

II. FRAME OF THEORIES

2.1. Concept of Writing

Writing is a process of communication which uses the graphic symbol to send the message. Erika (1983:11) says :” Writing is a process of communication which uses a conventional graphic system to convey a message to a reader”. It can be stated that writing deals with graphic symbols, that is unit of symbols of written language, that can be used to convey ideas to readers.

On another view, the importance of writing in English according to Chakravety and Gautum (2000:4) is cited like the following :

“ Writing, an important part of language learning is an essential reflective activity that requires enough time to think about the specific topic and to analyze as well as to classify the background knowledge “

This also means that in the writing process, students are required to have good background knowledge and enough time to write. This is so because as Mary and Waters (1995:90) state that Writing is a complex process since it is made of a large number of skills, not only one element that is used but also all of language elements need to be considered such as: spelling, grammar, diction, punctuation, etc. certainly without all of these elements, it is difficult to write in a good performance of this language skill.

Writing enables the students to describe their ideas in sequence and in communicative way. As Raimes (1983:3) states that writing also involves thinking. In addition, the close relationship between thinking and writing makes writing as a valuable part of any language course.

It is supported by Ellis and Sinclair (1990:93) who say that people generally write either to communicate something to other people (writing is meant to read by others), for example: when a person writes a letter and sends it to others, or to be used for their own personal use (the writing is not usually meant to be read by other), for example: when a person writes his experience in his diary's book.

While Pincas (1995:25) says that writing is an instrument of both communication and self-expression. In other words, writing can be made to deliver messages from the writer to the reader. Writing is also used as a media to express our thought or mind.

In line with this definition, Belo's (1997:135) points that Writing is a continuing process of discovering how to find the most effective language for communicating one's thought and feelings. Writing also enhances language acquisition as learners experiment with word, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class.

Writing is generally regarded as the most difficult of the four skills, and for most students it probably is. But, as with reading, writing English can be a lot simpler than often appears and the students can have a lot of fun while learning. There are many reasons why it is important for Vocational School students to learn to write English from the early time. One reason is simply that by adding another skill, the students can learn the target patterns more deeply. One skill supports another, and helps the students look at the same patterns from various angles which is crucial in the process of internalization.

Another reason is that writing is very visible. The students, the teacher and parents can all see what the students are learning, and can have a better idea of what has been accomplished and what patterns have not really been understood. This visible record can also help the students look back and clearly see their progress. Also, the students can get away with appearing to understand a particular language pattern when we are practicing the other skills, but when a student can express herself in writing using a new pattern, we can be fairly confident that she is ready to move forward.

One form of writing is composition writing. There are four types of composition (Kyle:1974:85) namely:

Description, Narration, Exposition and Argumentation.

Description is used to make the readers see, or to point a verbal picture.

Narration relates sequential events and frequently the speech of persons involved in the events. Exposition is used when the writer wishes to explain something to the reader; often in exposition the writer breaks the subject or

idea into its component parts. Argumentation is used to convince; the writer attempts to persuade the reader and, to do so, relies on logic as he either describes, narrates, or explains appropriate detail to the reader. A composition consists of paragraphs that are related one with another.

Thus, it can be inferred that writing is a way in searching an effective way to express someone's feelings or thought. Furthermore, in writing the students also are required to use their ability in combining words, sentences and reinforce students' grammar so that they can communicate effectively.

2.2. Concept of Composition Writing

A paragraph is a group of related sentences expressing one central idea and is completed in itself and is also a subdivision or part of something larger, such as composition or a chapter in the book (E. Sullivan; 1990:20). In addition, Oshima and Hogue (1990:3) state that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence and as long as ten sentences. Number of sentences is unimportant however, the paragraph should be long enough to develop the main idea clearly. Wishon and Burk (1980:369) state that paragraph is usually series of group closely related sentences that develop one topic.

Martha T (1974:61) assets that paragraph is a group closely related sentences that are arranged in a way that permits a central idea to be defined, developed and clarified.

In writing activity, writers can be said successful in their writing contains some aspects of writing follows:

1. Content

Content refers to the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content of paragraph does the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of the content. It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Grammar

Grammar refers to the use of the correct grammatical form and syntactic pattern on separating, combining, and grouping ideas in words, phrases,

clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

Mechanic refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, words, sentences and paragraphs by using knowledge of structure.

