

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Actually the writer is not the first who researching about using idea listing to increase students writing. But it does not mean that the writer only plagiarizes the previous study. To prove the originality of the study the writer shows the related studies.

First, the study of idea listing had been conducted by Ika Apriani, (2015).concluded that she teaching writing descriptive text by using listing technique gave good effect for students' writing skill and the ability in aspects of writing; content, vocabulary and grammar¹

Second the study conducted by Miftah, (2013). The study is aimed at developing the Idea Listing Technique (ICT) to enhance the students' writing ability. The findings show that the implementation of ICT can enhance the students' ability in writing expository paragraph. It is indicated by the enhancements of the percentage of the students achieving the score greater. Thus, the enhancement of the students' ability in writing expository paragraph.²

Third, the study conducted by Dermawan Arief, (2014). The writer concluded that teaching writing descriptive text by using listing technique gave good effect

for students writing skill and the ability in aspects of writing; content, vocabulary and grammar.³

There are differences between the first present studies Miftah. his study is conducted in MTS AN-NUR Palangka Raya in academic year 2012/2013. Meanwhile in this study is in

¹ Apriani Ika <http://journal.tarbiyahainib.ac.id/index.php/attalim/article/view/146>

² M.Zaini Miftah Enhancing writing Ability Through Idea Listing Technique . *Journal of English Education and Linguistics Studies*,2(1):62-83.

³ Etd.unsyiah.ac.id

MTS AN-NUR Palangka Raya in academic year 2016/2017. The different with the second study, Ika study, their study subject is using listing technique. Their research was conduct on state junior high school in Banda Aceh. In this study is in the eighth graders of MTS AN-NUR Palangka Raya. The differences between the third present studies are the time, place. Her study was conducted on the Banda Aceh. In this study is in MTS AN-NUR Palangka Raya. Her study was the used of technique in descriptive text, in this study is the used of idea listing technique in descriptive text, especially for animal, person, place description.

B. Writing

1. The Nature Of Writing

Writing is a complex activity which involves many skill. It includes deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that is intelligible to others.⁴ academic writing is the kind of writing used in high school and college classes.⁵

Writing is one of the four language skills which should be developed in teaching English. Writing is a series of related text- making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing and revising.⁶

Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.⁷ Writing is the language use to express and to communicate with others. It must be difficult without practicing regularly. Browne said “writing is important in our live and as communicative acts that transmit information and link people together”.⁸

⁴ Ann Browne, *Teaching and Learning Communication, Language and Literacy*

⁵ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition, Pearson Longman,p.3.

⁶ Sabarun, Improving Writing Ability Through Cooperative Learning Strategy. *Journal On English As A Foreign Language*,1 (1):41-48.

⁷Heaton, J. B, *Writing English Language Tests*, New Edition, London and New York,1975,p. 135.

⁸Ann Browne, *Helping Children to Write*, London: Paul Chapman, 1993, p.2

Writing is an individual activity similar to Jo McDonough and Christopher Shaw said that writing, like reading, is in many ways individual, solitary activity.⁹ Similarly, Trisha Phelps-Gunn and Dianna Phelps-Terasaki said that writing is a useful, effective, enjoyable, and above all necessary component of the modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter.¹⁰ They also said that writing is the most complex language mode, being four times removed from inner language, and adds the component of written expression to the earlier abilities.

From the opinions above, writing is the way of thinking or sending message from writer to the reader which becomes the part of language or language skills and it also means communication.

2. Kinds of Writing

a. Paragraph

Paragraph is a group of related statements that a writer develops about a subject.¹¹ Reid and Tyner in Nirwanto states a paragraph is a series of sentences that develop one idea or main point.¹²

1). Title of Paragraph

Title helps us to organize and hint our thoughts. Like Oshima and Houge state in Nirwanto that a title tells the reader what the topic of the paragraph is. It is usually use a word or phrase, not a sentence.¹³

⁹ Jo M.C. Donough and Christopher Shaw, *Materials and Methods in ELT*, Cambridge: Blackwell Publisher, 1993, p.164

¹⁰ Trisha Phelps-Gunn and Diana Phelps-Terasaki, *Written Language Instruction*, London: an Aspen Publication, 1982, p.1

¹¹ Alice Oshima, Ann Houge, *Introduction To Academic Writing*, third edition, Pearson Longman.

