CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the theoretical framework of study. It concerns on the field theoretically related with study conducted. Based on the concentration of this research, this chapter focuses on the discussion of writing, vocabulary and average word per sentence.

2.1 Writing

2.1.1. Definition of Writing

According to Ningrum. et al. (2013:2), writing is a complex to learn and to teach because it needs many skills. According to Subekti, (2017, p. 57) claims that writing is the ability to express ideas in writing. Writing is crucial for expressing ideas, giving directions, sharing and preserving knowledge, and many other purposes. In contrast, Writing is based on what is hear, speak, and read (Salem, 2017, p. 148). The reader is someone who is interested in the writing (text), while the writer is someone who is interested in a particular type of writing. Thus, the reader and the text or message are separate entities.

Additionally, According to Sarwanti (2013:80), she discovered that writing is the way in which a writer conveys information to and about readers, as well as the way in which a writer describes various emotions, expressions, or ways of writers' ways of visualizing imagination, emotions, and feeling through graphic symbols and punctuation.

2.1.2. Types of Classroom Writing

Four types of written performance are explored by Brown (2004:220), who claims that these categories always represent the distinctiveness of the skill area. These categories are as follows:

a) Imitative

The student must master the fundamental, elementary tasks of writing letters, words, punctuation, and very short sentences in order to generate written language in this category.

b) Intensive (controlled)

The ability to produce acceptable language within a context, collocations, idioms, and

accurate grammatical elements up to the length of a sentence go beyond the basics of imitation writing.

c) Responsive

In this section, we'll use a more basic discourse level to join phrases into paragraphs and build a logical chain of two or three paragraphs. The author has to be proficient in sentence-level grammar and is mainly concerned with the discourse rules that will help the written material accomplish its goals.

d) Extensive

Extensive writing of all writing processes and methods up to the length of an essay, a term paper, a large research project report, or even a thesis is implied extensive writing. The writer concentrates on accomplishing an objective, logically arranging and developing ideas, employing specifics to support or explain concepts, displaying syntactic and lexical diversity, and, in many situations, going through a process of numerous revisions to produce a finished output.

2.1.3. Criteria of Good Writing

According to Kevin (2009: 1) has ten main criteria of a good writing. He says, There are many criteria of a good writing. A good writing has some criteria; a clear point, length, there is information to back up your point, time, logical, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their heart, not just created to profit or for gains.

2.1.4. Skills in Writing

According to Rachmawati et al. (2017), writing skills are complex and challenging to teach since they demand not just grammatical and rethorical skills but also conceptual and judgmental abilities. The following elements of writing must be understood:

a) Content,

b) Organization,

c) Vocabulary,

d) Language usage, and

e) Mechanics.

Writing is challenging since the writer lacks ideas and doesn't know what they want to write.

2.1.5　The Process of Writing

In this approach, the points to be realized throughout the writing process are focused on improvement of the written product (Bayat, 2014). The task environment, long-term memory, and the writing process are the three aspects of writing that are stressed.

a) The subject and the text are two crucial components of the task environment. A significant component of the writing process is the writer's capacity to select and deliver the topic.

b) The ability to retrieve knowledge from memory or to activate cues that will help the writer recognize it depends on their long-term memory. It is anticipated that the obtained data will be included in the subject. However, even when accurate material on a given subject can be located, it isn't always structured in a way that makes sense to the reader (McCurdy, Schmitz, & Albertson, 2010 in Bayat, 2014).

c) The third component of the cognitive process approach is the writing process (Bayat, 2014).

2.2 Vocabulary

2.2.1 Definiton of Vocabulary

Vocabulary, according to Heidari et al. (2012), is the foundation of language acquisition and the essence of language. Students will learn the meaning of foreign words by comprehending them.

According to Ababneh (2013), quoting Bowman (2006), "Vocabulary is integrated into every content area and is intended as part of the curriculum, which means the use of vocabulary is part of reading, writing, and building foundations. effective communication."

2.2.2 Types of Vocabulary

Nation (1994:3) mentions that vocabulary can be divided into two types based on frequency: There is vocabulary with a high frequency and vocabulary with a low frequency.

a. High-frequency vocabulary consists of words that are used frequently in everyday speech and are used in all four skills and in all situations. The 2000 word families that make up high-frequency vocabulary account for approximately 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

b. Low-frequency vocabulary, On the other hand, it only covers a small portion of the words that run through a text, so low-frequency vocabulary is rarely used in everyday English conversation. There are well over 100.000-word families in this group.

