

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature, this chapter consists of the nature of writing, the importance of writing, writing process, paragraph, teaching media, kinds of media, the definition of flashcard, the advantage of flashcard, the disadvantage of flashcard, teaching writing recount text using flash card, theoretical of implementation, and scoring method.

A. Writing

a. The Nature of Writing

Before dealing with the definition of writing paragraph, it is necessary to define the word "writing".

“Writing is a complex art of human creativity, gathering a new idea into one topic in their mind to create on the paper”.¹

The composition as an expression of thought, idea, opinion and experience of the writer is arranged systematically and logically. Furthermore, writing is a process that can be practiced and learned.

Writing is used by the educated people to record something, to report, to explain, to inform, to ensure and to influence the readers. Those purposes of writing can be attained well by people who are able to arrange, to organize, to express their ideas clearly in writing. It is important for the students to learning English in written well because through writing they can convey their idea and opinion systematically. Based on the statements, it can be concluded that writing

¹ Edward, David Allen and Rebecca M, Vallete. *Classroom Technique Foriegn Language and English as a second Language*, New York: Harcourt Brave Javanovich 1997

is an active productive skill and it will be used to communicate and to pour out ideas in our mind. More clearly, writing is an act or process to produce some information from our mind in the form of words or writing.²

b. The Importance of Writing

Writing is one of language skills which is important for students in learning English. It becomes very important because it is one of communication tools.

Through writing, students are able to express their feelings and ideas.

Meanwhile, Byrne explains that writing can be said to be act of forming these symbols : making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds.³

As Harmer in points out, the writing skill has finally been recognized as an important skill for language learning. It is one of language skills which are important students in learning English. It becomes very important because with writing the teacher is able to know all of English skills of student including speaking, reading, and listening. One of the different forms in writing is recount text as a kind of genre which is learned by students in junior high school.⁴

Kurikulum Tingkat Satuan Pendidikan (KTSP- Educational Level Unit Curriculum) as the educational orientation for most of the schools in Indonesia expect the students are able to write some types of genres. Based on KTSP for Junior High School, students are expected to be able to write at least five genres:

² David Nunan, *Second Language Teaching and Learning*, New York: Thomson Publishing Company, 1994

³ Ridha Ardila, *Improving The Students' Ability In Writing Recount Text By Applying Jigsaw Technique*, Medan, P. 3

⁴ Ibid. , P. 8

narrative, recount, descriptive, report, and procedure in the daily life context. There are many media can be used in teaching writing such as picture, puzzle, flash card, etc. In this research the writer chooses flash card as the media. And this study focuses on the usage of Flash card in second grade of Junior High School.

c. The kinds of Writing

Based on Ika states there are fiveteen types of genre text, they are: ⁵

1. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
2. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.
3. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
4. Spoof is a kind of genre used to retell an event with a humorous twist.
5. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
6. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
7. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
8. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

⁵Ika Aries Tantiya, *Teaching Writing Recount Text Through Movie*, Unpublished Thesis, Semarang: Faculty of Tarbiyah Walisongo State Institute For Islamic Studies Semarang, 2011, p. 35-36.

9. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.
10. Discussion is a kind of genre used to present (at least) two points of view about an issue.
11. Description is a kind of genre used to describe a particular person, place or thing.
12. Review is a kind of genre used to critique an art work or event for a public audience.
13. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.
14. Narration is a writing form is used to tell a story, to give meaning an event or series of related event.
15. **Recount Text** is a piece of text that retells past events, usually in the order in which they happened. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the reader a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

Table 2.1

GENERIC STRUCTURE

1. Orientation	Introducing the participants, place and time.
2. Events	Describing series of event that happened in the past.
3. Reorientation	It is optional.

Language Features in Recount text
1. Introducing personal participant: I, my group, etc.
2. Using chronological connection: then, first, etc.
3. Using linking verb: was, and were.
4. Using action verb: look, go, change, etc.
5. Using simple past tense: saw, heard ⁶

Look at the following examples of Recount Text :

VISITING BALI

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach.