¹² RahmadiNirwanto, *Paragraphs and Essay*, first edition, Yogyakarta: Kanwa Publisher, 2013, p.1.

According to Nirwanto there are some points to be considered when writing a title of paragraph as follow:¹⁴

- a). The first, last and all important words in a title are capitalized, prepositions and articles are not considered important words in a title. Prepositions and articles are not considered important words in a title. Preposition of more than five letters, however, may be capitalized. Articles that begin that title, of course, are capitalized.
- b). The title of paragraph or essay is not understood.
- c). The title is not enclosed quotation marks, nor is it ended with a period.
- d). A title will attract the reader about up-to-date topics. Often the readers want the latest information.
- e). It should be specific and powerful.
- f). It should be brief.

2). Three parts of a paragraph

A paragraph has three parts , a topic sentence, several supporting sentences, and a concluding sentence.¹⁵ Butler in Nirwanto states the topic sentence is similar to a learning objective in that it gives the reader the general idea of what is to follow.¹⁶ According to Oshima and Hogue, the topic sentence tells what topic the paragraph is going to discuss. The supporting sentences give detail about the topic. The concluding sentence summarizes the main points or restates the topic sentence in different words. Below are the more explanation:¹⁷

- a.) The topic sentence has two parts that are a topic and a controlling idea. The topic names

¹³*Ibid*, p. 6.

¹⁴*Ibid*

¹⁵ Alice oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition, Pearson Longman, 38.

¹⁶ Rahmadi Nirwanto, *Paragraphs and Essay*, first edition, Yogyakarta: Kanwa Publisher, 2013, p. 7.

¹⁷ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, third edition, Pearson Longman, p. 38-47.

the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points.

- b.) Second, supporting sentences explain the topic by giving more information about it.

Supporting point sentences list the main points of the paragraph. The signal phrases at the beginning of a sentence, use *for example* or *for instance*, follow by comma. In front of an example that is just a word or phrase (not entire sentence), use the prepositional phrase *such as* without comma, in front of example that is just a word or phrase (not entire sentence), use the prepositional phrase *such as* without comma.

- c.) Third, the concluding sentence signal the end of the paragraph and reminds the reader of the main idea. Not all paragraphs need a concluding sentence. A paragraph that stands alone needs a concluding sentence, but a paragraph that is part of a longer piece of writing does not always need one.

3. Writing Process

According to Oshima and Hogue 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 foolish your rough draft by editing it and making revisions.¹⁸ When write we need to consider the specific audience, consider the tone of the writing that is the style or manner of expression, and the last is the purpose of a piece of writing determines its organizational pattern.¹⁹

- a. Prewriting (creating).

Prewriting is a way to get ideas. In this step the students choose a topic and

¹⁸ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, third edition, Pearson Longman, p. 15.

¹⁹ Alice oshima, Ann Hogue, *Writing Academic English*, Fourth Edition, 1999, New York: Longman, p.265.

collect ideas to explain the topic.²⁰ In the first step if given a specific writing assignment, here are two tips for making a good choice:²¹

- 1). Choose a topic that interests you.
- 2). Choose a topic that fits the assignment.

The first step in the writing process is chosen a topic and narrow it, the next prewriting step is to collect information and develop ideas. There are four useful techniques for exploring within yourself are journal writing, listing, free writing, and clustering. First is journal writing, you can record your daily experiences, or quotations that are meaningful. Second, listing is brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Third, free writing is a brainstorming activity in which you write freely about a topic because you are looking for specific focus. Fourth, clustering is another brainstorming activity to generate ideas. To use this technique, first write the topic in the center, or core, balloon, then write whatever ideas come to you in balloons around the core.²²

b. Drafting

At this point in the writing process, students should seek a structure in which to place their prewriting, unstructured findings. It is here that students should be encouraged to define a focus statement, that is, a sentence which expresses what students hope to examine within their writing. During the draft writing, students should be encouraged to develop their prewriting ideas,²³

- 1). Write in a natural and uninhibited manner.

