Chapter Two

Literature Review

As stated in the previous chapter before, this study aimed to know about the correlation between the speech text writing habit and the students’ writing skill. Therefore, in this chapter, this research will focus on several theories related to the aim or objective of the research. There are about writing skill, writing habit, speech text writing, and review of related study, hypothesis, and conceptual framework.

Writing Skill

Definition of Writing Skill. Different experts or people might have a different view and definition about writing skill itself. Because the writing skill is part of productive skill such speaking, writing actually is set of a process involving many aspects. It is supported by Thanh’s (2015) definition, "writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes" (p.23). Thanh’s definition proved that there are many aspects involved in the process of writing such as individual's knowledge or prior knowledge of the writer, basic skill and strategies. The individual's knowledge and individual's basic skill can influence their writing. If the writers have a broad knowledge about what they want to write, they may feel easy to write everything related to their writing. Furthermore, if the writers have a good basic skill in writing, the writers also may feel easy to organize their writing. That is actually why individual's knowledge and individual's basic skill is involved in the writing process. Moreover, strategies are also involved in the writing process. It is
because by knowing strategies, writers probably can solve their problems in writing. They can avoid something that makes them down in writing for example.

Another definition comes from Kellog (2001) who defines writing skill as a cognitive challenge. It, when someone writes, it will test their memory, language, and thinking ability. Furthermore, it also forces the writers to retrieve some specific knowledge about the topic that they write. Kellog's definition principally supports and completes Thanh's definition. Writing involves cognitive process and metacognitive process such as individual's knowledge, basic skill, and strategies. Then, there are writers' memory, language, and thinking ability. In writing process especially in English writing, writers absolutely have to pay attention to the language that they want to use. They have to use appropriate language in order to make readers understand about ideas in reading. That is the reason why language is involved in writing process. Moreover, writers' thinking ability is also involved in writing process because the thinking ability of writers' can help them in constructing idea. For example, if writers have good ability in thinking, they may be easier to brainstorm for creating draft.

The next definition supports Kellog's definition who stated that writing skill is a cognitive challenge. Weigle (2002) stated that writing process involves three main cognitive activities; there are text interpretation, reflection, and text production. Actually, those three cognitive activities relate each other and those activities are in sequence. The first cognitive activity is interpreting a text. The first activity happens before writers write a text. Writing is a productive skill, so there must be some input
or exposure for writers such as by reading a text. While reading a text, readers should interpret text in order to get meaning or message of text itself. If readers have gotten message or information from text, they may be easier to transfer information into a text that they write. The second cognitive activity is reflection. Transferring information into a text is actually part of reflection. When writers got some information through reading a text, then writers have to write them down with their own way. The third cognitive activity is producing a text. After gaining new information, writers have to represent information into new text. In conclusion, writing can be defined as set of cognitive activities since writing involves several cognitive activities.

In summary, as well as writing can be defined as a productive skill, writing also can be defined as metacognitive and cognitive activities, which involve many aspects for each activity. Additionally, writing also can be defined as cognitive challenges since writing is one of difficult skill in language proficiency. Furthermore, students can improve their critical thinking by doing writing activity since writing involves cognitive activity.

**The Importance of Writing Skill.** Writing skill is part of productive skill in English language proficiency. Writing is important for almost every person. The importance of writing actually can be perceived by every person especially students. These are the importance of the writing skill according to Barkaoui (2007) and Yi (2009).
**Writing can measure someone's ability in learning process.** Writing can measure or predict someone's ability. Geiser and Studley (2001) statement, who said, “One’s ability to compose an extended text is the single best predictor of success in course work during the freshmen year” (p.36), support it. Geiser and Studley actually explained about the prediction of the students' success in a course. If the students in a course have succeeded in creating a text, then it means that the course succeeded too. It is also stated by Benjamin and Chun (2003) who said that students who can create an informative and analytical writing can become a good indicator in teaching and learning process. It is because writing an informative and analytical writing or text is not easy since writing has some difficulties.

