

CHAPTER II

REVIEW RELATED OF LITERATURE

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories and studies concerning with writing, teaching writing, narrative text, and some previous studies related to this study.

A. Writing

1. The Definition of Writing

Writing cannot be separated from human being. Most people did writing in their daily activity. Some people said that writing is communication through a paper and a pen. Actually, writing in foreign language is not only in paper but also writing in internet, book, magazine, and others. Through writing we can do a lot of things, we can express our ideas and opinions, we can explain something to the reader, we can get many informations, we can still communicate even it is in long distance, we can dispence our hobby like write a short story, novel, or science, and many others. We can not imagine if this world without writing. In short, writing has very significant role in our live.

Writing also has important role in the educational context. Writing is one of four skills (listening, speaking, reading, and writing) that students must learn. Writing has always appeared in the syllabus of teaching English. In educational field, writing is evidence of successful learning because there are feedbacks from the understanding of learning where

writing result can be analyzed directly (Richards, 1990:100). Horwitz (2008:136) adds “writing is 10 essential when the second language is needed for academic or professional purposes”. In addition, Raimes (1983:3) stated that writing could help students learn because it increased the material that have been taught such as grammar, vocabulary, structure, and bring the students to express their idea. However, the students still need a guided from the teacher as facilitator to develop their writing skill and create a good written.

Moreover, Nunan (2003:88) states that writing is process of thinking to find ideas, thinking how to write a good written, how to express feelings into writing, and how to arranging the ideas become sentence and paragraph clearly. According to Brown (2001:337) writing is a process of thinking in which the written language is the result from writers figure out and what they thoughts. It means that sometimes process of thinking takes a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Furthermore, Harmer (2004:86) states that, “Writing is a process that we write is often heavily influenced by the constraints of genres and then these elements have to be presented in learning activities. Students who are writing within a certain genre consider a number of different factors; such as they have to knowledge of the topic, the convention and style of genre, and the context in which their writing will be read, and by them”.

From Harmer we know that writing is one of important components which have learned by students in the learning English.

Based on all definitions above, it can be concluded that writing is a process to express peoples' thoughts and ideas to others in written form. It can be information, opinion, benefit, feeling, argument, explanation, and theories. In addition, writing is not only write a text but also a way to communicate with others. Writing is an act communication between writer and reader via text. Writing is also hold important role in education, that's why students are able to master in writing skill.

2. Process of Writing

Writing is a productive process. Process of using symbols to communicate thoughts and ideas in a readable form. Harmer (2004 : 4) stated that writing process involves a series of steps to follow in producing a finished piece of writing. There are:

a. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the ideas of process of writing. This may involve making detailed notes. Writers plan what they are going to write, before starting to write or type, they try and decide what it is they are going to say. To make easy, for some writers this may involve making detailed note. When planning, writers have to think about three main issues, the first place they have to

consider, the purpose of their writing since this will influence. Not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. The secondly, the writers think of the audience, this will influence not only the shape of the writing, but also the choice of language. For example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece, which means how best to sequence the facts, ideas, or arguments which they have decided to include. So, in this process students are making notes about what they will write.

According to Langan (2005: 23-32), there are some strategies and techniques for generating ideas.

b. Freewriting

Free writing is writing without stopping. Freewriting means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. The purpose of free writing is to generate as many as possible and write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

c. Questioning

In questioning, the writer generates ideas and details by asking questions about the subject. Such questions include *Why? When? Where? Who? What? And How?*

d. Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stage needs an editing for checking the text. It is assumed as the first version of a piece of writing as a drafting. Students make specific ideas of their product.

e. Editing

The way to revise and improve the first draft is called editing. Editing is an essential part of preparing a piece of writing for public reading or publication. The many drafts prepared that have been written to be edited or revised. Once a writer has produced a draft, she or he has written, whether it is ambiguous or confusing. They can move paragraph around or write a new introduction and they may use a different form of words for a particular sentence. Reflection and revising are often helped by other readers who comment and make suggestion. For another readers reaction to piece of writing will help the author to make appropriate revisions.

f. Final Draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft. This may look considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

Based on reference of proses writing above, we know to be good writer, the researcher must use steps in the process of writing. Before giving the results to the reader. Then we go to final draft. It is look totally different from the first draft to the final draft.