In addition, Mary Lee Field and Jo Ann Aeborsold (1997:139) divide the vocabulary into active and passive categories.

a. Active Vocabulary (Productive Vocabulary)

Active vocabulary is words that the students are able to comprehend, correctly pronounce, and employ in a constructive way when they speak and write. Although it is actually more challenging to put into practice, it is also referred to as productive vocabulary. This means that in order for students to use productive vocabulary, they need to be able to pronounce words correctly, they need to be able to use the grammar of the language they want to learn, and they should also be familiar with collocation and know what the words mean by connotation. Speaking and writing skills frequently incorporate this type.

b. Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary refers to items of language that can be recognized and comprehended when reading or listening, also known as receptive vocabulary.

2.2.3 The Importance of Vocabulary

Vocabulary is the first basic important aspect for learners of English. They are able to communicate effectively verbally and in writing because they have mastered vocabulary. In addition, it is hoped that students will master the four English skills of reading, speaking, writing, and listening by having a large vocabulary.

Knowing the value of vocabulary development, David Wilkins (2002), referenced in Alqahtani (2015), stated that although very little can be said without grammar,

nothing can be said without vocabulary. We may conclude that mastering vocabulary is more crucial than understanding grammar from that statement. Someone can still speak with people and convey their message through words.

2.2.4 The Aspect of Vocabulary

There are some aspects There are some aspects to vocabulary learning. Lado, as mentioned in Mardianawati (2012: 11), the following are some vocabulary aspects:

a. Meaning

When teaching students about the meaning, the teacher should explain that a word may have multiple meanings depending on the context in which it is used. The teacher can use techniques like guided discovery and dictionaries to find the meaning.

b. Spelling

Spelling is important for learning vocabulary because it helps with reading and connects letters and sounds. Due to the fact that the same words belong to different varieties of English, there may be different acceptable spellings for the same words within the same variety of English (Nations, 1990: 51, based on Kareem's 2000 study: 6).

c. Pronunciation

How a person pronounces language words is known as pronunciation (Hornby, 2006: 1164). Most words only have one way of being said, but some words have two or more ways of being said. Some words, such as "present," have the pronunciations/'preznt/ and /pri'zent/, and the word "read" has the pronunciation/ri: d/ and /red/ are examples of pronouns that are difficult to learn because they are

unrelated to word spelling. The students want to be able to speak English well and with a pronunciation that is easy to understand so that they can communicate without being annoying and so that it is easier for the receiver to communicate.

d. Word Classes

Word classes are word categories. Hatch and Brown (1995:) state: 218) The classification of words is based on their functional categories, or parts of speech. Students should practice speaking fluently with nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections, among other parts of speech.

e. Word Use

The way a word, phrase, or idea is used in a language is called word use. The use of words can also involve grammar, which can lead to in-depth analysis (Mardianawati, 2012: 11).

2.2.5 The Learning Vocabulary

Naturally, teachers have always been interested in how students learn vocabulary. We can assist students in obtaining a greater number of benefit strategies if we have a deeper understanding of learner strategies and the strategies that are most effective. Hatch and Brown, as cited in Brown and Payne (1995: 373) conducted an investigation that led to the development of a crystal-clear model in which the strategies are broken down into five essential steps:

a. Encountering new words

Finding new words with a source is the first essential step in learning vocabulary. Here, the strategies used by the young students included reading books, listening to television, and reading newspapers and magazines to learn new words. Additionally, dictionaries are places to look for new words and new uses for old words. Interactive video materials are another indication that learning new words can be more effective with others. Students are more likely to learn new words quickly when they have seen an object or an action. This increases their desire to know more words.

b. Getting the word form

When students are asked to give word definitions, it becomes clear how important it is to have a clear picture of a words " form". Students just starting out are more likely to make mistakes that involve comparing one words form to that of other words.

c. Getting the word meaning

Depending on the words being learned and the reason for the need for them, language learners may also require a variety of definitions of distinctions to acquire their meaning.

d. Consolidating word form and meaning in memory

The students complete the exercises in this step to strengthen their memory connections between the origin and the meaning of the words. The connection between form and meaning is strengthened by a variety of vocabulary learning drills, including crossword puzzles, matching exercises, and flashcards.

e. Using the word

The final step in using the words to learn words. Its purpose is to offer a small assurance that once learned, words and their meanings will not disappear from memory.