He visited some tour agents and selected two tours. The first one was to Singaraja, the second

⁶ M. Arifian Rosyadi,

Orientation →

Events →

Conjunction and transition :

Every text type, including recount, always use conjunctions to make compound sentences and transitions to link the sentences in order to provide cohesion in the text. This is one kind of conjunctions (Coordinating Conjunctions) .

F = For , **A** = And , **N** = Nor , **B** = But , **O** = Or , **Y** = Yet , **S** = So

People usually called them **FANBOYS** to memorize them easily.

Recount usually use “But” and “And”.

d. Writing Process

Writing is never a one-step action. Writing as one productive skill needs process. Writing process gives any benefit. 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.

The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.⁷ There are four steps of writing process:

a. Planning

This process refers to pre-writing process and the point at which we discover and explore our initial ideas about a subject.

Pre-writing is the thinking, talking, reading and writing you do about the topic before we write a first draft. Pre-writing is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic”.⁸ There are several activities we can choose from in the prewriting stage. 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 listing, brainstorming, free writing, clustering.

1. Listing

⁷ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, New York: Longman, 2007, p. 15

⁸ Ibid., p. 15

Listing is a pre-writing technique in which you write the topic at the top of a piece of paper and then quickly make a list of words or phrases that come into your mind.⁹

2. Brainstorming

Another way to get ideas down on paper quickly is through brainstorming. Brainstorming is one way to capture thoughts.

Jerry also states that brainstorming is one popular activity of prewriting in which a topic is introduced 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.

3. Free Writing

In freewriting you write non-stop about a subject for a certain amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not. Also, Spelling or punctuation, mistakes, and finding exact words do not matter. You can even write incomplete sentences phrases. The main goal of free writing is to keep your pencil moving across your papers.

4. Clustering

Clustering is a way to get ideas for writing. 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. As you think of related ideas, you write this idea in smaller circle or block around the

⁹ Ibid., p.16

first circle. The related idea in each small circle may produce even more ideas and therefore more circle around it.

b. Organizing

The next step in the writing process is to organize the ideas into a simple outline.

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c. Drafting

The next step is to write drafts, using your outline as a guide. Drafting is the actual writing of the paragraph. Write your rough draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper.

d. Revising and Editing

Polishing is most successful if you do two steps. First, revising is attacking the big issue of content and organization. Then, editing is last process of writing process. In editing, the writer focuses on the smaller issue of grammar, punctuation, and mechanics.

e. Paragraph

1. Definition of Paragraph

According to siahaan that a paragraph is a piece of writing text. It contains several sentences.

It can be classified into three parts; they are the beginning, the body and the ending. As a text, a paragraph contains several sentences which can be classified into three parts: ¹¹

¹⁰ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, New York: Longman, 2007, p. 16

- a. A paragraph is called the beginning. It functions as the introductory sentence.
- b. A paragraph is called the body. It contains several supporting sentences. Each of the sentences elaborates the topic sentence. Writers usually classify them into some types according to their function.
- c. A paragraph is called the concluding. It summarizes the main points of the paragraph.

The main idea should be develop with supporting sentences. The supporting sentences should be connected and refer to the main idea. Then, a paragraph also has concluding sentences which summarizes the control idea.

2. The Elements of Paragraph

Paragraph are the foundation of writing, students need to write paragraph in order to equip them paper, journal, reports and so forth. Paragraph has five major elements.

a. The Topic Sentence

The topic of paragraph is usually introduced in a sentence; this sentence is called the topic sentence. Every good paragraph has a topic sentence, which clearly states the main idea or topic of the paragraph. A topic sentence is the most important sentence in a paragraph. It briefly tells what the paragraph is going to discuss.

b. The Support

¹¹ Sanggam Siahaan, *The English Paragraph*, Graha ilmu: Pemantang Siantar, 2007, p.5

The support sentences they develop the topic sentences by giving specific detail about the topic such as reasons, examples, facts, statistics and quotations.

c. Unity

Unity is an important element of a good paragraph. Every good paragraph has unity, which means that in each paragraph, only one main idea is discussed. The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph.

d. Coherence

There are four ways to achieve coherence, they are: using repetition of key nouns, using pronouns which refer back to key nouns, using transition signals to show how one idea is related to the next, and using logical order.