²⁰ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, third edition, Pearson Longman, p. 16-18.

²¹ Alice Oshima, Ann Hogue, *Writing Academic ...* p.265.

²² Alice Oshima, Ann Hogue, *Writing Academic ...* p.271.

²³ New Nouveau Brunswick Teachers, *English Language Arts the Curriculum for Writing 110*, p. 70.

- 2). Develop drafts with as much detail as possible.
- 3). Continue writing until all important points are made.
- 4). Work diligently through drafts with minimal attention to mechanics.
- 5). Leave drafts for a short duration to gain new perspective and objectivity.

c. Writing

Step three in the writing process is writing the rough draft. Follow the outline as closely as possible, and do not worry about grammar, punctuation, or spelling, writing is a continuous process of discovery. As you are writing, you will think of new ideas that may not be in your brainstorming list or outline. You can add or delete ideas at any time in the writing process. Just be sure that any new ideas are relevant.²⁴

d. Revising

Revision should be regarded as an opportunity to make choices about style and content and about how information can be arranged to make writing more effective.²⁵ According to Oshima and Hogue, during the revision, be concerned mainly with content and organization, that are:²⁶

- (a) Read over your paragraph carefully for a general overview, focus on general aspects of the paper and make notes in the margins about rewriting the parts that need to be improved.
- (b) Check to see that you have achieved your stated purpose.
- (c) Check for general logic and coherence. The audience should be able to follow the ideas easily and understand what have written.
- (d) Check to make sure that the paragraph has a topic sentence and that the topic sentence

²⁴ Alice oshima, Ann Hogue, *Writing Academic....* p. 272.

²⁵ New Nouveau Brunswick teachers , English Language Arts the Curriculum for

²⁶ Alice oshima, Ann Hogue, *Writing Academic* p. 273.

has a central (main) focus.

- (e) Check for unity. Cross out sentences that are off the topic.
- (f) Check to make sure that the topic sentence is developed with sufficient supporting details. Each paragraph should give the reader enough information to understand the main idea.
- (g) Check the use of transition signals.
- (h) Finally, does your paragraph have or need a concluding sentence?

e. Editing

Editing is the final step before possible publication. Once students have revised the final draft, they must go through it line by line to clarify meaning and strive for technical competence. Effective editing involves several thorough readings of the writing in question.²⁷ In Oshima and Hogue book, in editing we need to be focus for possible errors in grammar, sentence structure, spelling, and punctuation. Below are we need to do:²⁸

- (a) Check each sentence for correctness and completeness. You should have no fragments and no choppy or run-on sentences.
- (b) Check each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, noun plurals, articles and so on.
- (c) Check the mechanics: punctuation, spelling, and capitalization.
- (d) Check for incorrectly (can't, isn't, I'll, and so on).

f. Publishing

Students should be encouraged to write for real and varied audiences and to

²⁷New nouveau Brunswick teacher, *English Language Arts the Curriculumfor Writing 110*, 2007, p. 71.

²⁸Alice Oshima, Ann Hogue, *Writing Academicp. 275*.

submit written work to various venues such as newspapers, magazines, and writing contests. Students need to be aware of the importance of the audience and the necessity of writing with clarity.²⁹

4. Writing Assesment

Sabarun stated in Herlina, Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.³⁰

a. Process Assessment

Process assessment in the assessment that is done while the teaching and learning process. It is a kind of ongoing assessment used to keep track of students' progress in writing or to monitor the students' progress in writing. In this case, Tompkins states that process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use.

Therefore, the aim of process assessment is to give information about the students' performance. Here, there are three kinds of measurement for process assessment. Writing process checklist is kind of format that can be used in observing students when they are writing. Here, the teacher can note how the students move through the writing process stages.

In conferences, the teacher meets with the students individually and discusses with them about the students' writing. The discussion is focused on any aspects of the writing process, which cover topic selection, prewriting activities, word choices,

²⁹New Nouveau Brunswick teachers , English Language, p. 71.

