

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discusses: the nature of writing, teaching writing, the roles of teacher in Teaching English, writing test, kind of genre texts, and problem based learning method.

#### **A. The Nature of Writing**

Writing is one of the most difficult English language skills that the second language learner need to build and achieve (Cahyono, 2011: 23) The difficulty of writing lies not only in organizing ideas but also in translating this idea into readable text (Richards and Renandya, 2002: 303). In addition, writing can be one of most effective means of learning. Ur (2009: 163) states: In writing, the writers inform an idea and message in the written form. The reader can understand experience, event, and histories idea easily. Those can be concluded that writing always makes the language learners worry about what they have to write in writing activity. It is because they must master the language component well and have enough experience to be expressed in written form.

When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing (Harmer, 2007: 112). In this case of the former, writing is a practice tool to help the student's practice and work with language they have been studying. Therefore, more the student's write; they get more experience and practice about language they learn. As a result their language ability improves well.

On the other hand, writing for writing is directed at developing the student's skill as writers. It means that the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. In writing for learning, the language itself is the main focus attention, whereas the construction, layout, style, and effectiveness of the whole text are focus of writing for writing.

In this research, the researcher hopes that the students have more practice English through learning writing so that their English skills and components can improve well. Moreover it is expected that the students are also able to write the correct text by considering content, organization and language use of whole text. Therefore, the students do writing for learning and writing for writing at the same time.

## **B. Teaching Writing**

Writing is an activity that produces something from mind becomes meaningful text or sentence. It has many purposes not only for media as expressing idea but also giving information. Therefore Indonesian students must have good writing ability so that they can express their ideas in written form to give information to the reader.

One the objective of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on the paper and reshaping and revising them. Its means a process of finding and constructing the ideas in written form is called learning to write. Therefore, writing becomes the most difficult lesson in the

school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

In teaching writing, the problems always obstruct the successful of teaching writing. Therefore, the students have to know how to write well so that, teacher has to explain how to do writing process well. Thus, it is better to discuss more about writing problems and writing process more detail.

### **1. Writing problems**

Writing is a difficult activity for people both in their mother tongue and their foreign language. It means that not only in Indonesian language, but also English language writing is difficult skill for people or student. Byrne (1984: 4-5) classified the problem of student writing into three kinds:

#### **a. Psychological problem**

Writing is considered to be more difficult skill rather than speaking since in writing, there is little possibility to get feedback enquired from someone whom the writer interacts with.

#### **b. Linguistic problem**

In relation to Linguistic problems, dealing with the choice of sentence structure and by the way the sentences are linked together and sequenced.

#### **c. Cognitive problems**

Writing is learnt through a process of instruction: we have to master the written form of language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for communication in

writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who does not know to us.

The three problems above can be solved by practicing more writing, guiding the students, and motivating the students to keep writing.

## **2. Writing process**

Writing involves a number of activities; setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and revising it, then revising and editing. Writing process as mention above is a complicated activity, not only needs language skill but also creativity to arrange a set of words, sentence becomes a readable and understandable text. In addition, writing basically of making a point and provide the evidence to support or develop that point to make clearer.

Hogue (1996:6) states students will become skilled writers by always using these four steps: (1) prewriting (getting ideas and organizing them), (2) writing the first draft (3) editing the first draft (checking and correcting it) and (4) writing the final draft

### **1. Pre writing**

In pre writing step, students gather ideas to write about. In addition, to gather ideas there are four prewriting techniques that can be applied to the students. Those are follows:

### 1) Free writing techniques

Free writing means choose a topic, and then write whatever sentences or phrases everything that comes to mind. Students write with ignore about grammar, spelling, or punctuation and putting ideas in order (Hogue, 1994:14). It means that free writing is just write topic without stopping with ignore about mistake of spelling, punctuation correctly or organize material

### 2) Clustering technique

In Clustering technique, the student uses lines, boxes, arrows and circle to show relationship among the idea and details that occur. Begin by stating student's subject in a few words in the center of the blank paper. Then, as idea and detail come to the students, put them into the boxes or circles around the subject and draw lines to connect them to each other and to the subject. After that students put minor idea in the smaller boxes or circle, and use connecting lines to show they relate well.

### 3) Brainstorming

Brainstorming is a freely jotting down ideas about a topic. The purpose is to generate lots of ideas so teachers have something to work with and choose from. Students write everything that comes to themselves about a topic—words and phrases, ideas, details, examples. After they have brainstormed, they should read over their list, underlining interesting or exciting ideas they might develop further. (Fawcett, 2007: 9)

#### 4) Questioning techniques

Questioning means students generate who, why, when, what, where, and how questions about the topic. With questions, students will develop their writing because they generate idea by asking as many as questions as the students can think about their topic.