Based on the definition above, the writer can conclude that writing is important means of indirect communication that referred to the productive and expressive activity. In this case students are expected to be able to express their ideas, feeling, and thought in written language.

In evaluating the students' writing score, the researcher and another rater based on their judgment by considering five aspects of writing to be tested; they are content, organization, vocabulary, language use, and mechanic. These criteria are adopted from Jacobs (1981:90).

Basically, there are five aspects to be evaluated by the researcher and another rater, namely:

1. Content referring to the substance of writing, the experience of the main idea (unity).
2. Organization analyzing the logical organization of the content (coherence).
3. Vocabularies denoting to the selection of words those are suitable with the content.

4. Language use viewing the use of correct grammatical and syntactic pattern.
5. Mechanic referring to the use of graphic convention of language.

The percentage of scoring from the writing components was derived as follow:

1. Content : 30%
2. Organization : 20%
3. Vocabulary : 20%
4. Language use : 25%
5. Mechanic : 5%

The classification of scoring criteria adopted from Jacobs et al (1981:90), in general listed as follows:

Content

- | | |
|-------|---|
| 30-27 | Excellent to very good: knowledge substantive, development of thesis/topic, relevant to assign topic. |
| 26-22 | Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail. |
| 21-17 | Fair to poor: limited knowledge of subject, little substance, inadequate development of topic. |
| 16-13 | Very poor: limited knowledge of subject, non-substantive, not pertinent or not enough to evaluate. |

Organization

- | | |
|-------|--|
| 20-18 | Excellent to very good: fluent expression, ideas clearly stated/supported, 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, lack 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 form mastery, appropriate register.
- 17-14 Good to average: adequate range, occasional errors of word/idiom, form, choice, usage but meaning not obscured.
- 13-10 Fair to poor: limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscured.
- 9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.

Language use

- 25-22 Excellent to very good: effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, and preposition.
- 21-18 Good to average: effective but simple construction, minor problems in simple construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscure.

- 17-11 Fair to poor: major problems in complex/simple construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run-ons, deletions, meaning confused, or obscured.
- 10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanics

- 5 Excellent to very good: demonstrated mastery of conventions, few errors 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 convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

In summary, it can be said that paragraph is the smallest part of composition that contains a group of sentences used to express one main idea. A good paragraph has to be arranged logically and systematically. Every sentence has to support the main idea and is related to one another. The following criteria illustrate the case.

2.3. Concept of Writing Evaluation

Linderman (1982: 11) states that writing is a process of communication which uses a conventional graphic system to convey a message to readers. In this process, in order to have skill of writing, one should know the steps of arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

Linderman (1982: 27) also defines that writing is process of communication which conveys the meaning to the reader or receiver. In addition, Raimes (1987:76) says writing is a skill in which we express ideas, feeling, and thoughts which are arranged in words, sentences, and paragraph using eyes, brain and hands. Writing also reinforces the use of structure, idiom, vocabulary, which we have studied in the previous lesson. Thus writing is the ability to express the writers' ideas in written form.

In writing activity, writers can be said successful in their writing contains some aspects of writing follows:

1. Content refers to the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. Organization refers to the logical organization of the content. It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to

make out patterns in its material and working to bring the particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. Grammar refers to the use of the correct grammatical form and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. Mechanic refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, words, sentences and paragraphs by using knowledge of structure.

By having those five aspects of writing evaluation, it can be concluded that those five aspects can score the writing well, since they cover all the components that the writing must be scored.

2.4. Concept of Teaching Writing

Teaching writing covers teaching of language ability and organization of ideas.

It will stimulate the student to present their ideas into written form.

Related to this, Harmer (1983:48) points out that there is certain particular needs to be taken into account when teaching writing, e.g. sentence organization, paragraph arrangement, and coherence in the writing itself. More

specifically, it is said that teaching writing requires the elements of writing skill including grammar, sentence organization, vocabulary and mechanics (Madsen, 1983:120).

It can be said that teaching writing covers not only the use of grammar such as sentence sense, word order and mechanics, i.e., the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct of writing (Madsen, 1983:120).

Based on the definition above, the writer concludes that writing is important means of indirect communication that referred to the productive and expressive activity. In this case students are expected to be able to express their ideas, feeling, and thought in written language.

2.5. Concept of Teaching Descriptive Text Writing

The goal of teaching a foreign language is the ability to use it and to be able to understand the speech and its native target culture in terms of their meaning as well as their great ideas in achievement (Lado, 1959:125). It means that teaching a language is helping someone to learn how to use and understand the language being learnt.

