CHAPTER II

THEORITICAL FRAMEWORK

2.1 Review of Related Theories

2.1.1 Writing

Rogers (2005: 1) stated that writing is one of the most significant cultural achievements of human being. It allows us to record and convey the information, communications and stories in the immediate moment. Writing allows us to communicate at a distance, either at a distant of place or a distant of time. It could be said that writing is not just the way to communicate to each other but also means of idea and emotional expression. Writing makes word permanent and they expand the collective memory of human beings from the relatively small store and pass on orally to infinite capacity of a modern library. It could be seen that writing is a way of remembering because it makes word permanent and writing also is a good way to communicate because when writing, the writer really thinks about what he or she wants to write and communicate. That is a way of keeping themselves honest and critic because writing is a way of arguing with them.

Axelrod and Cooper (1983: 4) stated that writing is a process of discovering and shaping meaning. The experience rarely gathers and understands immediately all the information they need. From the definitions above, writing needs a process that must be surpassed by the researcher. Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested. Writing is tools of human beings to share information or stories to other because someone could read it by several times. As Langan (2002:2 of 32) stated that the essential of writing will need a long process from the planning, drafting, writing, and revising. These processes could be done by anyone, especially students. The stages of writing process to help students in learning writing, so if they had already followed the

writing process, they will be able to acquire this skill easily and then able to make a good writing.

2.1.1.1 The Purposes of Writing

According to Penny Ur (1996: 163) the purpose of writing, in principle, is the expression of ideas and conveying of messages to the readers. So the ideas themselves should arguably be seen as the most important aspect in the writing. It means when the writes do their writing, and of course they had their purposes. They had to consider the purpose of their writing it is not only the type of text they wish to produce, but also including the language which they use, and the information that they choose.

2.1.1.2 The steps of writing

Harmer (2007: 258) has stated that there are some steps in writing. The first is planning. The planning is a very important step. In this step the researcher decides the topic. The topic is selected depending on the purposes of the researchers itself. In this step, the researchers brainstorm their ideas about all things that are related to the topic and take notes about the ideas. The last, the researchers make outline of their writing. The researchers write the main points and sub pints in the order in what they plan write about them.

The second is drafting. The researchers begin to write. The outline will guide for the researchers to write in the writing process. The researchers should develop their ideas in the paragraph. The paragraph should be coherent between one with another.

The third is editing. The researchers edit their draft to improve the content and the style of their writing to make it more interesting, readable and understandable. In the editing process, the researchers should check their writing. When researchers edit their draft, they will make some changes. They often add a whole paragraph or more, take

out one or more paragraphs, change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies and so on.

The last is final draft. Final draft step is very important in the writing process. In this step, the researcher should rewrite their draft. The researcher should take attention to detail of all words, sentences and paragraphs. It is the final paper of the researchers writing and the result of the writing process.

Writing process is studying of how to write by writing. This current emphasis in writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all regardless of age can write. The initial focus is on creating quality content and learning the genres of writing.

Langan (2006:2 of 32) stated that writing is a process that involves the following steps:

1. Discovering a point-often through prewriting
2. Developing solid support for the point-often through more prewriting
3. Organizing the supporting material and writing it out in a first draft
4. Revising and then editing carefully to ensure an effective, error-free paper. Langan (20016:12 of 32) stated that revising is rewriting a paper, building upon what has already been done, in order to make it stronger.
5. The last step is editing. As Richards and Rodgers (2002: 318) said that editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by checking a paper for mistakes in grammar, punctuation, usage and spelling.

2.1.1.3 Explanation Text

According to Rifa'i (2015) that had written in website, said that Explanation text which is used to explain process of accordance phenomenon in the real.

1. Purposes of Explanation Text

Blake (1999: 50) stated that Explanation text is written to explain how and why something in the world happens. It is about the actions rather than about things in this world. Explanations play a valuable role in building and storing our knowledge.

2. Type of Explanation

Blake (1999: 50) has explained when writing explanations we establish that the phenomenon exist and then explain why or how this came about. There are different types of explanation.