**Writing is one of keys success.** Writing is one of the key successes for someone. It is because most context life such as school, university, workplace and community usually need a good writing skill. It is supported with Thanh’s (2015) statement who stated “Most context life calls for some level of writing” (p 56). For example, the students have to write a good paper to fulfill the requirement of scholarship to study abroad. It is supported with Yi (2009) who said that writing can help the students to study abroad. If the students have a good writing skill, it probably can help the students successfully to study abroad. Another example according to Thanh (2015) is that a good writing can help the students get a good job. It is because in present, there are many companies who need good writing skill in order to construct or make a good document for their company.
**Writing can evaluate someone’s performance.** Writing also can become a tool for evaluating someone’s performance. For instance, teacher gives students a writing assignment to measure students' ability or performance. If there are some errors in their writing, teacher absolutely can evaluate or correct them in an appropriate way. This mostly happens in many countries. For example, Lee’s research (2007) found that there are many teachers in Korea who conduct writing test or assignment in their courses for evaluating students' performance. The study proved that writing could become a tool for evaluating someone's performance such as students since writing can measure their knowledge or performance.

**Types of Writing.** Types of writing are actually many, but the common types of writing are four types. According to Wahlstrom (2011), he stated, “The types of writing are descriptive, narrative and persuasive and expository” (p.4).

**Narrative.** Narrative text is the texts that commonly describes or tell about various stories. For instance, the text is telling about personal experience while conducting an event. Narrative text usually is best used to illustrate personal development path. Furthermore, in narrative text, there are conflicts in story and that is actually used to give readers information or lesson from the story.

**Descriptive text.** Descriptive text is used to describe something such as person, place, situation, activity, moment, for example, the text is described a beautiful place for vacation. Writers should give a very clear description of the thing that they describe in descriptive text in order to make readers can imagine the thing
itself. Likewise, descriptive text or writing connects the outer world with the readers' feeling. Descriptive text or writing generally is written from the writers' point of view.

**Expository.** Expository text or informative text is used to expose, explain and gives the reader information. The informative text generally serves the information with the facts, clear reason, and statistical information. In writing expository text, writer usually does not show the writers' emotions since expository text is factual. Sometimes expository text looks similar to descriptive text. However, the difference is that expository text describes or explains about external object, while descriptive one explains about internal object.

**Persuasive Text.** Persuasive text is the text used to persuade readers through reading the text. This type of text commonly used at university level. The example of persuasive text is speech text. Persuasive text used to persuade readers and to give strong opinion about the topic, so usually writers limit the topic. In writing persuasive text, writers should give strong opinions or arguments, which supported by evidences. Furthermore, writers also have to give rational and empirical information based on the evidence that they have.

The four types of writing according to Wahlstrom (2011) were actually same with the types of speech text writing. It is because the function of each types of writing actually was also same with the function of the types of speech text writing. For instance, the function or the purpose of persuasive text is to persuade the reader to
have the same argument. In speech text writing, the function or the purpose of persuasive speech also used to persuade the audience to have the same argument with the speaker. Therefore, the speech text writing has the same types with the types of writing.

**The Process of Writing.** Creating or making something perfect is not easy. Everyone should know well about the things that they want to make. Therefore, in writing case, writer should know well about writing a text in order to find the strategies. One of the important things that writers should know is the process of writing. Some processes of writing can help writer in writing a text. Different expert has different opinion about the process of writing. However, there are too many processes of writing according to experts. Thus, writers sometimes feel difficult in conducting various processes. In addition, not all writers have the same style or way of writing. There are some common and general basic processes of writing which are supported by Scoles and Comley (1989) and Richard and Renandya (2002):

**Pre-writing/Planning.** The first stage is pre-writing or planning stage. This stage happens before writers write a text. Several activities happen at this stage such as brainstorming. Writers need to brainstorm because it can help them to find a topic for their writing. They also can think clearly about many things related to the topic that they choose, so that they can prepare all the information related to their topic. In this stage, writers also can practice writing something before they write their real writing. By doing the practice, writers will get some experiences and that experience actually will stimulate them to write effectively in their writing.
**Drafting.** The second stage or writing is drafting. Before drafting, writers should make an outline of their writing. They have to make an outline because it will help them to keep focus on their writing and keep them in order. In this stage, writers start to write about the topic and it depends on the order or the outline that they have made. There must be opening or introduction, body or content, and the last is ending or conclusion of the text.