3. Writing Purpose

The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out of class life.

According to Harmer (2004:39), there are the main categories of learning which it is worth considering:

a. English as a Second Language (ESL)

This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, will have specific writing need such as the ability in a range of forms, or write particular kinds of letters (depending upon their exact needs and circumstances), alongside the need for general English development. For a second language learner, writing is an extension of listening and speaking. Therefore, the student must be provided opportunities to build, extend, and refine oral language in order to improve written output. Since writing involves some risk-taking, it is important for students to be

comfortable taking risks. They need to know that their efforts are appreciated and that the message they are trying to convey is valued over the form.

b. English for Specific Purpose (ESP)

Many students study English for a particular purpose. For example people who are going to work as business in Britain or the USA. Those who are going to study at an English medium university need to concentrate on English for Academic Purposes. Business students will concentrate on the language of management and commerce. Here, writing tasks for business students can have a high face validity if the students can see that they are writing the kind of letters and documents which they will be writing in their professional life. So, writing in english for specific purposes is emphasize for the written to write a specific purpose of thing that they need to learn.

c. English as Foreign Language (EFL)

This is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country. In this case, writing necessary to remember that there are inseparable aspects when teaching writing; writing as a channel of a foreign language is the use of writing alongside listening, speaking and reading in the process of learning important elements of the language; writing as a goal of a foreign language learning is the development of writing skills to fulfil

such purposes as: note-taking, summarizing, narrating, reporting for various real-life situations.

4. Teaching Writing

Teaching writing becomes one of the most difficult for English teacher, because it requires to master some aspects. It also need a complex activities to create a good written. Writing is not just about putting spoken language down on the page or screen. It is also about composition – construction of texts that can communicate without their author's presence. So it is a more complex and demanding process than reading and consequently harder to learn (Dombey, 2013). According to Negari (2011) academic writing demands much effort and practice in composing, organizing, and analyzing ideas, students writing in a foreign language will naturally face with cognitive problems related to language learning. That is why, the teacher has to teach the student step by step or starting to write from the simple way first.

In teaching writing, the teacher can not ask the students to write one until threeparagraph about something, because it will difficult for the students. They need some inspiration to write, even they need some help and information to get the idea.

It is agree with Ariyanti (2016) statement's that "to do the process of writing, the students have to struggle in terms of how to put idea or

argument on a paper, so they will find their needs of using the correct and appropriate words which are relevant to the context”. Group work is one of the effective strategy to teach in this condition.

According to Burke (2011) “Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences. Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.”

Beside the important strategy in teaching writing, the teacher has to make sure that the instruction that they give can be understood by students. According to Harmer (2007: 327) writers frequently construct their writing so that people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry formats and we what a formal letters should look like. Genre represents the norms of different kinds of writing. From the statement above, it can be concluded that we have to make clear the instruction to the learners when we ask them to write. Like what genre of text that they should write.

B. Descriptive text

1. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information or is the clear description of people, places, objects, or events using appropriate details. According to Harmenita and Tiarina (2013) Descriptive text is one of genre of texts. This text is one of the texts that have to be taught to Junior High school students. It is hoped that students in junior high school will communicate each other in oral and written form of communication. Descriptive text is difficult enough to learn by the students.

Gerrot and Wignell (1995:208) states that descriptive text is kind of text which is aimed to describe a particular person, place or things. It has social function which is to describe a particular person, place, or thing. Descriptive gives sense impression like the feel, sound, taste, and look of things through words. Its aim is also to inform the readers about how something or someone looks like. The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

2. Generic Structure of Descriptive Text

According to Wardani et al (2014) The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

a. Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

b. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

3. Language features

According to Makurto in Exdriko (2013) in describing a particular object, the descriptive text has to use some language features such as: focus on a specific participant, use of attributive and identifying process, frequent use of epithets and classifiers in nominal groups, and use of simple presents tense. According to Husna (2013) Descriptive text usually has own specific features as follows: first, make use of adjectives and adverbs. Second, Use comparison to help picture it-something is like something. Third, Employ students' five sense- how it feels, smells, looks, sounds and tastes. Descriptive text often used Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore. The significant grammatical features focus on specific participants, use of Simple Present Tense, use of Simple Past Tense if Extinct, verbs of being and having 'Relational Processes', use of descriptive adjectives, use of detailed Noun Phrase to give information about the subject, use of action verbs 'Material Processes', use of adverbials to give additional information about behavior, use of figurative language.