³⁰Herlina, *The Effectiveness of Using Concept Mapping in Recount Paragraph Toward The Students' Writing Ability at The Tenth Year of SMA Muhammadiyah 1 Tumbang Samba Katingan Tengah*, Unpublished Thesis, Palangka Raya : State Islamic College of Palangka Raya, 2012.

types of revision, and so on. In addition, self-assessment encourages students to think about their purpose in writing and to reflect on what and how they are learning.

b. Product Assessment

Product assessment is defined as giving score to the students' final composition; it focuses on assessing the students' final composition. To assess the students' writing product, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.

Holistic scoring is a procedure in scoring students writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader.

The second type is primary trait scoring. The primary trait scoring is a way of scoring piece of writing by focusing on the specific feature or characteristics. The trait could be language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency.

The third type is 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. In addition, analytic scoring identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater give score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in

instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspect of their writing and gives teachers diagnostic information for planning instruction.³¹

In this study, the writer only uses product assessment with analytic scoring method in evaluating the students' final composition. The analytic scoring method applies in the study covers four components (content, organization, vocabulary, grammar, and hechanic). The scoring rubric for measurement the writing skill based on teachers' books as follow:³²

2.1 Scoring rubric of descriptive text³³

Component	Score	Level	Criteria
CONTENT	25-22	Excellent to very good	Knowledgeable, substantive and relevant to assigned topic
	21-19	Good to Average	Adequate range, mostly relevant to topic, but lack detail
	17-18	Fair to poor	Little substance, inadequate development of topic
	10-5	Very poor	Not- substantive, not pertinent or not enough to evaluate
ORGANIZATI	30-27	Excellent to very good	Fluent expression, ideas clearly stated or supported, succinct, well organization, logical sequencing and cohesive
	26-22	Good to Average	Loosely organized but main ideas stand out, limited support and logical but incomplete sequencing

³¹ Sabarun, *The Effectiveness of Using Outline in Writing Expository Essay*, STAIN Palangka Raya: Unpublished. 2010. P. 32

³²Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta:Kementerian Pendidikan dan Kebudayaan,p.14-15.

³³ Sara cusing weigle, *assessing wrting* ,US :Cambridge University press,2001,p.116

ON	21-17	Fair to poor	Non- fluent, ideas confused or disconnected, lack logical sequencing and development
	16-13	Very poor	Does not communicate, organization, not enough evaluate
LANGUAGE USE	20-18	Excellent to very good	Effective complex construction. 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
	13-10	Fair to poor	Major problems in simple/complex constructions. Frequent, 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
VOCABULARY	20-18	Excellent to very good	Effective word or choice and usage, word from mastery and appropriate register
	17-14	Good to average	Adequate range, occasional errors of word form, choice, usage, but meaning not obscured
	13-10	Fair to poor	Frequency errors of word form, choice, usage, and meaning confused or obscured
	9-7	Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate

C. Idea Listing

1. Nature of Idea Listing

Listing is prewriting technique 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.³⁴

Idea Listing is a loosely structured process that helps a group search for a better understanding of an issue by eliciting diverse opinions and ideas on a given topic. And a helpful technique for a wide range of group challenges. For example, Idea Listing can be used when a group is discussing a new issue, or if group feels that an issue or topic appears to be overwhelming, Idea Listing produces a wide range of idea and is particularly helpful when a group needs to break down a complex issue into easily understood components or tasks.

2. Idea Listing Technique

The are process step that should be followed when using the Idea Listing Technique.³⁵

- a. Arrange large sheets of paper(i.e., easel paper) on a wall. Groups often produce more ideas than they expect, thus a sufficient amount of wall paper is required. (*A good rule of thumb is to affix one sheet of paper to the wall for every two participants.*)
- b. Select a facilitator (member or non-group member), who will lead the process and serve as a neutral party when conducting group discussions using the Idea Listing Technique.
- c. The facilitator introduces a list of suggested ground rules (or'' conversation principles'') to be followed. Following a discussion of the ground rules, the facilitator

³⁴ Alice Oshima, Ann Hogue, *Writing Academic*.P. 17

³⁵ <http://www.unce.unr.edu/publications/files/cd2003/Fs0347.pdf>

asks participants to honor them. Two important rules or principles include: all ideas count, even the “crazy” ones and no side conversation during the exercise.