**Revising.** The third stage is revising. In this stage, writers absolutely have to revise their writing since revising is important for writers. Writers can read their writing after finishing their writing in order to check whether there are some mistakes or not. Besides, writers also can ask someone to revise their writing. If there are some mistakes in their writing, writers can directly revise it in order to become a good writing.

**Habit.** Various definitions about habit has been stated by many experts in order to give a clear definition about habit itself. The first definition comes from Thomas and Znaniecki (1922) who define that “A habit is the tendency to repeat the same act in similar material condition” (p. 1851). It means that habit is similar activity that is done by some people repeatedly. In addition, the definition of habit is completed by McDougall (1908) who stated that “Acquired habits of thought and action as ‘springs of action’ and saw habit as ‘a source of impulse’ or motive power” (p.37). McDougall’s statement supports Thomas and Znaniecki’s definition by stating that habit is springs of actions which means repeated action. Furthermore, his statement also completes Thomas and Znaniecki’s definition by stating that habit is also a
source of impulse or motive power, which can be defined as motivation’s source. Another view about habit is also stated by Ouellette and Wood (1998); “Most habit began as action that were function of rational consideration and were first perform with intentionality and some awareness of their consistency with personal goals” (p. 54). It can be conclude that goal is also part of habit since the awareness of consistency to do habit needs a goal to achieve. Finally, though people do many habits, this research focuses only on writing habit.

Writing Habit. Based on the habit’s definition that was stated by Znaniecki (1922), this research concludes that writing habit is writing activity that is done repeatedly. Having a writing habit is important for students to have a good ability in writing. However, having a good ability in writing is not easy since there are some difficulties faced by writers especially in writing another language such as English language. In fact, there are some strategies to improve ones’ writing skill such as by mastering vocabulary and structure of target language. Moreover, another strategy that writers can do to improve writing skill is by constructing writing habit. It is supported by Huddle (1989) who stated, “The first project of a writer is that of constructing a writing life” (p. 1). By constructing a writing life, writers can regularly write and learn from what they have already written. Writers also may know the development of their writing. However, the development of writing itself depends on writers’ effort. If writers have a good effort such as having a writing habit, it probably can motivate them to have a good ability. It supported by McDougall’s statement (1908) who said that habit is a motive power.
Speech Text Writing

Definition of speech. There are some definitions about speech according to some experts. Elbow (2010) stated, “A speech is to convey one's opinion, share information with, or spread awareness among a large number of people" (p. 65). The main function of a speech is to give people or audience information and to persuade people to have a same argument with a speaker. Speech text itself is part of writing. In the previous section, this research has explained about the types of writing. There are some types of writing. However, the content of speech text itself can be included as narrative text, expository text or informative text, and persuasive text. Sometimes, the content of speech text can talk about someone’s experience, which is included as narrative text. The content of speech also can talk about some important information which usually are ended by persuading people to have the same opinion and that is included to expository and persuasive text. In addition, "A good speech has the clarity of thought and expression, an accuracy of fact and a fair view of the issue" (Elbow, 2010, p. 72). It means that there are some important points in speech involving many aspects.

Aspects of Speech Text. In making a good speech, writers have to fill the requirement of a good speech. There must be some points that writers of speech text have to consider and one of them is the aspects of speech text. The aspects or the contents of speech text are same as the aspects or the contents in writing skill and there are introduction, body, and conclusion. Telg (2011) argued that there are three aspects of writing a speech text.
**Introduction.** The content of the introduction of speech text usually states about the purpose of the speech and tells about some interesting things in order to get the attention from the audience later. O’Hair, Rubenstein, and Stewart (2007) support this statement by saying a good introduction is an introduction, which can gain the attention from the audience, serves the topic, main idea, and establishes the credibility as a speaker. This means that, in this part, speech text writers have to make the introduction as interesting as possible. It is because most of the audience will give their attention at the beginning of the speech. If speechwriters can make an interesting introduction, so the audience may really feel interested to the speech that the speaker will deliver. There are some interesting things that writers actually can do while writing an interesting introduction. Speechwriters text can give some quotes, tell a story, tell a joke, etc. Moreover, the introduction is also used to make the audience focuses on the key point or the topic that the speaker will deliver, so they may understand and believe what the speaker is going to tell about especially for persuasive speech.