In relation to teaching descriptive text writing, teacher should help students express anything in their mind about certain object or event into words and

sentences. They should describe an activity clearly in order to make the readers able to see the object in their minds as clearly as possible.

To achieve this goal needs teacher's helps. Teacher can start to help the students by asking them to describe a topic. They can start to describe the topic by explaining its habits, parts, characteristics, quantities, and qualities. For instance, the students have to describe "people's routines", they can begin to explain how people start their day after getting up, after taking a shower, etc. if the students are able to describe them clearly, the purpose of descriptive text automatically can be achieved easily.

2.6. Concept of ESA

In **How to Teach English** (Harmer : 1998 : 60) Jeremy Harmer proposed a different three stage model, the ESA model: Engage, Study, Activate. ESA Straight Arrows sequence which will be used in this research is an integral part of teaching since it is one of elements inside the teaching.

(a) Engage

During the **Engage** phase, the teacher tries to arouse the students' interest and engage their emotions. This might be through a game, the use of a picture, audio recording or video sequence, a dramatic story, an amusing anecdote, etc. The aim is to arouse the students' interest, curiosity and attention.

(b) Study

The **Study** phase activities are those which focus on language (or information) and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques a teacher uses to create excitement in a longer reading text; from an examination of a verb tense to the study of a transcript of an informal conversation to study spoken style.

There are many different styles of study, from group examination of a text to discover topic-related vocabulary to the teacher giving an explanation of a grammatical pattern. Harmer says, 'Successful language learning in a classroom depends on a judicious blend of subconscious language acquisition (through listening and reading, for example) and the kind of **Study** activities we have looked at here.

(c) Activate

This element describes the exercises and activities which are designed to get students to use the language as communicatively as they can. During **Activate**, students do not focus on language construction or practice particular language patterns, but use their language knowledge in the selected situation or task.

2.6.1. Advantages and Disadvantages of ESA

There are several advantages and disadvantages of ESA:

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. ESA involves students' emotions. Most people can remember the lessons at school which were uninvolved and where they 'switched off' from what was being taught to them. 2. When students are engaged, they learn better than when are partly or wholly disengaged. <i>Engage</i> stimulates the students to brainstorm more. 3. Students can <i>Study</i> in a variety of different styles. Teacher can explain grammar, language evidence to discover grammar, reading text, vocabulary or even writing. 4. Activate exercises offer students a chance to try out real language use with little or no restriction – a kind of rehearsal for the real world. 5. ESA offers an integrative 	<ol style="list-style-type: none"> 1. In some cases, the activities of Study and Activate are bit interrupted since there is a sort of Activate inside Study. It makes both terminologies are sometimes interrupted. 2. What students learn in Study is sometimes not fully used in Activate since in Activate students are asked to explore their language extensively.

<p>learning process. It can cover the sequences in learning a language namely listening, speaking, reading and of course, writing as what this research deals with.</p>	
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Here we can see that by having ESA in group work for teaching writing especially in descriptive writing, the students are able to explore their ideas in mind through writing. ESA can involve students' emotions during the brainstorming session that is included in the step named "Engage".

The students are also taught to use different style of language use in the step named "Study" that will help them a lot in improving their writing ability. While students can really create and develop their writing in the step named "Activate" due to the previous steps they have done in advance.

In some cases, ESA is sometimes interrupted between Study and Activate, since both steps are actually producing. But it can be anticipated by referring back that Study is learning, while Activate is producing. Another case why ESA is sometimes might be not the way it deals with is that in the step of Activate, students might write though the language use inside their writing does not reflect to what they have learnt in the step named Study.

2.7. Concept of Group Work

These have become increasingly popular in language teaching since it is seen to have many advantages. Group work is a cooperative activity: five students, perhaps, discussing a topic, doing a role-play or solving a problem. In groups, students tend to participate more equally, and they are also more able to experiment and use the language than they are in a whole-class arrangement.

Group work gives the students chances for greater independence. Because they are working together without the teacher controlling every move, they take some of their own learning decisions, they decide what language to use to complete a certain task, and they can work without the pressure of the whole class listening to what they are doing. Decisions are cooperatively arrived at, responsibilities are shared.

The other great advantage of group work is that it gives the teacher the opportunity to work with individual students. While groups A and C are doing one task, the teacher can spend some time with group B who need special attention.