2.2.6 The Words Classification

Hatch and Brown (218:1995) The classification of words is based on their functional categories, or parts of speech. Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections are examples of speech parts.

a. Nouns

Hatch and Brown (218:1995) as cited in Lycons as being responsible for 219) are all parts of speech that have a semantic core that is independent of the language. The names of people, physical objects, and entities that exist in time and space are the most core-like nouns, which he refers to as being of the first order. Second-order nouns are things that can be seen happening and passing through time. So these would include nouns of states (e.g., sleep), processs (e.g., weaving), and events (e.g., a crash). So, a noun refers to a person, place, or thing.

b. Verbs

Verbs are words that carry out something. Hatch and Brown (223:1995) divided the verb into four groups: activities, accomplishments, achievements, and states.

Activities   : run, walk, write, drive, seek, and listen

Accomplishments : paint, draw, run, write, build, kill, put

Achievements   : recognize, find, lose, understand, hear, and see

States   : know, love, have, desire

c. Adjectives

Adjectives are used to emphasize characteristics or traits. Nouns are typically described with particular adjectives. For instance: With color names, light, dark, bright, and dull are used.

2.3 Average Word Per sentence

Nation (2001) says that even if 100 words are unknown at the 2000-word level, the teacher can still communicate effectively because not all of the words may be needed. However, basic communication becomes problematic if the number of words that are known exceeds one hundred. Therefore, the pilot teachers' vocabulary size at the 2000-word level is close to what Nation (2001) recommends.

According to Wylie (2009), a study conducted by the American Press Institute (API) found that shorter sentences helped readers comprehend the text better: first, 100% of the information when sentences were less than 8 words long, second, over 90% of the information when sentences were 14 words long, and the last is less than 10% of the information when sentences were 43 words long. This suggest that the 15-20 word limit should remain or be decreased to 14.

According to Lauter (1989) and Hu & Nation (2000), the percentage of vocabulary that is required for learners of a second language to comprehend written texts ranges from 95% to 98%. 661 people from 8 different countries took part in this study. They read two texts, took a vocabulary test based on words from those texts,

and then took a reading comprehension test for each text. The results showed that reading comprehension and the percentage of vocabulary that was known had a fairly linear relationship. There was no indication of a "threshold" for vocabulary knowledge—a point at which comprehension significantly increased. For academic text readers, the 98% estimate appears to be a more reasonable coverage target.

The corresponding rule is provided by Martin Cutts in his Oxford Guide to Plain English: Create 15-20 words for each typical sentence across the entire archive. And why is this the case? He understands: " A greater number of people fear snakes than full stops, so when a lengthy sentence appears on the page, they withdraw."

Short words are also recommended in Plain English. Readability is not guaranteed, even if a document's average sentence length is between 15 and 20 words. Words with multiple syllables are likely to obscure the document's meaning. As a result, we also require a standard for word count. We have only been measuring sentences in words at this point. However, sentences are measured in three ways: characters, syllables, and words. Therefore, we can use the following as our new standard: "Create sentences with an average length of 15-20 words, 25-33 syllables, and 75-100 characters across the entire document".

Table III. Scores can be interpreted as shown in the table below:

Score	School level	Notes
100.00-90.00	5th grade	Very easy to read. Easily understood by an average 11-year-old student.
90.0-80.0	6th grade	Easy to read. Conversational English for consumers.
80.0-70.0	7th grade	Fairly easy to read.
70.0-60.0	8th & 9th grade	Plain English. Easily understood by 13- to 15-year-old students.
60.0-50.0	10th to 12th grade	Fairly difficult to read.
50.0-30.0	College	Difficult to read
30.0-10.0	College graduate	Very difficult to read. Best understood by university graduates.
10.0-0.0	Professional	Extremely difficult to read. Best understood by university graduates.

2.4 Voyant Tools

Voyant Tools is a "web-based text reading and analysis environment" made to assist students interested in interpreting text for a general audience on a digital platform. You can use this resource to analyze your text or set of texts to inform others and present results in a way that is easier for an online audience to see.

By a cataloger, a metadata librarian, and an archivist tasked with creating subject metadata for an archival collection of Congressional correspondence, Voyant Tools is an open-source online application that assists users in the analysis of digital texts through data visualization. The information professionals were able to determine and verify what the collection was about and extract a consistent, clean set of keywords to help create metadata and subject headings for the collection by sending a digitized, OCR-ed corpus through the multiple analytic tools of Voyant Tools. The information professionals who manage the collection and future researchers will gain a deeper understanding of it thanks to the results produced by this method.

Figure 1. Voyant Tools