**Body.** The content of the body in speech text actually is the key point of the speech, which is described or tells about the material of the speech itself. In this part, speechwriters have to deliver material as clear as possible by attaching the evidence. There are some strategies in writing the body of the speech text. First, the main point should be derived from speech goals, purposes, or thesis statement. It is because speakers have to emphasize the goals of the speech. Second, the speechwriters have to separate or distribute the topic into small points and the common one is three
points. This strategy is used to help the speakers to remember the order of their speech. If speechwriters divide the points into many points, the audience may forget the point that the speakers deliver. Furthermore, when writers make new small points, speechwriters have to prove it by showing the evidence in order to make the statements believable.

**Conclusion.** In this part, speechwriters have to make summary about the topic. Writers have to write the summary because it can help the audience to remember about what the speaker has said before. The writers in this part actually give the audience a chance to learn. Moreover, the speechwriters have to write a good conclusion that can make the audience strongly believe and agree about the speech. Usually, the signal word to differentiate between the body and the conclusion is by using the world "finally," "in conclusion," etc.

**Types of Speech.** Speech is one of the types of writing which is included in academic writing. In speech text, there are also types of speech text. According to Telg (2011), there are three kinds of speech. The way the speechwriters choose the types of the speech is by determining the purpose of the speech first. After knowing the purpose of the speech, then writers can decide which type of speech that they are going to write. However, the speechwriters have to know about the functions of each type, and the types are:

**Informative Speech.** This type of speech used to define, explain, describe, and demonstrate about the topic. Additionally, these types of speech also used to
change people's mind about the topic that the speakers explain. In an informative speech, the speakers should give the explanation about the topic as complete as possible by showing or supporting the evidence that the speakers' have. Such the previous explanation, the evidence or the proof from the speakers is very important to make the audiences believe and they can receive the message clearly. For the organization of informative speech, it depends on the speakers' purpose. For example, the purpose of the speaker is to demonstrate a topic. In this case, the speakers cannot organize their speech as same as the speakers who organize the speech for explaining or describing a topic. There must be some different way in organizing them. For instance, if the purpose of the speakers is to demonstrate a topic, they can use visual aid to show clear demonstration.

**Persuasive Speech.** To determine the purpose of the persuasive speech, we actually can determine the purpose by looking to the name of this type of speech. Because the name of this type is persuasive speech, it functions to persuade the audience or to reinforce peoples' beliefs about some topics. Usually, the speakers of persuasive speech directly state their opinion at the beginning of the speech. For example, the speakers argue that the topic is good by following the strong reasons. Additionally, the speakers for this type of speech should have a good skill in persuading someone.

There are some strategies for writing a good persuasive speech. The first strategy is writing a strong opinion. The writers should build and give a strong opinion at the beginning of the speech. The strong opinion has five main elements; they are an
attention grabber, a link to the audiences, the speakers’ credentials, the speakers’ goal, and a good map of the speech. The second strategy is offering persuasive evidence. The speechwriters have to offer or provide the audiences several convenience reasons of the opinion to support them. The speechwriters can use credible sources for supporting their arguments in order to make the audiences on their side. The third strategy is addressing a counter-argument. This part actually is not important. However, by giving the audiences opponents’ opinion, the speaker can build a stronger opinion about the topic. If the speechwriters or speakers are not sure in giving opponents’ opinion, the writer does not have to write them down. The last strategy is concluding with a call to action. The conclusion of the speech should remind the audiences about the topic and argument that the speakers deliver. The conclusions also have to address the speakers’ hope and action after giving the speech in order to make the audiences undergo what the speakers expect.

**Speech for a special occasion.** Speech for a special occasion is a speech for a specific occasion and specific purpose. It is derived from the word occasion (O'Hair et al., 2007). For instance is welcoming speech. Speech for special occasion can be an informative, persuasive or both informative and persuasive speech. The common types of the occasion speech are introduction speech and welcoming speech. Introduction speech delivered before the main speaker’s speech. In introduction speech, speakers have to give a brief speech that provides the main speakers’ qualification. For example, the introduction speaker tells about the main speakers’ biography. Then, welcoming speech is used to give or to express pleasure for the
presence of someone or some groups. The purpose of welcoming speech is to make someone or some groups feel welcome.