#### 2. Drafting

Drafting is an activity after students generated the ideas. We can refer to the first version of piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. (Harmer, 2004: 5)

#### 3. Editing (reflecting and revising)

There are several steps in the editing process.

- First, *students should check the meaning*. Student should read paragraph silently. Does it communicate what they want it to? Is the meaning of all the sentences clear? If not, students should make changes.
- Next, *check the mechanics*. Students should read the paragraph silently again, this time look for mistakes in punctuation, grammar and spelling. If they find any mistakes, they should fix them.
- Third, *the other students should check the meaning*.
- Finally, student should ask their friends to *check the mechanics*.

#### 4. Writing the final draft

The last step of in the writing process is to write a clean revision of the paragraph with all the editing carried out. This draft is the one that the students will turn in, so they have to be sure to use good writing format.

### **C. The roles of teacher in teaching writing**

According to Harmer (2004:41) when helping students become better writers teacher have a number of crucial task to perform. Among the task which teachers have to perform before, during and after students writing are the following :

#### 1. Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing. So, teachers have to be able to draw these features to their attention.

#### 2. Motivating and provoking

Students writers often find themselves 'lost of word', this is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the test and persuading them what fun it can be.

#### 3. Supporting

Students need a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing of course) and prepared to help students overcome difficulties.

#### 4. Responding and evaluating

The teacher's way to react student's written work can be divided into two main categories, that of responding and evaluating. When responding, teacher reacts to the content and construction of a piece supportively and often makes suggestions for its improvements. When teacher respond to a student's work at various draft stages, teacher will not be grading the work or judging it as a finished product. Teacher will, instead, be telling the student how well it is going so far.

When evaluating the student's writing for test purposes, teacher can indicate where they wrote well and where student make mistakes and teacher may aware grades. But, although test marking is different from responding, teacher can still use it not just to grade student, but also as a learning opportunity. When teacher hand back marked script teacher can get our students to look at the errors, teacher has lighted and try to put them right, rather than simply stuffing the corrected piece of work into the back of their folders and never looking at them again.

#### **D. Testing Writing**

The best way to test students writing ability is to get them to write directly. Therefore, indirect testing of writing ability cannot be possibly constructed as accurately as possible even by professional testing institutions. There three things that teacher should consider to develop a good test in writing.



1. Setting writing tasks that are properly representative.

It is impossible to have students do various tasks in a short test with few items. It is the test developer task to create a representative sample of task. And we can describe the relevant tasks such as asking the students to describe, to explain, to compare and contrast, and argue for something.

2. The task should elicit samples of writing which truly represent the student's ability.

There are two things we can do to obtain the sample of writing which properly represent each student's ability.

- a. Set as many tasks as is feasible, because student's performance on the same task is not consistent. And they sometimes are better at some tasks than others. Therefore, giving many different tasks will enable the test developer to see the student's performance as objectively as possible.
- b. Testing only writing ability. It means that the test developer shouldn't make very difficult and long instruction in writing test. The test developer can use illustrations in the form of diagram, a series a picture and graph to make students easier to understand the instruction.

3. The samples of writing can be scored reliably

To facilitate reliable scoring, a test developer should set as many tasks as possible. The more scores that score provide for each student, the more reliability should be total score. The test-taker should perform the same tasks to make the scoring easier. Finally, the samples of writing which are elicited should be long enough for judgments to be made reliably.

### E. Kinds of Text

The 2006 English Curriculum targets the junior high school students to be able to understand various types of texts, i.e. descriptive, procedure, recount, narrative, and report. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing. The following table will review the kinds of text.

GENRE	SOCIAL FUNCTION	GENERIC STUCTURE	LANGUAGE FEATURE
Descriptive	Describe something, someone, or a place	<ul style="list-style-type: none"> <li>• Identification: identifies a particular thing to be described</li> <li>• Description: describes the parts and characteristics</li> </ul>	Using noun, adjectives, noun phrases, and verbs (V1)
Procedure	Tell someone how to do or to make something	<ul style="list-style-type: none"> <li>• Title/goal: states the goal to be achieved</li> <li>• List of materials: lists the materials needed</li> <li>• Steps/methods/procedures: describes steps in a logical order to achieve the goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Using commands/ imperative sentences</li> <li>• Using action verbs</li> <li>• Using precise vocabulary</li> <li>• Using temporal conjunction</li> <li>• Using adverb</li> </ul>