C. Flipped Classroom

1. Definition and Concept of Flip Classroom

In 21st century, Technology in education can be as an approach which is focused on student-centered education. According to the latest

survey that organized by APJII or Asosiasi Penyelenggara Jaringan Internet Indonesia (Association of Indonesian Internet Network Organizer), during 2016 as much as 132,7 million of Indonesian are connected with internet where is the Indonesian amount is 256,2 million in total⁷. The survey result means that more than a half of Indonesian are using internet including the students. By the survey of internet user, teacher can create engaging learning environments using technologies in their teaching to teach more effectively, especially as students have adopted technology in their lives and use it for learning. According to Youtube Teacher's Studio educator, Ramsey Musallam, suggests to the teacher to produce videos to change the form of instruction from the classroom to homework or in other word as flipped classroom strategy. The flipped classroom promotes an environment which increases the interaction between the students and teachers and engages the students in learning through application and practice (Danker, B, 2015: Vol 3(1)).

Flipped classroom is an innovative teaching strategy that reverses traditional teaching rather than lecturing, teachers assign videos as homework to introduce the topic. At home, student watch the video instruction as many as they wanted to understand the topic and complete the assignment in class where is the teacher is available to assist with questions to check the students' comprehension (<http://www.educause.edu/annual-conference/2012/2012/flipping-classroom>). The flipped classroom is also a pedagogical model that inverts

traditional teaching strategy so that typical lecture and homework elements of a course are reversed (UOW technology-Enriched Learning Strategy). This means that the lecturing activity which is normally delivered inside the class is moved outside the class and homework which is normally the students do it outside the class is shift into the class. Herried and Schiller stated that In flipped classroom, what is usually done in the class and what is usually done as a homework is flipped or inverted. Instead of students listening to a lecture on, say, genetics in class and then going home to work on a set of assigned problems, they read material and view videos on genetics before coming to class and then engage in class in active learning using case studies, labs, games, simulations, or experiments (Herreid, C.F and Schiller, N.A,2013: 62). Bretzmann also stated that flipped classroom can be describe as reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates (Bretzmann,2013: 10). The flipped classroom is instructed and represents a modification from passive to active learning to focus on higher thinking skills such as applying, analyzing, evaluating and creating (learning objectives of Bloom's Taxonomy).

There are six stages of learning level in Bloom taxonomy which are remembering, understanding, applying, analyzing, evaluating and creating (Krathwohl, R. D,2002). In traditional model, remembering and

understanding are normally done during the class session, and the 4 others, applying, analyzing, evaluating and creating are hold when student are outside the classroom. In the flipped classroom strategy, the learning level which are usually done throughout the class session are moved outside classroom activity, and learning level which are usually done outside the classroom are moved into the class session (Tucker, B,2012).

In the Flipped Learning strategy, teachers modify direct learning in a large group learning (classroom) and move it into the individual learning, using one of several technologies such as video, a course management website, etc. Teachers record and narrate a screencasts or video of lesson on their computer, create videos of themselves teaching, or take video lessons from internet sites such as TED-Ed and Khan Academy (Walsh, Kelly,2013). Many teachers and educators start flipping their classroom by using these readily available materials. The videos or screencasts are available for students to access whenever and wherever it is available—at home, during study hall, on the bus, even in the hospital—as many times as they like, enabling them to come to class better prepared (Musallam, R,2013). To give the students' preparation, teachers can give the students more time for integrating and applying their knowledge, variety of student-centered, active learning strategies such as conducting research or working on projects with classmates. Teachers also can use class time to check on each student's understanding and, if necessary, teacher can help them to develop their fluency. Teachers can give an individual feedback,

an individual support for students work through the activities designed to help them mastering the material.