Note: If the group is larger than 20, consider breaking into smaller breakout groups. Ask each breakout group to select someone to serve as chart writer, who records ideas generated by the group.

d. The facilitator states the issue or problem in the form of a question. An example of a specific question is, *“In what ways can our board effectively respond to the challenges of the recently approved community plan?”* The group is given an allotted time to respond to the question; however, when necessary, it is important that the group remain flexible in taking additional time. A group of 20 participants should be able to complete steps one through seven within 15 to 30 minutes.

e. The facilitator or chart writer asks participants to share their ideas, one idea at a time. These ideas are then listed on the wall paper or flip chart. If participants begin to discuss ideas while they are still being listed, the facilitator should remind them of the ground rule side conversations are not allowed.

f. If the group becomes silent at some point in the process, the facilitator should be patient and give participants adequate time to reflect and think about other possible ideas. Typically the initial ideas listed are the obvious ones; participants are often “silent” because they are searching for the less obvious ideas. The facilitator should not place pressure on participants to respond.

g. Near completion of generating ideas, the facilitator announces to the participants that *“Approximately two minutes remain for generating ideas.”* Sometimes this announcement may produce additional ideas.

h. The facilitator reads each of the ideas listed and discusses them for clarity, asking if ideas can be grouped in categories or themes. If so, the facilitator may want to rearrange the ideas, putting each theme or category on one a separate piece of paper. Another option is the facilitator, under the guidance of the group, may circle similar ideas with a specific color marker. For example, those ideas related to the category, “Information and Education” are circled in red. The facilitator can ask one of the chart writers to record the color-coded circled ideas on a separate piece of easel paper to post results in a more user-friendly format.

i. The facilitator asks the group what next steps they would like to take regarding the given topic. To help the group discuss some possible next steps.

- *Do the grouped ideas lend themselves to a plan of action or strategies for the group?* The group may want to prioritize the categories or themes at this time and begin working on an action strategy
- *Do the ideas listed add clarity to the issue, creating better understanding of group member’s opinions?*
- *What would the group like to do with this information?*

3. Example Idea Listing Technique

First, the writer made a list of people who have made a difference. Then he decided which person to write about and circled his choice.³⁶

³⁶ Alice Oshima ,Aan Hogue, *Introduction to Academic Writing*, P.16

A Person Who Has Made a Difference

Albert Einstein

Bill Gates

Mother Teresa

Aunt Sarah

Martin Luther King, Jr.

Mr. Jakobsen (high school counselor)

Cesar Chavez

Grandfather

Next the writer started e new list. He wrote his chosen topic, Grandfather, at the top of new piece of paper and started writing words and phrases that came into mind about his grandfather.

Grandfather

uneducated (high school? eighth grade?)

started hospital in town – only

farmer

hospital in big area

worked hard

first farmer to terrace his land – now

helped his community

every one does it

started community hospital

improved farming techniques

respected in community

in his area

went to church every week

smart

got up early

read about new things

worked late

terracing helps prevent soil erosion

was the first person in town

listened to experts

to buy a car

thought things over

forward-thinking

made me laugh when I was little

The writer then looked at his second list and decided to write about how his grandfather helped his community. He circled that idea. Then he thought about *how* his grandfather helped his community. He circled two ideas and marked them A and B. The writer also crossed out anything that did not belong to these two ideas

Grandfather	
uneducated (high school? eighth grade?)	started hospital in town –only
farmer	hospital in big area
worked hard	first farmer to terrace his land –
helped his community	now every one does i
B started community hospital	A improved farming techniques
respected in community	in his area
respected in community	read about new things
went to church every week	terracing helps prevent soil erosion
got up early	listened to experts
worked late	thought things over
was the first person in town to buy a car	made me laugh when i was little
forward thinking	