Recount	Tells an experience in which the writer was personally involved to inform, entertain, the readers/listeners	<ul style="list-style-type: none"> <li>Title (optional)</li> <li>Orientation: provides the background information.</li> <li>Series of events: presents events chronologically</li> <li>Reorientation: presents the concluding comments</li> </ul>	<ul style="list-style-type: none"> <li>Using past tenses</li> <li>Using connectors</li> <li>Using verbs and action verbs</li> <li>Using pronoun</li> </ul>
Narrative	To entertain the readers/ listeners by the stories	<ul style="list-style-type: none"> <li>Orientation: tells about the setting in time and place, and characters.</li> <li>Complication: tells about problem(s) to be solved by the characters.</li> <li>Resolution: describes the solution to the complications (s)</li> <li>Reorientation: optional, gives the end of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Using specific participants or characters</li> <li>Using past tense and past continuous</li> <li>Using a lot of action verbs</li> <li>Using some relational verbs</li> <li>Using connectives or conjunctions</li> </ul>
Report	To describe and classify information, usually talk about living things and non-living things	<ul style="list-style-type: none"> <li>Title: states the subject to be discussed.</li> <li>Identification or classification of subject: introduces the subject of the report.</li> <li>(Series of) Descriptions: contain series of facts about various aspects of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Using Nouns and noun phrases</li> <li>Using relational verbs for describing and classifying.</li> <li>Using action verbs to describe behaviors/ habits</li> <li>No personal pronouns</li> </ul>

(Taken from English on Sky 1, 2, 3, Erlangga, 2007)

## **F. Recount Text**

Recount text is a text that retell the past event or past experience. Recount text is written according to the writer experience or writer imagination.

The characteristic of recount text:

### **1. Purpose**

The purpose of recount text is retelling the past event. Anderson and Anderson (1997:48) said that that the purpose of recount text is giving information about what happened and when happened.

### **2. Focus**

The focus of recount text is a specific event that is written orderly.

#### **1) Kind of recount text**

- a. Personal recount
- b. Factual recount
- c. Imaginative recount
- d. Procedural recount

#### **2) The generic structure of recount text**

- a. Orientation ; providing background information needed to understand the text, it includes who was involved, where it happened, when is happened
- b. A record of events usually recounted in a chronological order.
- c. Personal comment and/or evaluative remarks on the incident

#### **3) Common grammatical patterns of a recount include:**

- a. Use of nouns and pronouns to identify people, animals or thing involved
- b. Use of action verb to refer to events

- c. Use of past tense to locate events in relation to writer's time
- d. Use of conjunctions and time connectives to sequence the events
- e. Use of adverbs and adverbial phrases to indicate place and time.

The example of recount text is as follows :

#### Going fishing for the first time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face, it was embarrassing! (Priyana, 2008:85)

### **G. Problem Based Learning Method**

#### **1. Definition**

Problem Based Learning is designed in the late 1970s. It is kind of approach that challenges students to learn through engagement in a real problem. Problem Based Learning is students-centered that refers to give relevant opportunities to the students. It will make a fundamental shift from a

focus on teaching to a focus on learning. The process in Problem Based Learning is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation.

In Problem Based Learning, the teacher presents to students as a problem solver to work and decide their goal. This does not mean that the teacher gives the authority for making judgments regarding what might be important for students to learn but it will practice students' responsibility and motivate them in learning. The teacher acts as a facilitator and mentor rather than a source of solution.

To do the implementation of the Problem Based Learning, the teacher needs to choose the topics or the materials of the subject which they have a problem and it can be solved. The problem can be taken from the text book or from the other aspect, such as the incident around the environment, the incident in a family or in the social life.

The strategy of Problem Based Learning can be done in the following situation:

- 1) If the teacher wants students not only memorize their lesson, but also master and understand it well
- 2) If the teacher intends to increase the skill of the students' rational thinking, such as the ability in analyzing a situation, to apply their knowledge in a new situation, to know the difference between the fact and idea, and also increase the ability in making judgment objectively.

- 3) If the teacher wants the students to be able to solve a problem and make a challenge of the students intelligence
- 4) If the teacher wants to motivate the students to understand the relationship between that they have studied and the reality in their life.

## 2. The procedure of Problem based learning method

Steps	Indicators	The teacher activity
1.	Orienting learners on learning problems	Explaining the purposes of learning, explaining the equipment, and motivating students into problem solving activity
2.	Organizing learners to learn	Helping students to interpret and organize the task that connected to the problem.
3.	Leading the student to solve the problem	Motivating the students to find suitable information, and doing experiment in order to get the problem solving.
4.	Developing the result of discussion.	Helping student to plan and prepare the result of discussion in form of report.
5.	Analyzing and evaluating the process of problem solving	Helping student to do a reflection or evaluation to their investigation and their process of problem solving.

### Phase 1: Orienting learners on learning problems

The process of teaching and learning started with explaining the learning objectives and activities that will be carried out. In the usage of problem based learning, this stage is very important stages in which the teacher must explain in detail what must be done by learners and also by the teacher as well as explained how the teacher will evaluate the learning process. It is very important to provide the motivation so that learners can understand the learning that will be done.

