

CHAPTER II

REVIEW OF LITERATURE

This chapter is divided into six main parts. Those are nature of writing, components of writing, types of writing performance, scoring methods of compositions writing, scoring of composition writing, and beyond scoring.

2.1 The Nature of Writing

Learning English means learning language skill, namely listening, speaking, reading, and writing. Nunan (2003:88) says that writing is the mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be clear to the reader. A writer usually expresses his/her idea or feeling in a written form and each writer is usually different writing with others depending on its purpose. By writing people are able to communicate with other.

Some students still produce poor writing and make many mistakes in their sentences, structure and grammar. Irene (2003:25) says that as writing became more important, the task teaching writing was assumed by various educational institutions. The writing skill is important in writing activity. It will help students to write well such as how to write letters, reports, story, etc. if students have writing skill, they will be easy to write that.

Furthermore, writing is an important part of our life for communication. Brown (2004:218) says that almost every aspect of everyday life for “common” people was carried out orally. Writing skill, at least at rudimentary levels, is a necessary

condition for achieving employment in many walks of life and is simply taken for granted in literate culture.

The writing performance in human being is needed to help the people to communicate each other using oral writing. In the educational word, writing skill or writing ability is tough in the school to introduce students how to make a good writing.

2.2. Component of Writing

According to Heaton (1988:135) the following analysis attempt to group the many varied skill necessary for writing good prose into five general component or main area.

2.2.1. Language use : The ability to write correct and appropriate sentences.

2.2.2. Mechanical skills : The ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.

2.2.3. Treatment of content: The ability to think creatively and develop thoughts excluding all irrelevant information.

2.2.4. Stylistics skills : The ability to manipulate sentences and paragraphs, and use language effectively.

2.2.5. Judgment skill : The ability to write in appropriate manner for a particular purpose with audience in mind, together with an ability to select, organize and order relevant information.

Those elements are elements of writing that have to use in write a composition; it can make a good composition if those components is completed by the writer. And those components are taken to components of writing for making a rubric. In this study those component of writing is a postulate to give mark on students' work.

2.3. Types of Writing Performance

According to Brown (2004:220) there are four categories of writer performance that capture the range of written production are considered her. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

2.3.1. Imitative

To produce written language, the learner must attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level and which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

The imitative writing is a basic level in the type of writing performance according to Brown (2004). This level of writing just concern on the spelling word, and try to make a good a mechanical writing. The contents of story and meaning of writing is not focused in this level.

2.3.2. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features up to the length of a sentence. Meaning and context are some importance in determining correctness and appropriateness, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

The second type of writing is focused on meaning and context. In this level the students hoped to make a good content in their composition. The form of writing concerned in the assessment in this level.

2.3.3. Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logical connected sequence of two or three paragraph. Tasks respond to pedagogical directives, list of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretation of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative form of expression of ideas. The writer has mastered the fundamental of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

In this level of writing it is concerned on the grammar sentences and discourse conventions with a strong emphasis on context and meaning.

2.3.4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, term paper, a major research project report, or even a thesis. Writer focus on achieving a purpose, organizing and developing ideas logically, using details to support of illustrate ideas, demonstrating syntactic and lexical variety, and many cases engaging in process of multiple draft to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

This level is the higher types of writing performance, the writer focus on achieving a purpose, organizing and developing ideas logically, using details to support of illustrate idea, demonstrating syntactic and lexical variety, and many cases engaging in process of multiple drafts to achieve a final product

Taking from those types of writing the data concluded into Responsive writing. The students hoped can makes a simple composition which concern on the gramatical structures.

2.4 Scoring Methods of Compositions Writing

There are two methods for scoring students' composition which are Heaton (1988) and Brown (2004). It will help to analyze students' composition writing.

2.4.1 Scoring Methods of Compositions writing based on Heaton, there are:

First, Heaton's method is divided into three. Heaton (1988:147) said that compositions may be scored according to one of two methods: *the impression method or the analytic method*. Note, however the former method does not involve the use of rating scale to any large extent.

2.4.1.1. The Impression Method

The impression method of marking entails one or more markers awarding a single mark (= multiple marking), based on the total impression of the composition as a whole. As it is possible for a composition to appeal to certain reader but not to another, it is largely as has been demonstrated, the examiner's mark is highly subjective one based on a fallible judgment, affected by fatigue, carelessness, prejudice, etc. If assessment based on several (fallible) judgments, the next result is far more reliable than mark based on single judgment.

In this scoring method is the way how to give score in the students' work. In Impression method three or four markers give score each paper, mark being combined or averaged out to reveal the testee's score.