B. Teaching Media

Media is the channel of communication. Media are consider as instructional media when they carry messages with an instructional purposes that is to facilitate communication. The teaching media is media that is use to support the instructional. Media is interaction between the teacher and the students. Teacher use some visuals in their teaching activities to facilitate their teaching.¹² Instructional media have functions to make learners easily to understand the teaching materials. Furthermore the class will be more alive.¹³

The teachers should apply the media in teaching - learning activities because:

1. The learners' motivation are aroused by using media in learning.

¹² Nuhung Ruis, *Instructional Media*, Jakarta, p. 7

¹³ *Ibid.*, p. 8

2. Media are integrated the experience from the concrete things to the abstract ones.
3. Teaching method will be more variety it is not only limited on teacher instruction so that the student not be bore.
4. Instructional media are created the possible direct interaction between the learners and their environment.
5. The students are more diligent to study because they are not only listening to the teacher's explanation but students also do the other activities to demonstrate and others. ¹⁴

a. Kinds of Media

According to Vernon there are six kinds of media : ¹⁵

1. Drawing or teacher made drawings

This media can be constructed and supported the topic which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2. Still pictures

This media can be shown into the real objects or the events of outside the class. A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc.

3. Audio recording

¹⁴ Ibid., p. 9

¹⁵ Nuhung Ruis, *Instructional Media*, Jakarta, p. 9

Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual event of sound effects. Sound is presented in the sequence in which they actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

4. Motion picture and TV

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. Objects or events may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound. All types of audio-video electronic system can be appeared on a cathode ray tube or TV monitor.

5. Real object, simulation and models



Real Object



Model

This category includes people, events, objects and demonstration. Real objects as contrasted with other media are not substituted by the artificial objects or events. They are, in fact, life, often in its natural setting.

There are countless real objects in the immediate community. As long as they are readily and economically available, use them. Simulation is the replication of real situation which has been designed to be as near actual

events or process as possible. A model is a replica or reality. It is often in scale and may be in miniature, exact size or an enlargement.

6. Programmed and computer-assisted instruction :

Programs the example of a computer-assisted instruction, are sequences of information which are designed to elicit predetermined response. The most common examples are programmed text books or instructional programs prepared for computers.

There are also visual media that can be effectively used by teachers in the classroom. Those media are as follows : ¹⁶

1. Pictures

They can be photographs of people, places and things which are used in magazines, newspapers, calendars and flash cards. The flash card may have a picture on one side and the teacher writes the name of the thing on the other side so that the teacher will know that picture is being shown. Flash cards can be in the form of photograph, drawing or picture cut out of the magazines and newspaper. The picture must be enough so the student can see them clearly. ¹⁷

2. Chart, poster and cartoon

Chart is a drawing which shows information in the form of a diagram, a map of the sea, or the sky, etc. Poster is a large printed picture or notice in a public place, often used to advertise something. Cartoon is a funny

¹⁶ Nuhung Ruis, *Instructional Media*, Jakarta, p. 13-14

¹⁷ Ibid., p. 14

drawing especially one in a newspaper or a magazine that makes a joke about current events.

3. Black board or white board

The black board or white board is the most important visual media which most of the classrooms have. The board can be used for presenting drawings, diagram and written language. It is always available for various purposes without special preparation.

4. Audio media

As well as the board, the tape recorder has come to be valuable media to the language learners and teachers. Cassettes are much easier to use for many listening activities. You can take recording of the radio to provide authentic materials for listening practices, or you can make your own materials using a recorder.

5. Over Head Projector (OHP)

Over head projector is very useful for large classes. Teachers can face the class freely. Teaching by using an OHP is less messy than using chalk. Material can be prepared before the hand on the transparency. Presenting material on the OHP allows you to face the learners all the time and provides the learners with a common focus of attention.

6. LCD Projector

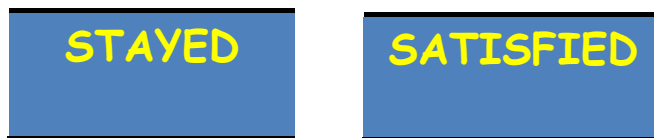
LCD stands for Liquid Crystal Display. It is similar with an OHP. It must be connected to the computer to display teaching materials to learners.