**Speech Text Writing Habit in Daar El Qolam Islamic Boarding School 2.** In this research, students at Daar El – Qolam Islamic Boarding School have a writing habit or writing life. They have a writing habit in writing a speech text. Writing speech text at Daar El Qolam Islamic Boarding School is considered as writing habit because according to Thomas and Znaniecki (1922) who define that “A habit is the tendency to repeat the same act in similar material condition” (p. 1851). Students write an English speech text in every 2 weeks because it is part of students’ obligation from the school. It means that students do the speech text writing repeatedly. In addition, according to the researcher experience and the researcher primary research, the school obliges the students to write speech regularly because by writing a speech regularly, the students can improve their writing skill. The types of speech text generally written by the students are informative speech text and persuasive speech text. The type of speech text is determined by the language section of the boarding school by giving the students the title that they should write.

The speech text writing habit in Daar El Qolam 2 is included to a special program called by public speaking class. The public speaking class conducted twice a week. One day for Arabic speech and another day for English speech. In this program, the students have to write the speech with the title provided by the language section of the boarding school. The students who will deliver the speech have to write the speech and submit it to the language section three days before the public speaking
class. The students have to do that because the language section will give some feedback for the speakers about their speech text writing. There are some criteria of the speech text writing that the students have to fill. For instance, the students have to write the difficult vocabularies that they use in their speech. Furthermore, the students have to revise their speech text writing if there are some errors in theirs speech text writing.

**Related Study**

Such the researcher stated in the background of the study of this research that there are lacks of research that discuss about speech text writing habit. The researcher did not found the exact topic as this research. However, the researcher found similar topic with the title of this research on Behrooz, Manssor & Darius’s research in 2010. The research that is related to this research was discussed about portfolio assessment and students’ writing skill. The aim of that research is to investigate the impact of portfolio assessment as a process – oriented assessment mechanism on Iranian EFL students’ English writing ability. The participants of that research were 61 undergraduate students who were divided into two groups based on writing test. Thirty students were in experimental group and 31 students were in control group. Both experimental and control group were given pre and posttest. The method used in that research was quasi-experimental design, while the instruments used in that research were writing test and interview. There are two result of that research. The first result is that the students’ overall essay writing ability was affected by the portfolio assessment. Furthermore, the second result is that the portfolio assessment
has positive effect on the students’ writing ability in terms of focus, elaboration, organization, and vocabulary.

The strength of that research is that the result of that research has some implication for teaching and learning of L2 writing skill. It is because the finding suggests that portfolio assessment can empower students’ ability in learning English especially in writing. However, there are some limitations of that research. First, that research only used the quantitative design. The other research that discussed about the same topic is used both qualitative and quantitative research design, so the result of the research is more complete than that research. Second, that research did not include another factor like gender, age and another factor that may affect the result. That research was discussed about the effect of writing assessment on students’ writing skill. Thus, that research related with my research which discusses about the correlation between speech text writing and the students’ writing skill. Moreover, speech text writing is one of writing assessment, so the result of that study can support the result of my research.

**Hypothesis**

The main purpose of this research is to find out the correlation of the speech text writing and the students’ writing skill at Daar El Qolam Islamic Boarding School. For this reason, there is one hypothesis of this research:

H1= There is positive correlation between the speech text writing habit the students’ writing skill
Conceptual Framework

This research highlights three points based on the research questions. There are the students’ speech text writing, the students’ writing skill and the correlation between speech text writing and students’ writing skill. The first thing that the researcher wants to find out is about the students’ speech text writing habit. The researcher analyzes the students’ speech text writing habit by giving a questionnaire to answer the first research question. The second thing that the researcher wants to find out is about the students writing skill. The researcher analyzes the students’ writing skill by asking the speech score for answering the second research question. Furthermore, after finding the first and the second research questions, the researcher wants to find out about the correlation between speech text writing habit and the students’ writing skill by analyzing the result of the first and second research questions.

Figure 1. Conceptual Framework