Flipped Classroom has been compared to online, blended, and distance learning because of the screencast or video components, but, there are clear differences. Online education, for example, occurs only remotely, and the teacher and student are never face-to-face (Oblinger & Oblinger, 2005). Usually virtual class meetings, assignments, and lectures happen online through a course management website, but not always. Sometimes the lectures and other activities are built up by group chats or other means of facilitating collaboration and peer instruction. Blended classes also have an online element, but that usually occurs during class time along with direct student-teacher contact (Allan, Seaman & Garret. Blending, 2007). Students' experiences in face-to-face sessions change are not necessarily different than what occurs in a traditional classroom.

From the explanation above, researcher can conclude that flipped classroom is a learning strategy which is allow the student to study in individually through the learning material such as reading text or articles, video learning or presentation slide that shared by the teacher to online media which is support file sharing and easy to download. The online media could be online classroom such as Edmodo, Schoology, Engrade or the teacher can use Facebook, Google Drive, and What Sapp group to share the lesson material (Walsh, Kelly, 2013: 80). Teacher can also use lesson resources for the students such as video form YouTube's Education

Section, TE Ed, LearnersTV.com (Walsh, Kell,2013: 84). After teacher share the learning material, students enable to download it to their device at home everywhere that they are comfort to. If needed, students can re-read or re-watch the learning material, take some notes and get a deeper understanding. During the class time, teacher gives students exercises and useful feedback.

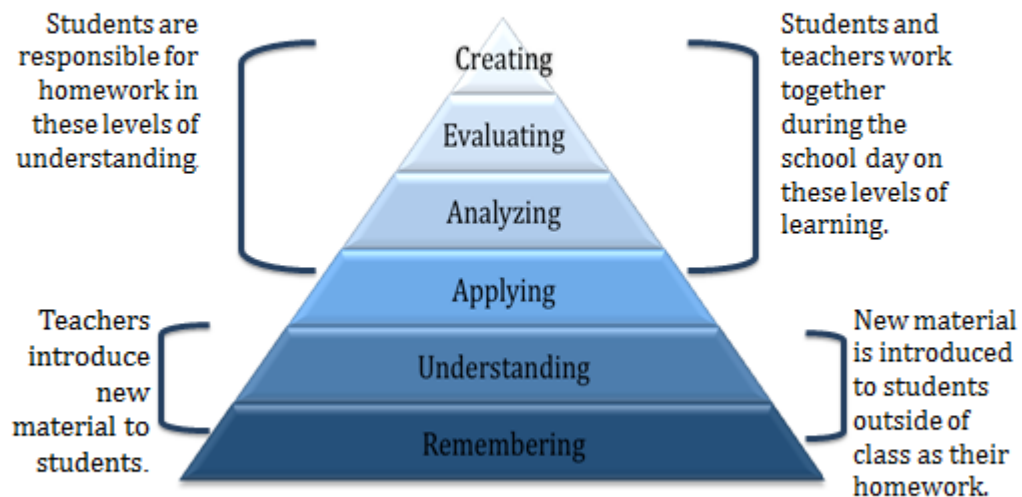
More about flipped classroom, actually it is not a specific strategy to improve reading strategy only. Flipped classroom can be used for another teaching skills and another subject except English lesson such as Math, Physic, Engineering, Health and more. Some previous study about the use of flipped classroom for another English skills and another subject are provided.

2. The Process of Flipped Classroom

The flipped classroom is as a strategy to help teacher make time in class more efficient and effective. The flipping classroom change traditional teaching strategy by delivering lesson online outside the class and moving homework into the classroom where teachers have more beneficial time to help students with their question and one-on-one support (Bishop, J. L. &Verleger, A. M,2013).

Traditional Model

Flipped Model



Blooms Taxonomy

Figure 1. Anderson/Krathwohland Flipped Classroom

In the flipped classroom strategy, classroom lessons and PowerPoint slides are pre-recorded. Teacher give students a task to watch the recorded PowerPoint slides or read the reading material or articles before they come to class. When students come to the class, the role of teacher has changed from presenter of content to learning mentor. As opposed of delivering information during the class, teachers spend their time talking to students about the lesson, classroom discussions, work in pair and working in small group of students. Student who understand well about the content are be able to work with other students to help them get the same understanding.