4. Advantage and Disadvantage Of Idea Listing Technique

Listing technique is good for writing as the part of prewriting process. Listing technique is good in developing students' ideas in writing. It means that students can develop their ideas focused on one topic. listing technique can be useful to develop ideas or create main points of writing. Student may use listing technique to facilitate discussions for generating innovative ideas for writing. This technique helps them search for a better understanding of a topic. By eliciting diverse smaller topics and

ideas on the given topic. In addition, through the activity of listing technique, writers have more time to go into depth on topics of interest. It will draw out a wide range of thoughts on given topic and help them to rapidly identify many aspects the topic even when they are just beginning to think about it. By listing technique, student can see the breadth of their thinking. They are likely encouraged to create or discover as many as they can. That is why it is very helpful when we want to generate the ideas for the target topic.

But listing technique also has disadvantage. The disadvantage is that listing technique is not suitable for writing process in limited time. Students need the time more in applying listing technique in writing process.

5. Teaching Writing Using Idea Listing Technique

In relation to the teaching of EFL writing through ILT, the utilization of ILT can be through the teaching procedure. The procedures of the implementation of ILT for writing activities involves the application of the writing stages adapt those are, prewriting, drafting, revising, and editing. The focus of ILT implementation is particularly on prewriting stage. The prewriting activities focuses on implementing ILT in generating ideas. Prewriting is a preparation to write and the getting-ready-to-write stage which is like a warming-up for the athletes.

The following is the development of teaching procedures of the ILT implementation I have effectively practiced in teaching EFL writing, focused on writing an expository paragraph. The process steps are as follows.³⁷

³⁷ M.Zaini Mifftah Enhancing writing Ability Through Idea Listing Technique . *Journal of English Education and Linguistics Studies*,2(1)62-83.

First, teacher leads students to a topic by showing pictures through LCD followed by some questions as brainstorming. Then he introduces the issue or topic and tells the instructional objectives. Students are given an allotted time to respond to the question; however, when necessary, it is important that they remain flexible in taking additional time. They should be able to complete steps one through seven within 15 to 30 minutes.

Second, teacher asks students to participate in generating ideas through ILT. To do so, he distributes a model of an expository paragraph, asks them to sit in groups of three, and asks a group member to be facilitator to lead the process. Then he assigned them to analyze the paragraph for focusing on the writing task of writing an expository paragraph. The use of ILT in prewriting stage enables students to get ideas because it is similar to the techniques – ways to get started – used in prewriting stage such as brainstorming, clustering, strategic questioning, sketching, free writing, exploring the senses, interviewing, and information gathering.

Third, teacher distributes a large sheet of paper (A4). It is suggested to arrange a large sheet of paper (i.e., wall paper, A4 paper, flip chart). Students often produce more ideas than they expect, thus a sufficient amount of larger paper is required. He next informs students to be involved in their group activities and to follow the rules include – all ideas count even the “crazy” ones and no side conversations during the activities.

Fourth, teacher asks students to explore and share ideas of a general topic to be smaller ones or sub topics (in words and phrases), and list them on the paper as the

first list. If students begin to discuss ideas while they are still being listed, the facilitator should remind them of the ground rule that side conversations are not allowed. In addition, teacher reminds students that the time will be up, so they might produce additional ideas. It is suggested that near completion of generating ideas, the teacher announces to students that “Approximately two minutes remain for generating ideas.” Sometimes this announcement may produce additional ideas. After that, he asks them to read the ideas listed and discuss them for clarity and grouping in categories, and then rearrange the ideas based on the categories. Next he asks them to choose one of the items listed in the categories to be a smaller topic to write an expository paragraph.

Fifth, students are asked to generate ideas of the sub topic that have been decided in words or phrases, and list them on the paper as the second list. It is to lead students to easily write suitable topic sentence for an expository paragraph. Any of these ideas can be the controlling idea in their topic sentence, while some others can be supporting sentences. Teacher also reminds students that the time will be up, so they might produce additional ideas. After that, to organize their ideas generated using ILT, he assigns students to make a paragraph outline for an expository paragraph.

