelling Manuscript form, legibility	1 2 3 4 5 1 2 3 4 5
Total score_____	

H. Scoring Guide of Writing Test

Table 2.3 Scoring Guide of Writing Test[39]

Component	Score	Level	CRITERIA
Content	**30-27**	Excellent to very good	Knowledge. Substantive. Thorough development of thesis. Relevant to assigned topic
	26-22	Good to average	Some knowledge of subject. Adequate range. Limited development of thesis. Most relevant to topic, but lucks detail.
	21-17	Fair to poor	Limited knowledge of subject. Little substance. Inadequate development of topic.
	16-13	Very poor	Does not show knowledge of subject. Non-substantive. Not pertinent. Or not enough to evaluate
Organization	**20-18**	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organization. Logical sequencing. Cohesive.
	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing

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[39] Sara Cusing Weigle, *Assessing Writing*, US:Cambridge University Press, 2001, p. 116

	13-10	Fair to poor	Non-fluent. Ideas confused or disconnected. Lacks logical sequencing and development.
	9-7	Very poor	Does not communicate. No organization. Or not enough evaluation.
Vocabulary	**20-18**	Excellent to very good	Does not communicate. No organization. Or not enough evaluation.
	17-14	Good to average	Adequate range. Occasional of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor	Essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough evaluate.
Language Use	**20-18**	Excellent to very good	Effective complex constructions. Few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
	17-14	Good to average	Effective but simple constructions. Minor problems in complex construction. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	13-10	Fair to poor	Major problems in simple/complex constructions. Frequent errors negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.
	9-7	Very poor	Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.

		Excellent to very good	Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
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	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor	Frequent errors spelling, punctuation, canalization, paragraphing. Poor handwriting. Meaning focused or obscured.
Mechanics	**2**	Very poor	No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible. Or not enough to evaluate.

I.   Writing Apprehension Assessment

To determine students score, first, add together all point values for positive statements (PSV) only. Second, add together all point values for negative statements (NSV) only. Then place those scores into the following formula to discover your Writing Apprehension (WA) score:

WA = 78 + PSV-NSV

PSV questions = 1; 4; 5; 7; 8; 13; 16; 18; 21; 22; 24; 25; 26

NSV questions = 2; 3; 6; 9; 10; 11; 12; 14; 15; 17; 19; 20; 23

Writing Apprehension scores may range from 26 to 130. The following general observations may be made about scores in certain ranges, and only general observations,

but note that the further a score is from the mean of 78, the more likely the description of a range of scores will apply.[40]

Range 60-96	Most students who score in this range do not experience a significantly unusual level of writing apprehension.
Range 97-130	A score in this range indicates that you have a low level of writing apprehension.
Range 26-59	A score in this range indicates you have a high level of writing apprehension.

J.   Experimental Study

An experimental is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter deliberately and systematically introduces change and then observes the consequence of that change. Only research problems that permit the researcher to manipulate conditions are appropriate for experimental research. The goal of experimental research is to determine whether a casual relationship exits between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another.[41] The essential requirements researches are control, manipulation, of independent variable, and observation and measurement.

1. Control

Control of variables is the essence of experimental method. When a study is completed, researcher want attribute the outcome to the experimental treatment. To do this, they must

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[40] John Daly and Michael Miller's, *"The Empirical Development of an Instrument to Measure Writing Apprehension."* Research in the Teaching of *English* 12 (1975): 242-49. Adapted by Michael W. Smith in *Reducing Writing Apprehension* (Urbana: NCTE, 1984).

[41] Donald Ary, Lucy Cheser Jacobs, Chir Sorence, Asghar Razaveih, *Introduction to Research in Education*, 8th Ed, USA: Wadswotrth Cengage Learning,2010,p. 265.

eliminate all other possible explanations by controlling the influence of irrelevant variables. Without control it is impossible to evaluate unambiguously the effects of an independent variable or to make references about causality.

2. Manipulation

The manipulation of an independent variable is a deliberate operation performed by the experimenter of an independent variable involves setting up different treatment conditions. Treatment is another word for the experimental manipulation of the independent variable. The different treatment conditions administered to the subjects in the experiment are the levels of independent variables.[42]

3. Observation and measurement

After applying the experimental treatment, the researcher observes to determine if the hypothesized change has occurred. Some changes can be observed directly, whereas other changes are measured indirectly. Learning, for example, is often the dependent variable in educational research. Researcher cannot measure learning directly. They can only estimate learning trough score on an achievement test or other measures chosen according to the operational definition. Therefore, strictly speaking, the dependent variable is observed score rather than learning.

K. ANOVA

Simple or one-way analysis of variance (ANOVA) is a statistical procedure used to analyze the data from a study with more than two groups. The null hypothesis is that there is no difference among the group means. It is called one-way ANOVA because there is only one independent variable and one dependent variable. In analysis of variance, as in the t test, a ratio comparing observed differences to the error term is used to test hypotheses about differences

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[42] *Ibid*, p.266.

among groups. This ratio, called the F ratio, employs the variance ($\sigma2$) of group means as a measure of observed differences among groups. The F ratio is named for R. A. Fisher, the early statistician who developed it. Because ANOVA can be used with more than two groups, it is a more versatile technique than the t test. A t test can be used only to test a difference between two means.[43]

ANOVA can test the difference between two or more means. The general rationale of ANOVA is that the total variance of all subjects in an experiment can be subdivided into two sources: variance between groups and variance within groups. Variance between groups is incorporated into the numerator in the F ratio. Variance within groups is incorporated into the error term or denominator, as it is in the t test. As variance between groups increases, the F ratio increases. As variance within groups increases, the F ratio decreases. The number of subjects influences the F ratio: The larger the number, the larger the numerator becomes. When the numerator and denominator are equal, the differences between group means are no greater than would be expected by chance alone. If the numerator is greater than the denominator, you consult the table of F values to determine whether the ratio is great enough to let you reject the null hypothesis at the predetermined level. Computing the F Ratio (simple analysis of variance) Suppose you have the three experimental conditions of high stress, moderate stress, and no stress, and you wish to compare the performance on a simple problem-solving task of three groups of individuals, randomly assigned to these three conditions.

One can compute the F ratio by following the required steps. The first step is to find the sum of the squared deviation of each of the individual scores from the grand mean. This index is

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[43] *Ibid*, p. 178-180.

called the "total sum of squares" and reflects all treatment effects plus sampling error.[44] It is expressed by the following formula:

$$SSt = \sum_{t}^{2} - (\frac{(\Sigma_t)2}{N})$$

Where

SSt = sum of squares total

$\Sigma X2$ = each score squared, then summed

$(\Sigma Xt)^2$ = all the scores summed first, then this sum squared

N = number of scores

Next, find the part of the total sum of squares that is due to the deviations of the group means from the grand mean. This index is called the "sum of the squares between groups." (To be grammatically correct, we should say "the sum of squares *among* groups" when more than two groups are involved. However, it is a long-standing tradition to use the term "sum of squares between groups," and to be consistent with other texts we are retaining this usage here.) This index is found by applying the formula:

$$SSb = \sum_{b}^{2} = (\frac{(\Sigma_t)2}{N})1 + \left(\frac{(\Sigma_t)2}{N}\right)2 - (\frac{(\Sigma_t)2}{N})$$

Then, find the part of the total sum of squares that is caused by the deviations of each individual score from its own group mean. This index, called the "sum of the squares within groups," is found by applying the raw score formula for the sum of squared deviations to each group and then summing across groups ($SSw = SS1 + SS2 + \ldots$).[45]

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[44] *Ibid*, p. 180
[45] *Ibid*, p. 180