- *First* type explains an occurrence or how something works. It may be mechanical.
- *Second* type explains why things happen.
- *Third* type may explain the similarities and difference between objects.
- *Final* type would explain how to approach a problem that has to be resolved. This text type links with Science and Technology topics where explanations of natural or non-natural phenomena are explored, for example how a television works, why earthquake occur, how tornadoes are formed and how sound moves through a variety of materials. The researcher adopted this type in this research.

3. Structure of Explanation Text

Blake (1999: 51) has divided Explanation has the following structure:

- Title

    Explanations had a title that prepares and leads the reader to the text. This could appear in a variety of forms from heading that names the action to a how and why question or a problem that is to be answered by the explanation.

- General statement

    The first paragraph has a general statement that introduces or identifies the scientific or technical phenomenon. It gives the audience a brief introduction to the event or thing and an understanding of the type of text that is to follow.

- Series of sequenced paragraphs

    At this stage students' explanations are developing causal relationships as well as sequenced paragraphs explain why and how something happens rather than focusing on an object. The explanation sequence should consist of a series of happenings, actions, causes or processes that are the focus on the text type. This chain of actions causes or events result in the phenomenon about which the explanation is written.

- Concluding paragraph

    This stage is an optional concluding statement could tie up the explanation.

4. Language Features of Explanation Text

Blake (1999: 51) has divided Explanations had the following language features:

–   Use of present tense.

–   Usually the subject is not human, for example: mountain, rain, and video.

–   Use of sentences that had a clear subject and verb agreement.

–   Use action verbs to explain cause, for example

2.1.2 Task-Based Learning

Harmer (2007: 71) has stated that TBL enables learning process through task which learners had to perform or a problem they had to solve. In English language classroom:

–   Tasks should be related to students' real-life language needs.

–   Tasks create opportunities for focusing on form.

–   Tasks develop students' intrinsic motivation.

–   This approach enables teachers to see if students are developing the ability to communicate.

Willis (1996: 26) has stated about several types of TBL tasks which could be implemented. They are:

a. **Listing**: in this task, learner's prior knowledge on the topic is employed. As a result of this a list of concepts may be developed.

b. **Ranking items**: student rank is the most work duties where the target language is required. The result of this activity may be the information stored according to specific criteria.

c. **Comparing items**: students may make comparisons between different layers of the atmosphere. A group discussion activity may be done at the higher level. The outcome of this activity may be the identification of similarities and differences.

d. **Problem-solving activities**: In this task, students are told to find the common problems at work place and give the solutions. It develops the skill of finding the solutions. This research focus on this task where the students find the problem based on environment and they are expected to find the solutions.

e. **Creative tasks**: This task activity is challenging as they require sound preparation and integration of skills. These challenging activities require a higher level of preparation and integration of skill of students.

In such tasks learner's role could be defined as group participant, monitor or risk-taker or innovator. On the other hand, teachers' role could be defined as selector and sequencer of tasks, preparing learners for task. As far as the classroom is concerned, the students level and environment; topics that the learners can relate to; aims to be achieved and most importantly task design should be taken in mind. Task should be practical in approach, develop the Listening, Speaking, Reading, Writing skills, and student centered. Some topics could be considered as games, sport, hobbies, holidays, environment, etc. TBL should involve practical tasks that related to real life situations which students can relate to without much difficulty. For example, interview, dialogue writing and presentation, reports, role play, creative writing, task on different themes.

2.1.2.1 The Framework for TBL Instruction

Jane Willis (1996: 23) has stated that "tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome". Task-based classroom activities are envisioned here in terms of tripartite division into what Willis refers to as the 'pre-task', 'task cycle' and 'language focus' components.

In the other word, Willis' framework for TBL is a complete guide to the methodology and practice of task-based language teaching. It explains each component in a typical task-base learning, begin from first phase of task is setting up a task, then the task cycle, which further leads to language-focused work, encouraging in the learner both accuracy and fluency. In the pre-task, the teacher introduces the topic and the task to learners, and gives related words and phrases. In the task-cycle, learners use the language to perform in the last phase i.e. language focus, learners closely specific features occurring in language used while they doing the task.