Sixth, teacher assigns students to write first draft in drafting stage. Drafting stage centers on providing students chances to start writing based on a paragraph outline idea they have made in the previous stage. Drafting is a stage designed to allow the writers to put their ideas on paper without worrying about mechanics or neatness. This statement is in line with asserting that drafting is the process of getting ideas on

paper. In addition, points out that drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience and trained instruction. In this stage, students are assigned to write rough draft as their first draft. For so doing, students are assigned to write a title and start writing their first draft individually based on the outline they have made.

Seventh, teacher asks students to revise their first draft in revising stage. The revising stage focuses on providing students chances to revise their first draft they have made in the drafting stage with emphasis on the content and organization rather than on the mechanics. Revising is to make the writing clearer and more interesting to the readers. Both drafting and revising stages are the core of the writing process. In revising stage students rethink and rewrite the first draft to form the second draft. To do so, teacher guides students to revise their writing in terms of content and organization through peer revising and self revising. To do peer revising, students are asked to make a group of three. They are suggested to use Peer Review Checklist for Expository Paragraph taken from book, *Refining Composition Skills: Rhetoric and Grammar*. They respond to each other's drafts by answering the questions of the checklist in their task book. Meanwhile, for self revising, students are assigned to revise their own draft by using Revision Checklist for Expository Paragraph taken from book, *Refining Composition Skills: Rhetoric and Grammar*. Students answer the questions of the checklist in their task book, and then write second draft based on the suggestion from peer and self revising.

Finally, teacher assigns students to edit their second draft in editing stage. The editing stage centers on providing students chances to edit the drafts, and proofread the drafts for accuracy and correctness in spelling, punctuation, capitalization and grammar. Editing is putting the piece of writing into its final form. It is the process in which students begin to look at correctness. Assert that editing stage primarily focuses on the content of students' writing. Students need to edit their draft to make sure their sentences are clear. To do so, teacher guides students to edit their second draft through self editing. They are suggested to use Self Editing Worksheet taken from book, *Introduction to Academic Writing*. They respond their own draft by answering the questions of the worksheet. After that, they are asked to write final version of their writing, and then to submit.

D. Kinds Of Text

1. Descriptive text

Descriptive text is a text which describes person, place, mood, and situation. A descriptive text focuses on the characteristics features of a particular thing, person or place.

2. Narrative text

Abbott in Nair defines narrative as “the representation of an event or a series of events”.³⁸

The essential purpose of narrative is to tell a story, but the detail purpose may vary according to genre. The most common structure is:³⁹

³⁹Engres. 2009. [Progression in Narrative. Ied.edu.hk pdf](#) (online on Wednesday 15 April 2015)

- a). an opening that establishes setting and introduces characters;
- b). a complication and resulting events;
- c). a resolution/ending.

Language features vary in different narrative genres, but the common features are:⁴⁰

- a). presented in spoken or written form;
- b). may be augmented/supplemented/partly presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/ images/ video/ audio);
- c). told/written in first or third person (I, we, she, it, they);
- d). told/written in past tense (sometimes in present tense);
- e). chronological (plot or content have a chronology of events that happened in a particular order);
- f). main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain);
- g). typical characters, settings and events are used in each genre;
- h). connectives are widely used to move the narrative along and to affect the reader/listener: to signal time (later that day, once); to move the setting (meanwhile back at the cave, on the other side of the forest); to surprise or create suspense (suddenly, without warning).

3. Recount text

Recount is a piece of text that retells past events, usually in the order in which they Happened The purpose of a recount text is to give the audience a description of what

⁴⁰ *Ibid*

happened and when it happened. The generic structure:⁴¹

- 1). Orientation: Introducing the participants, place and time
- 2). Events: Describing series of event that happened in the past
- 3). Reorientation: Stating personal comment of the writer to the reader.

Language feature in recount:⁴²

- 1). Introducing personal participant: I, my group, etc
- 2). Using chronological connection: then, first, etc
- 3). Using linking verb: was, were, saw, heard, etc
- 4). Using action verb: look, go, change, etc
- 5). Using simple past tense.