### Phase 2: Organizing the learners to learn

In addition to develop problem-solving, learning with problem based learning also encourages learners learn to collaborate. Solving a problem urgently needs cooperation and sharing among its members. Thus, the teacher can start learning activities by forming groups of learners where each group will select and solve different problems. The principles of grouping students in cooperative learning can be used in this context as: group must be heterogeneous, the importance of interactions between members, effective communication, the existence of peer tutors, and so on. The teacher is very important to monitor and evaluate the work each group to maintain performance and group dynamics during learning. After learners, oriented on an issue and have formed study groups then teachers and learners set sub - topic into specific investigation tasks, and schedule. The main challenge for teachers at this stage is to intervene so that all learners actively involved in a number of activities of the investigation and the results of this investigation can result in settlement of these problems.



### Phase 3: Leading the student to solve the problem

Help the investigation independently and investigation group is the essence of problem based learning. Although the each situation problems require different investigation techniques, but in general it certainly involves the characters are identical, i.e., data collection and experimentation, hypothesize, and give explanations and solutions. Data collection and experimentation is a very important aspect. At this stage, the teacher should encourage students to collect data and carry out experiments (mental or actual) until they really understand the dimensions of the problem situation. The goal is to make learners put together enough information to create and build their own ideas. The teacher helps the students to collect information as much as possible from a variety of sources, and he should have asked a question on learners to think about the problems and the kinds of information needed to arrive at a resolution that can be sustained. After collecting enough data of learners and provide problem about phenomena that they investigate, they began to offer an explanation in the form of a hypothesis, rather simplistic explanation and solution. During this phase, the teaching, the teacher encourages the learner to present all his ideas and accept fully the idea. Teachers should also ask questions that make students think about the feasibility of hypothesis and the solutions they create as well as about the quality of the information collected.

### Phase 4: Developing the result of discussion.

Investigation followed by creating artifact (masterpiece) and exhibition. Artifact more than just a written report, but could a video tape (demonstrate a situation

problems and structural proposed), a model computer program, cereal and multimedia .Of course sophistication artifact strongly influenced level think learners.

Phase 5: Analyzing and evaluating the process of problem based learning

This phase is the final stage in the problem based learning. This phase is intended to help students analyze and evaluate their own processes and skills and intellectual inquiry that they use. During this phase, the teacher asked the students to reconstruct the thinking and activities that have been carried out during the process of their learning activities.

### **3. The Advantages of Problem Based Learning Method**

1. Teaching and learning using problem based learning will be a meaningful learning.

Learners/students who study to solve a problem will apply its own knowledge or trying to figure out the necessary knowledge. Learning can be more meaningful and can be expanded when learners/students dealing with a situation in which the concept is applied;

2. In a situation of problem based learning, learners/ students integrate knowledge and skills simultaneously and applying it in a relevant context.
3. Problem based learning enhances critical thinking ability, cultivate learners initiative educates motivation to work, to learn, and to develop interpersonal relationships in working groups.

This method has a match with the concept of innovation, environmental field education, especially in terms of the following:

1. Learners acquire basic knowledge (basic sciences) that are useful for solving problems, environmental field whom they met,
2. Learners learn actively and independently with an integrated material and relevant to the actual reality, which is often called a student-centered,
3. Learners are capable in critical thinking, and develop the initiative.

#### **H. Previous Studies**

In this section, the writer presents some studies that related to the use of problem based learning to improve writing skill to prove the originality of this study. Those are improving students' achievement in writing narrative text through problem based learning by Siregar (2007) and the use of Collaborative Writing Technique to Improve Writing Skill of The Second Year Students at SMPN 1 Ngunut by Qori'ah (2013).

According to Sirregar (2007:4) problem based learning can present the lesson interesting and create a relevant topic based on the knowledge of the students. So it can motivate the students and increase their curiosity particularly in writing skill. It means that the teacher must emphasize the uses of problem based learning to keep students' interest in writing skill. By using this method, it is expected that the students are able to learn easier and for teachers' it can ease to monitor and observe the process of writing.

Based on those previous studies, the writer is inspired to conduct a study on the use of problem based learning in improving students' writing skill. There are some differences between the writer's research and those two researchers. The first difference is the subject that the writer uses in this study. In this study, the

writer takes eight grade students of SMP Islam Sunan Gunung Jati Ngunut, while Sirregar (2007) used students of VIII science SMP I Barumun Tengah Padang Lawas. And Qori'ah (2013) used students from eight grade of SMPN 1 Ngunut by using Collaborative writing technique to teach writing. The second difference is the purpose of the research. This research tried to solve the problem of students in writing recount text, While Sirregar (2007) conducted research to improve students' achievement in writing narrative text through problem based learning. From this statements, the writer believes that Problem based learning can make students active. They can know how to solve the problems in writing, and how to work in group. Based on the statement, the writer wants to conduct a classroom action research entitled "Using Problem Based Learning to Improve Writing Skills of The Students of SMP Islam Sunan Gunung Jati Ngunut".