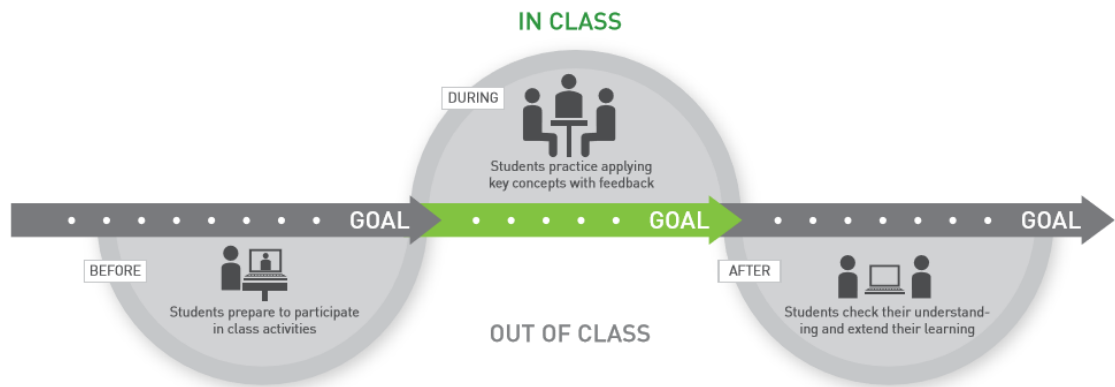


Figure 2. The Concept of Flipped Classroom

There are 3 easy steps to do flip classroom :

a. Create flipped content

The flip class starts with a teacher doing their best explaining the material by the video or PowerPoint slides or reading text. The learning content include the connection, the humor and the step of great teaching (for the video, teacher can use their creativity to make the video teaching more easy to understand for the students). Teacher can use many illustrations and demonstrations just as teacher's do in the real classroom, include whiteboard, images from web or anything which can improve the teaching process.

b. Share it with the students

After teacher done prepare the learning material, teacher share the learning material which have been made to the student through online media. Teacher can upload the learning material on a online

class such as edmodo, schoology, or others media such as Google Drive, Facebook, WhatsApp group, Twitter. Then students can download the learning material and study at home before class. This way give student a freedom of choosing where and when they want to learn and it is let the student engaged with the learning material in an environment that make them comfortable. The students can study the learning material by themselves, with friends or parents. Student can also choose any device to read or watch the learning material from their iPhone or their smartphone or their laptop, etc. They can pause, take some notes and re-watch about the topic to get a more understanding.

c. Spend class time differently

The students have studied the learning material at home, class time can be spent to apply the lesson in engaging, practical and collaborative ways. The teacher can help the students according to their need and give an individual explanation to students who still has a problem in understanding the learning material while others are working in groups. So during the class time, the students are less “sit and listen” to be more “do and learn” and the flipped model is making class time more enjoyable, productive and engaging for students and teachers across the world.

In this research, before the class meeting, the researcher has shared a learning video related to the topic that would be discuss in the

class by online media, those were the researcher WhatsApp group class. The researcher asked the students to watch the video learning at home and understand the video. When the students had a problem in understanding the topic, the researcher asked the students to make notes and asked for the researcher explanation when they were in class. During the class meeting, the students applied what they have learned from the video that they have watched. The researcher also made some activities which were allowed the students to get a deep understanding about the topic. The researcher had more time to answer the students' question individually when they faced a problem in doing the activity. The students also had more time to explore the topic that they learned and done activities that the researcher has been made.

3. The Advantages of Flipped Classroom

The main advantages of flipped classroom were the learners had more time to learn and understand the material given, in addition they also had more chance to express and discuss the material had been learned. According to Bergmann and Sams, there were several advantages of using flipped classroom as bellow.

a. Students Got Help on Difficult Topics

In traditional classroom, the instruction, the material, and the assignment was explained by the teacher directly, when they bring that material and instruction to home, some of them would stuck and still confuse with that. The attitude could be done by them was gave up,

call a friend, ask the teacher the next day, or in the worst case, cheat (Jon Bergmann and Aaron Sams, 2014 2013: 24). By the flipped classroom could re-learn the material and review the instruction time after time. So, they could understand by themselves about what had to do about the assignment, the instructions, and the material.

b. The Enhance of Teacher-Student Interaction

In fact, a one-way communication was applied by using the direct instructions by teacher in traditional class often occur. The teacher stands in front of the class and delivering instruction, material, and assignment. It was ineffective because while the teacher was speech the learners were busy with their note. In addition, this kind of interaction only could be happened in the classroom.