And nowadays LCDs are more popular than OHPs for presentation or for teaching because they are more practice and efficient.

b. The Definiton of Flashcard

Flash Card is visual aids that extensively used for conveying meaning and particularlary useful for teaching certain areas of vocabulary such as concrete items, places professions description of people, activities, and action. In particular flash card were divided into **two categories, word flash card and picture flash card**. The word flash card are card that contain base word or root word with its suffixes and its part of speech, it may contain pair conversation, short stories, or only a word on it. On the other hand, picture flash card contain of picture and text were utilized together. In this study the writer used *Word Flash Card* as media.¹⁸

Example of flash card :



There are some definitions about flashcard. According to Kasihani, flashcards are cards have big size, usually it uses paper rather thick, stiff, and the size is A4. It contains of picture and words. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, household, transportation and clothes. To avoid misunderstanding on the pictures of flashcards, the teacher should try or show the flashcards to others before it uses to teach the students.

¹⁸ Edward, David Allen and Rebecca M, Vallete. *Classroom Technique Foriegn Language and English as a second Language*, New York: Harcout Brave Javanovich 1997

Furthermore it used for all of class. Usually the teacher holds and moves some flashcards is in a pile of flashcards to front side. The movement of cards quickly, may be it is the reason, why does it called by flashcard. Flash is quickly, or a flash, in Indonesia language means “sekilas”. For certainly activities, for describing things, the flashcards can be stocked in board by using blutack in order to not damage the picture. Picture’s colour is more interesting because the student like to colourful picture.¹⁹ But, Azhar Arsyad explained that Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something. Based on the picture, flashcards usually have 8 x12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English).²⁰ According to Longman Dictionary, in language teaching flashcards is a card with words, sentence, or pictures. It used as an aid or cue in a language lesson.²¹

In using flashcards, it requires considerable attention about way of handle and move when we will change the picture. Pictures have to clear enough if seen by students and it moved quickly from back side to front side.

In making flashcards, there are three criteria as below:

- 1) Flashcard should visible and is big and clear enough so that all of students can see detail.
- 2) The picture on flashcard has to convey the message clearly, not

¹⁹ Kasihani K.E Suyanto, *English for Young Learners Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*, (Jakarta : Bumi Aksara, 2007), Page 109.

²⁰ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2002), Page 119

²¹ John Richard, John Platt, and Heidy Weber, *Longman Dictionary of Applied Linguistic*, (England: Longman Group UK Limited, 1985), Page 107.

confuse or describe something that confused.

3) The way of use flashcard must be correctly.²²

From some definition above, flash card is card bearing picture and word given by the teachers when they are explaining the material to their students. It helps the teacher to handle and teach the material to the students easily. Flashcards have various sizes based on student's specific need. They are colorful which is used to memorize and understand new vocabulary. Beside it, flashcard is one of visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve student's understanding on the material given by the teacher.

c. The advantages of Flash Card

Flashcards are one of visual aid which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher.

There are some advantages of flashcards as follow:²³

- a. Flashcards are useful and effective method to help students to study vocabulary.
- b. Flashcards are easy to carry any where, so we do not need to carry heavy books so much because it is really convenient.
- c. Flashcards help in summarizing and memorizing, so by using flashcard the students will not need to study from the book with long pages and a lot of

²² Kasihani K.E Suyanto, *op.cit.*, Page 106

²³ Siti Inayah, "Using Flashcard To Improve Students' Understanding On writing skill", Journal of Thesis : Semarang : 2009 (accessed on September 20, 2013). P. 45-50

information which it makes the students confused because students will be able to study from the flashcards that contains very simple points.

- d. Flash cards can make creative activity in teaching learning process.
- e. Flash cards can give motivation to the students in their learning.
- f. Flash cards can help the students to memorize English word well.
- g. Flash cards are excellent learning tool for the students.