4 Procedure text

Interest procedure is a member of text instructions on how to do something through a series of actions or steps.

Struktur text Procedure:

1. Title / Goal = Title / Purpose Activity
2. Classification / Definition (optional), Remarks on the subject report and classification (Can there, can not)
3. List Of Materials (List of Materials)
4. Steps, Step-work / activities

Text is the text that conveys procedure regarding the procedure of doing things. The way of writing generally in the form point by point.

⁴¹ M.Arifian Rosyadi, 2011. *Learning Material Development Recount Text*, p.1-2. (online on Wednesday, 15 April 2015)

⁴² Ibid

E. Descriptive Text

1. Definition of descriptive text.

Descriptive text is a text which describes person, place, mood, and situation. Descriptive text is also a text which describes something that appeal directly to the sense like Warriner said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). Descriptive paragraph is normally full of vivid verbs and precise adjective.⁴³

According to Barnet and Stubb's, description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates.⁴⁴ A descriptive text focuses on the characterisic features of a particular thing, animal, person or place.⁴⁵

2. The example of descriptive paragraph

A Person Who Has Made a Difference: My Grandfather

My Grandfather help his community in two ways. My Grandfather born in 1980. He was farmer. Not well educated. (Maybe he only went to high school for one or two year. In those days, children were needed to work on the farm). He was first farmer in his community to terrace his fields. Then, people thought he was crazy, but now, every farmer does it. Terracing helps prevent soil erosion. This improved farming techniques in his area. After he is too old to work at farming, my Grandfather get the idea that his town needs a Hospital, so he spend his time raising money to build one. There is no hospitals nearby, and people have to go long distance to see doctor. People again think he really

⁴³John E. warriner, *English grammar and composition*, new York: Harcourt, 1992, p.327

⁴⁴ Barnet, Stubb's, *Practical Guide to Writing*, Boston: Little, Brawn and Company, 1983, p. 160.

⁴⁵ Bachtiar Bima M., Cicik Kumiawati, *Bahasa Inggris untuk SMP/MTs kelas VIII semester I*, Klaten: Intan Pariwara, 2013, p. 57.

crazy, but he succeed. Now a small Hospital in community, and two doctor. Each of the doctors have lots of patients. The Hospital is named the james walker community hospital. It was named for my Grandfather. My Grandfather just a simple, uneducated farmer, but he helped his community a lot.

F. Experimental Study

An experiment is a investigation in which the researcher manipulates one or more independent variables, controls any other relevant variable, and observes the effect of the manipulations on the dependent variable(s). An experiment deliberately and systematically introduces change and then observation the consequences of that change. Only research problems that permit a researcher to manipulate conditions are appropriate for experimental research. The goal of experimental research is to determine whether a causal relationship exists 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.⁴⁶

1. Control

Control of variables is the essence of the experimental method. When a study is completed, researchers want to attribute the outcome to the experimental treatment. To do this, they must eliminate all other possible explanations by controlling the influence of irrelevant variables. Without control it is impossible to evaluate unambiguously the effect of an independent variable or to make inferences about causality.⁴⁷

2. Manipulation

⁴⁶ Donald Ary, Lucy Cheser Jacobs, Chir sorensen, Asghar Razavieh, *Introduction to Research in English*, 8thEd., USA: Wadsworth Cengage Learning, 2010, p. 265.

⁴⁷ *Ibid*, p. 267.

The manipulation of an independent variable is a deliberate operation performed by the experimenter. In educational research and other behavioral sciences, the manipulation 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 administer to the subjects in the experiment are the *levels* of the independent variable.⁴⁸

3. Observation and Measurement

After applying the experimental treatment, the researcher observes to determine if the hypothesis 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. Researchers cannot measure learning directly. They can only estimate learning through scores on an achievement test or other measures chosen according to the operational definition. Therefore, strictly speaking, the dependent variable is observation score rather than learning.⁴⁹

⁴⁸ *Ibid.*, p.267

⁴⁹ *Ibid.*, 269