As with “separate table” seating, students may not like the people they are grouped with. In any one group, one student may dominate while the others stay silent. In difficult classes, group work may encourage students to be more disruptive than they would be in a whole-class setting, and, especially in a class where students share the same first language, they may divert to their first language, rather than English, when the teacher is not working with them.

2.8. Concept of Teaching Writing through ESA

One of objectives in Vocational High School syllabus for the second graders is that students are able to describe the daily life activities. Thus this teaching will be dealing with the daily activities of people that are commonly seen by students so it can ease their work later.

One type of teaching sequence in ESA is A Straight Line or commonly called as ESA Straight Arrows sequence which will be used in this research. First, teacher gets the class interested and *Engaged*, then they *Study* something and then they try to *Activate* it by putting it into production. Here is the teaching procedure that will be used in this research.

Pre-Activities

- The teacher greets the students
- The teacher asks Ss' routines
- The teacher checks the students' attendance
- The teacher tells that will be taught and also the competence that should be achieved after the teaching and learning process
- The teacher divides the class into groups where 5 students maximal inside

Whilst-Activities

1. **Engage** :

- a. Students and teacher look at a picture of people's activities in a workshop.
- b. They say what people always do there.

- c. Teacher also tries to arise the students' thought by asking them several brainstorming questions related to the picture. This step helps students in improving the content of their writing.

Examples:

What place is this?

Do you often go to a workshop? How many times?

What do you usually do there?

What spare parts do you often buy?

What are the activities that you always find in a workshop?

Why do people often or even always go to a workshop?

2. **Study** :

- a. The teacher divides the class into groups.
- b. Teacher gives each group several scrambled sentences about people's daily activities.
- c. Students get the sentences unscrambled to make them become one well-arranged descriptive paragraph. The faster will be the winner.

This is done since the students will try to work faster and they will not pay attention much on the content, only at glance, they will pay attention on the construction of sentences more. This will be very beneficial since the students are going to write a paragraph individually in Activate, then they will not memorize the sentences and rewrite those as theirs in Activate. This Study focuses on the arrangement of a good descriptive paragraph which consists of language-use, organization, vocabulary and mechanic.

3. Activate :

- a. Students work individually and write the given picture of people's activities in the given picture.
- b. Students are asked to write some activities in the picture and they write more points out of the picture that are still related. Here are the example that students might do during this step.

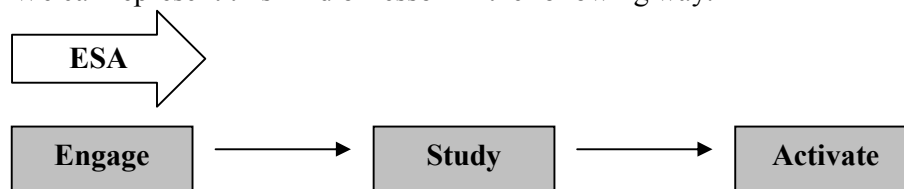
Example:

Many people in the world often go to workshop. Those who have their own personal vehicles often go to a workshop to service or even to repair their vehicles when their vehicles are out of order or even merely to modify and refill the engine oil. Though they have to pay some money but it is not a big problem for them since they will have their vehicles fixed up and more good-looking.

Post-Activities

- After all the groups have done the writing, the teacher does a reflection by asking the students what they have learnt that day.
- The teacher assigns the students to practice writing at home by themselves as well.
- The teacher closes the class.

We can represent this kind of lesson in the following way.



ESA Straight Arrows sequence

2.9. Theoretical Assumption

Based on the theory of ESA which consists of three main stages namely; Engage, Study and Activate, the researcher assumes that ESA is applicable to improve the students' writing ability. This assumption is supported by the activities that are involved in ESA. *Engage* tries to arouse the students' thought and ideas, a step that really affects their improvement in getting more ideas for their writing. *Study* helps the students in arranging a good paragraph writing as what are stated in five aspects of writing, such as language use, organization, vocabulary and mechanic. *Activate* helps students to write a paragraph based on the knowledge they have got during the last two steps previously done. Thus, ESA can be implemented to stimulate the students to write more and better.

2.10. Hypotheses

Concerning the concept and the theoretical assumption above, the writer formulates the hypotheses as follows:

“ESA in group work can be applied to improve students' ability in writing a descriptive paragraph.”