Beside of the advantages of flashcards, there are some disadvantages of them as follow:

- a. Flashcards to make it self, they need much time.²⁴
- b. Some students will misunderstand the teacher explanation based on their knowledge on the material which is explained by the teacher, sometimes the goal is planned can not be achieved.²⁵

According the advantages and the disadvantages above, the writer conclude that flashcard are one of teaching aid that the students and the teacher needs it in order to maintain interest and motivation.

C. Teaching writing Recount Text using Flash Card

To implement flash card media in teaching of writing at the junior high school there are pendagogical activities to be done. They are Pre- Writing, Whilst Writing and Post-Writing.²⁶

²⁴Ibid.,p.55

²⁵ Ibid.,p.58

In Pre-writing activity, the class activity is focuses on stimulating the students' background knowlegde by Asking some questions about students' past experience in a holiday, having students brainstorming on topic and explaining the objective of the task.

In whilst writing activity, the teacher gives papers containing recount text that taken from ebook related to the lesson then, ask students to read and understand the text. When the students have read the texts, the teacher explains the topic of lesson and use flash card as media. The teacher ask students to write and question words that they think difficult to understand then she explains the meaning of difficult words by giving the synonym of those words to answer students' questions. If the students could not understand the teacher's explanation then the teacher will explain it by using Indonesia Language. After that, the teacher ask the students to write recount text. She will monitor the students activity and revise the students writing. The class activity in this section is focuses on guiding and assigning the students to identify varied vocabularies and its meanings, to obtain the writing of task. They will find out their idea and pour it in their writing. Then they develop the idea to be a good writing.

In Post-Writing activity, the class activity is focuses on having students revising their writing. In this sense, the teacher guide and assign students to correct their writing.

Writing is undenibealy consider as challenging skill, because in writing text students must know how to generate ideas, how to organize them coherently, how

²⁶ Professor Carolyn J. Sharp, *PEDAGOGICAL SKILLS DEVELOPMENT*, 2009, p,. 10

to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product.

To teach the writing skill English teacher must attempt to make students like writing , although it is difficult. The fact in the school, most English teacher still get obstacles in teaching writing, especially in increasing students` writing score, because writing is uneasy skill to be learn and teach. These obstacle must be solvein order to make writing interesting.

One of the media of education that can be use in teaching learning is flash card. Flash card is small pieces of card with pictures or word on them, use as teaching aids. Flash card also can be made by cutting out the pictures from any other sources. Flash card can make the teaching learning process more effective. To improve the students ability in writing recount text the writer use flash card as media to improve their skill. Flash card can be motivate the students to imagine so can write something.

For example : The teacher gives the material about Recount text, and then ask students to write about recount text (biography).



R.A. Kartini biography.

Every April 21 people in Indonesia commemorate the Kartini Day. It is a beautiful day for women because we celebrate the birth of the great lady R.A. Kartini. Everyone knows who Kartini is. She is our national heroine and a great lady with a bright idea.

Kartini was born on April 21, 1879, in Mayong, Jepara. Her father was Rama Sosroningrat, a Wedana (assistant of head of regency) in Mayong. Her mother, Ma Ngasirah, was a girl from Teluk Awur village in Jepara, the daughter of a noble family. She felt lucky because she got more than the ordinary people got. She got better education than other children. In November 12, 1903, she married Adipati Djoyodiningrat, the head of Rembang regency. According to Javanese tradition, Kartini had to follow her husband. Then she moved to Rembang.

In September 13, 1904, she gave birth to her son. His name was Singgih. But after giving birth to a son, her condition was getting worse and she finally passed away on September 17, 1904, at the age of 25.

Now Kartini has gone, but her spirit and dream will always be in our hearts. Nowadays, Indonesian women's progress is influenced by Kartini's spirit, stated in her collection of letters "habis gelap terbitlah terang" or "from the dusk to the dawn."

D. Theoretical of Implementation

In the teaching learning process, surely the teacher uses implementation of their teaching. They took implementation to refer to their wisdom in teaching strategy. It is impossible without implementing in evaluating. Implementation action, the teacher has many ways and criteria to determine something. Writing is

one of the language skills learned intensively in classroom. Furthermore, writing is one of language skill which is used to communicate ideas and thought indirectly or without face to face with other people. Writing is productive and expressive activity, so in writing, the writer must be able to express the language used, language structure or vocabulary. It means that the ability to write come by much practicing.