2.4.1.2. The Analytic Method

Since most teachers have little opportunity to enlist the service of two or three colleagues in marking class composition, the analytic method is recommended for such purpose. This method depends on a marking scheme which has been carefully drawn up by the examiner or body of examiner. It consists of an attempt to separate the various feature of a composition for scoring purpose. Such a procedure is ideally suited to the classroom

situation because certain features have been grade separately; students are able to see how their particular grade has been obtained.

In this scoring method, examiner use a tool with specific criteria of writing and specific score each components. According to those criteria, the examiner gives a appropriate score in each criteria above and accumulate every scores in the criteria to find a score in students' work. In this study this scoring methode is chosen for giving score in student' work.

2.4.1.3. The Mechanical Accuracy Method

The mechanical accuracy or named error-count method is not recommended by him, this method is not valid to give mark for the writer. In the last third method Heaton said (1988:148) a third method of scoring composition is the mechanical accuracy or error-count method. Although this is the most objective of all methods of scoring, it is the least valid and is not recommended.

2.4.2. Scoring Methods of Compositions writing based on Brown, there are:

According to Brown (2004:241) at responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designer: holistic, primary trait, analytical.

2.4.2.1. Holistic

A single score is assigned to an essay, which represents a reader's general overall assessment. According to Brown (2004:242) each point on a holistic scale is given a systematic set of description, and the reader-

evaluation matches an overall impression with the descriptors to arrive at a score.

Here are the advantages and disadvantages from holistic scoring:

The advantages of holistic scoring are:

- a. Fast evaluation.
- b. Relatively high inter-rater reliability.
- c. The fact that cores represent ‘standards’ that are easily interpreted by lay persons.
- d. The fact that scores tend to emphasize the writer’s strengths (Cohen, 1994:315).
- e. Applicability to writing across many different disciplines.

The disadvantages from holistic scoring are:

- a. One score masks differences across the sub-skills within each score.
- b. No diagnostic information is available (no wash-back potential).
- c. Raters need to be extensively trained to use the scale accurately.

2.4.2.2. Primary Trait Scoring

Brown (2004:241) states that Primary trait scoring is a variation of the holistic method in the achievement of the primary purpose, or trait, of an essay is the only factor rated. According to Weigle (2002:110) primary trait, focuses on “how well student can write within a narrowly defined range of discourse”. Brown addition in his book (2002:242) states *this type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text’s achieving that one goal.*

The advantages in this method focus on the function, simply a trait score would assess:

- a. The accuracy of the account of the original (summary).
- b. The clarity of the steps of the procedure and the final result (lab report).
- c. The description of the main feature of the paragraph (graph description).
- d. The expression of the writer's opinion (response to an article).

(Brown, 2004:243).

2.4.2.3. Analytic Scoring

Analytic scoring breaks a test-takers written text down into a number of subcategories (organization, grammar, etc) and gives a separate rating for each. According to Brown (2004:243) analytic scoring may be more appropriately called analytic *assessment* in order to capture its closer association with classroom language instruction than with formal testing. Brown and Bailey (1984) designed an analytic scoring scale that specified five major categories and description of five different levels in each category, ranging from "unacceptable" to "excellent" (see table 2.1).

According to two literatures with the same method on the analysis scoring composition, this study uses analytic scoring method. This method is methodology for giving score in writing composition using own rubric and giving own scoring.

Taking from those scoring methods the analytic scoring method is chosen for giving score in students' work because this study uses a rubric for postulate on giving score.

2.5. Beyond Scoring: Responding to Extensive Writing

According to Brown (2004:247) assessment takes on a crucial role in such an approach. Learning how to become a good writer places the student in an almost consist stages of assessment. To give the student the maximum benefit of assessment, it is important to consider (a) earlier stages (from free-writing to the first draft or two) and (b) later stages (revising and finalizing) of producing a written text.

2.5.1. Assessment of Initial Stages in Composing

- a. Focus your effort primarily on meaning, main idea, and organization.
- b. Comment on the introductory paragraph.
- c. Make general comment about the clarity of the main idea and logical or appropriateness of organization.
- d. As rule of thumb, ignore minor (local) grammatical and lexical errors.
- e. Indicate what appear to be mayor (global) errors (e.g., by underlining the text in question), but allow the writer to make corrections.
- f. Do not rewrite questionable, ungrammatical, or awkward sentences, rather, probe with a question about meaning.
- g. Comment on features that appear to be irrelevant to the topic.

2.5.2. Assessment of Later Stages in Composing

- a. Comment on the specific clarity and strength of all main ideas and supporting ideas, and on argument and logic.
- b. Call attention to minor (“local”) grammatical and mechanical (spelling, punctuation) errors, but direct the writer to self-correct.
- c. Comment on any further word choices and expressions that may not be awkward but are not as clear or direct as they could be.
- d. Point out any problems with cohesive devices within and across paragraphs.
- e. If appropriate, comment on documentation, citation of sources, evidence, and other support.
- f. Comment on the adequacy and strength of the conclusion.