Nunan (2004: 175) presents task cycle into three phases; pre-task phase, task proper phase and follow-up phase. The advantages of Task-Based Learning:

- It's a learner-centric approach.
- It enables learner to understand language as a tool than a specific goal.
- It could bring teaching to the real world application from abstract knowledge.
- It creates classes interesting and address the to the students' needs.
- Learners develop skills when they are 'pushed' to perform in the classroom.

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- It is used for language production, interaction, meaning negotiation, input processing, and focus on form, all of which are believed to foster second language acquisition.
- The use of tasks in English language classroom encourages participants to their own experiences value, beliefs, opinions and knowledge and to reflect on these and evaluate them in the light of new input.

2.1.3 Eco-composition

Orr (2002: 4-7) said that "an ecologically literate person has a basic comprehension of ecology, human ecology and the concepts of sustainability". As advanced within the field of environmental education, ecology, and the boarder of humanities, respectively and compared and contrasted these framework across multiple dimensions of affect, knowledge, skills, and behavior. In the above of section the term eco-composition was analyzed from multiple levels of government or non government organizations. The idea of eco-composition is not integrate a style of educating, but rather to view what a person knows in term sustainability.

2.1.4 Critical Thinking

Schafersman (1991: 1) stated that Critical thinking is an important and vital topic in modern education. Critical thinking involved thinking precisely and systematically and following the rules of logic and scientific reasoning among other things. In the other word, critical thinking is a process that challenges an individual to use reflective, reasonable, rational thinking to gather, interpret and evaluate information in order to derive a judgment. Critical thinking is the kind of thinking which seeks to explore questions about existing knowledge for issues which are not clearly defined and for which there are no clear-cut answers.

Schafersman (1991: 4) stated that a critical thinker is someone who is able to do the following:

- Understand the logical connection between idea and fact.
- Formulate idea.
- Identify, construct, and evaluate arguments.
- Analyze problems systematically.
- Identify the relevance and importance of ideas.
- Justify one's beliefs and values.
- Reflect and evaluate one's thinking skills.

As we could see from the list, critical thinking skills are essential for all sorts of careers in which we had to communicate the ideas, make decisions, analyze and solve the problems. This is why critical thinking is called a domain-general thinking skill. The numerous goals and principles listed that students be given an understanding of the natural world and become critical thinker, active participants and balance and acknowledge how economic and social needs influence ecological relationship with their own environment.

2.1.5 Previous Study

      The researcher has read several previous studies, journal or final project, *The first* is entitled "Raising Awareness: Introducing Ecocomposition into EFL Writing Classroom" It has been written by Entisar A. Elsherif, Indiana University of Pennsylvania, USA. In his research writing teachers referred to their courses as eco-composition to pay attention to what is going on outside the class by bringing it into their writing classes and to refer to their interest in place and environmental issues. This study is aimed: to raise student's awareness to their environment, to help students appreciate and interact with their locations, to engage students in service learning, to involve students in campus ecology and webbed environment etc. In this case, the differences between the previous study and the researcher study are the aims of the study. The previous study is aimed to raise students' awareness to their place and environments while this research is aimed to improve students' critical thinking in solving eco-composition and environment issues. In the previous study, he focused on how the teachers implementing their interest to eco-composition into their writing class, while this research will focus on students' writing ability in explaining, finding, and solving the eco-composition issues by using task-based learning.

      The second, the research was written by Sariannur entitled "The effect of Using Task Based Learning (TBL) Method on Student's Achievement in Reading Comprehension at Madrasah Aliyah Negeri 1 Natal" In case: State Islamic University of North Sumatera, Medan. This study is designed as experimental research. The study was aimed to identify the student achievement in reading comprehension by doing TBL and investigate the effect of using TBL. The focus of the previous study was on the overall reading performance of learners, while the possibility to see the effect of using task-based learning reading comprehension on a specific reading while this research focused on the process of students' writing ability in explaining, finding, and solving the eco-composition issues by using Task-Based Learning. The significant difference is the

researcher used Classroom Action Research design while the previous study used Experimental research. Furthermore, because it took different place in conducting the study between the previous researchers, where the present research was conducting in Tehran's private language schools, the study also showed different result based on the subject under the study.

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