Shift to the direct instruction outside of class time by using video or audio, it frees up more time for teachers to interact in small groups with students or one-on-one. Simply, the teacher could talk or interact with the learners everyday (not depend on the classroom held).

4. The Disadvantage of Flipped Classroom

First of all, learners who adopted traditional education may resist to this new model. Developing or supplying communicative classroom materials such as videos during the implementation process of the model can be found too demanding by the teacher or instructional designers. Teachers can be suspicious about whether the students are watching the videos or not and may find interaction during the individual learning

processes insufficient. Also, the students who come to school without watching the course content while others are doing the in-classroom activities and students' different speed rates in the activities can be problematic for the teachers, since while the early finishers will get bored, the others may feel frustration. Moreover, teachers may have doubts about whether students acquired the new knowledge during the video sessions because of insufficient feedback.(Betul, A. Veysel, D, 2016:Vol: 6 Issue: 1).

D. Models of Teaching Descriptive Text by Using Flipped Classroom

Flipped Classroom design is based on theory of Blomm's revised taxonomy of cognitive domain. This taxonomy provides six major categories of cognitive processes, strating fromthe bottom to the highest level:

1. Remembering: In this step, students recall or retrieve the information from the vidio about descriptive text at home or outside the classroom.
2. Understanding: Students comprehend the meaning, interpret the information from the vidio and wrote a problem that they faced when they learn from the vidio about descriptive text.
3. Applying: Students identified and explore the descriptive text of the paragraph to get the main idea from the first paragraph.
4. Analyzing: by using their critical thingking, students question what happened, analyse the material or concept about descriptive text.

5. Evaluating: Students make judgements and assessments about the value of ideas and the whole learning process, interpret and justify.
6. Creating: Students are able to make descriptive texts using their own words.

E. The Review Of Previous Study

Study is focused on teaching descriptive writing using video. The previous researcher describes the implementation of short video as the media in teaching descriptive writing. The result of students descriptive work, and the problem faced by the student in teaching learning process. And the researcher concluded that the students can create their ideas in developing their descriptive. Actually the previous study and this study have the same purpose.

The first was research by Assist. Prof. Dr. Ahmed BASSAI with title *“The Implementation of flipped Classroom in foreign Language Teaching”*. The researcher studied about the benefit of using video lecture in aided reading and writing. Based on comments from participant, a flipped classroom can contribute to personalization with video lectures, which present to watch or re-watch lessons as needed (Ahmet, 2015: Vol 16(4)).

The second research was conducted by Marion Engin (2014) with title *“Extending the flipped classroom model: Developing Second Language Writing Skill through Student-Centered Digital Videos”*. The journal research was about how the digital videos enable to develop the students in language and writing, in English Depend on this study, in terms of developing language

skills, the activity of simplification required comprehension, paragraphing and manipulation of language.

The previous study was conducted by Dewi Surya Agustina entitled *“The Use of Flipping Classroom for Teaching Story Telling to the Tenth Grades”* (Agustina, D. S.,2015). The aim of conducting this study is to find out effect of flipping classroom in teaching storytelling to the tenth grade student. Depend on the conclusion of this research study there was a different score between the experimental group and the control group.

There is a previous study that related to descriptive text. It is written by FikriFauzi Alawi (2011) which entitled *Improving Students’ Ability In Writing Descriptive Text Using Clustering Technique*. The research design that used is Class Action Research (CAR) with pre-test and post-test. The data was taken from Eight Grade Students of MTs.DarulMa’arifCipete – Jakarta. The result of this study shows that using clustering technique in teaching descriptive writing can improve students writing’s ability.

The previous study has difference strategy being used. So from both of them, researcher has initiative to conduct her thesis by using Flipped Classroom. Flipped Classroom have the similarity that is the purpose was to investigate whether the strategy was able to improve the student’s writing skill.