2.6. Scoring Methods of Composition Writing

This study uses two rubrics; they are rubric from Brown (2004) and rubric from Jacob (1981). It is to analyze in teacher’s mark on student exercise. The standard competences on seventh grade from the Ministry of National Education compare with suitable rubric in second semester are chosen and it will be analyzed too.

The first table is rubric according to Brown and Bailey in Brown (2004), the rubric for analytic scale for scoring of composition to grade student writing exercise is:

Component of Writing	20 – 18 Excellent to good	17 – 15 Good to Adequate	14 – 12 Adequate to Fair	11 – 6 Unacceptable – Not college	5 - 1 Not college – Level work
I. Organization: Introduction, Body, and Conclusion	Appropriate title, effective, introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere,	Shaky or minimally recognizable introduction: organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
II. Logical development of ideas: content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material;	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
IV. Punctuation, spelling, and mechanics	Correct use of English writing convention: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Use general writing conventions but has errors; spelling problems distract reader; punctuation error interfere with idea	Serious problems with format of paper, part of essay not legible; error in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capital missing, no margins, severe spelling problems
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly; concise	Some vocabulary misused; lack awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

Table 2.1 Analytic Scale for Rating Composition Task (Brown & Bailey, 1984, pp. 39-41)

The second table is table from Jacob's rubric for scoring composition writing. Jacob has his own criteria in compositing rubric for writing assessment.

This is the table for the criteria:

Component of Writing	SCORES			
	CRITERIA			
	27 – 30	22 – 26	17 – 21	13 - 16
Content	Knowledgeable; relevant to the assigned topic.	Some knowledge of the subject; mostly relevant to the topic, but lacks detail.	Limited knowledge of the subject; inadequate development of topic.	Does not show knowledge of subject and topic.
	18 – 20	14 – 17	10 – 13	7 – 9
Organization	Clearly ideas stated / supported; well-organized; logical sequencing.	Loosely organized but main ideas stand out; logical but incomplete sequencing.	Ideas confused or disconnected; lacks logical sequencing and development.	Does not communicate; no organization.
	18 – 20	14 – 17	10 – 13	7 - 9
Vocabulary	Sophisticated range; effective word choice and usage.	Adequate range; occasional errors of word form, choice and usage <i>but meaning not obscured</i>	Limited range; frequent errors of word form, choice, and usage; meaning or obscured	Essentially translation; little knowledge of English vocabulary.
	22 – 25	18 – 21	11 – 17	5 - 10
Language Use	Effective complex constructions; few errors of tense, number, word order / function, articles, pronouns, preposition.	Effective but simple constructions; minor problems in complex construction; several errors in tense, word order / function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	Major problems in simple / complex constructions, frequent errors of tense, number, word, word order / function, articles, pronouns, prepositions; meaning confused or obscured.	Dominated by errors; does not communicate.
	5	4	3	2
Mechanics	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, <i>but meaning not obscured</i>	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, <i>meaning confused or obscured</i>	No mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible.

Table 2.2 ESL Composition Profile (Jacob: 1981)

Taking from those rubrics, the rubric that is used on the study is Jacob's rubric, because that rubric is more simple and appropriate than Brown's rubric.

Jacob's rubric is suitable for giving score on the seventh grade of junior high school.

2.6.1. Standard Competence

According to Standard competence KTSP 2006, taken from "*Peraturan Pemerintah No.22 tahun 2006 tentang Standart Isi Untuk Satuan Pendidikan Dasar dan Menengah*" the standard competence for writing in VII grade on second semester is "Mengungkapkan makna dalam teks tulis fungsional pendek dan esai pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat."

The standard competence for writing skill in seventh grade is students can communicate using oral communication and verbal communication in daily lives. It is hoped the students can express their ability on the writing skill to write the simple composition writing on their daily life. They can tell about their family, friends, and their activity on the holiday. Because of the purpose of standard competence for seventh grade is students can write the simple composition, the writer expects to use simple criteria on the rubric composition writing. After comparing those two rubrics with standard competence for seventh grade, the second rubric or Jacob's rubric will be analyzed in teacher's score for the student's writing composition. The table has the component which is needed for analyzing because Jacob's rubric suitable with purpose of standard competence in seventh grades and it has simple criteria for component writing.

Based on the review of related above, this chapter explains namely nature of writing, component of writing, type of writing component, scoring method of composition writing, beyond of scoring, and scoring of composition writing. This study uses Jacob's rubric because it is suitable with the method of composition writing. Then, analytic scoring method for give score in student's composition writing. Those literatures used in chapter four to analyze teacher mark on student's work.