According to Anthony in Fuzianti states that implementation is the technique which actually takes place in classroom. It is particular trick, strategy on contrivance used to accomplish an immediate objective. Technique must consist with a method and therefore in harmony with approach.²⁷

E. Scoring Method

a. Types of Scoring

To assess the Students' writing product, there are two methods of scoring for judging the students' writing. Those are holistic, and analytic scoring.²⁸ The explanation of each type of scoring will be described as follows:

1. Holistic scoring

Holistic scoring uses a variety of criteria to produce a single score. The rationale for using a holistic scoring system is that the total quality of written text

²⁷Endang Fuzianti, *Teaching English as Foreign Language*, Surakarta: Muhammadiyah University Press, 2003, p. 126.

²⁸Djiwandono, *Tes Bahasa pegangan Bagi Pengajar Bahasa* (Malang: PT. Indeks, 2008), p.62.

is more than the sum of its components. This is basically what teachers do when they assign number of letter grades to students' test such as composition. In addition, Madsen states that holistic scoring focuses on the "How well does this paper communicate?" Minor mechanical errors that interfere very little require very little penalty. In fact, it is not counted but it must be reduced a grade from A to Aon the basis of scattering of these errors. The same principle applies to other areas. Furthermore, the holistic approach doesn't make feel secure when in grading a spelling quiz or grammar exam. Nevertheless, it is one of the best ways to evaluate the complex communication act of writing.

2. Analytic scoring

Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria use in the process writing. The scoring method applied in the study is developed by Behram. The analytic scoring method applied in this study covers four components (content, organization sentence structure, grammar, usage and mechanic).²⁹

In the present study, the writer uses analytic scoring method in evaluating the students' final composition. They also propose numerical scores for each of the above categories as follows:

Table 2.2

The Scoring Rubric for The Writing assessment of Writing Test.

Components	Score	Criteria
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²⁹Ibid., hal 65

Content	30-27	Excellent to very good: knowledgeable*substantive
	26-22	Good to average: some knowledge of subject*adequaterange*limited development of writing*mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject*little substance*inadequate limited of topic
	16-13	Very poor: does not show knowledge of subject*nonsubstantive* not pertinent*OR not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression*ideas clearly stated/supported*succinct*well organized*logical sequencing*cohesive
	17-14	Good to average: somewhat choppy*loosely organized but main ideas stand out*limited support*logical but incomplete sequencing
	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 to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range*effective word/idiom choice and usage*word from mastery*appropriate register
	17-14	Good to average: adequate range*occasional error of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range*frequent error 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 to evaluate
Grammar	25-22	Excellent to very good: effective complex construction*few error of tense, pronouns, prepositions
	21-18	Good to average: effective but simple constructions*minor problems in complex constructions*several errors of tense, pronoun, preposition but meaning seldom obscured
	17-11	Fair to poor: major problem in simple/complex constructions*frequent errors of tense, pronoun, preposition*meaning confused or obscured
	10-6	Very poor: virtually no mastery of sentence

		constructions dominated by errors*does not communicate*OR not enough to evaluate
Punctuation	5	Excellent to very good: demonstrate mastery of conventions*few error of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing*poor hand writing*meaning confused or obscured
	2	Very poor: no mastery of conventions*dominated by errors of spelling, punctuation, capitalization, paragraphing*hand writing illegible*OR not enough to evaluate

For clearer explanation, the following are the criteria for scoring writing which are used in this study:

- 1) Content: the agreement with the title chosen
- 2) Organization: paragraph unity, coherence, and cohesion
- 3) Vocabulary: the precision of using vocabulary
- 4) Language Use or Grammar: tenses and pattern
- 5) Mechanics: spelling and punctuation.

The maximum score for each element are as follows:

Table 2.3

The Scoring of Writing

No	Categories	Score
1	Content	30
2	Organization	20

3	Vocabulary	20
4	Grammar	25
5	Mechanics/Punctuation	5
TOTAL		100