

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some review of related literatures. Those are writing skill, teaching writing, problem of teaching writing, descriptive text, assessment, model of writing, teaching writing using project based learning, Direct method, review of related study.

A. Writing Skill

This section discusses on the definition writing skill, teaching writing, problem in teaching and learning writing.

1. The definition of Writing Skill

There are several definitions of writing based on some experts. Mayers cited in Nurfadhilah (2018) suggested that writing skill is the way of generating a language that human naturally do when they want to speak. Writing is a manner of transmitting something to others through textual context. Writing is complicated because writer have to pay attention to some regulations which might dissimilar from speaking skill than the other productive skill. According to Harmer (2004) writing usually use as a method to consolidate the language.

A simple view of writing in a language is only a ghrapic representation of speak. Thus, in writing there are some steps to produce a product from the result if thinking, drafting and the last is revising (Brown, 2000). In addition, Nunan (2003) admits which writing divided into three definition

The first is a mental act and a physical, It can be say that in writing skill consist of mental act and physical act. Thus, in a mental writing plays a role in

finding ideas assisted by consideration of how to express until the arrangement becomes good statement or paragraph. On the opposite hand, in physical act plays a role in committing words or ideas for some media such as in email.

The second is The purpose are to express and impress, a writer commonly serve their personal desire in expressing a concept or feeling. A writer should imagine, organize, draft, edits, reads and reread. It means writing activities should pass a lot of process form completing the product. In writing makes the writer's experience disorderly, however this is approximately the manner.

The last is a process and a product which a writer will organize, imagine, draft, read and also reread. It means writing should pass kind of process for completing the product. if the writer need to write, they have to suppose hard, read once more to get what they need for their writing. Writing makes the writer experience disorderly, however this is approximately the manner.

Based on the all definition previously, it can be say that writing is about skill which should pass several process start from expressing or developing ideas into appropriate paragraph.

A good writing need to pass a complicated process, because writer should require the ability to write down with good grammar in all sentences and organize the story in logically into paragraph. According to Putra (2019) stated that there are some critical aspect in writing and in a good piece writing should be coherent and cohesive.

a. Characteristic of writing

According to Brown (2001) there are several characteristic in writing.

1. Performance

In writing can examine and reread for lots times. In writing can be literary works, critical documents and letters from a few years in the past nonetheless may be examine at present.

2. Production time

In writing need a technique with require a lot time to plan, edit and revise. In the process of writing need enough practice , technique writing, blend with practice in display writing, teacher can assist students cope with time limitation.

3. Distance

Between the reader and writer, which allows existence of distance in space and time. As a result , the writer and the reader should be deliberate properly to reduce distinctive of opinions between. So, the writer sometimes should have the ability of the reader mind. Writer sometimes write based on audiences' preferred knowledge, the most important is how to desire of something that could be interpreted.

4. Orthography

In writing support get support from the use of orthography for the message because the character of intonation, pitch, extent and pausing in speaking. for example, using an exclamation mark is to specific surprise. The question mark have function for question.

5. Complexity

There is a difference of complexity between writing and speaking skills, writers must decide the ways to get rid of redundancy, the way to combine sentences, the way to make references to different factors in a text.

6. Vocabulary

In writing desire a high kind of vocabulary. It may be say that a good writer will learn how to take gain of the richness of English vocabulary.

7. Formality

In writing there are two kinds of writing, they are formal and un formal, but in writing commonly formal because of using social and cultural uses. From writing can minimize misunderstanding due ti there are kinds of language in society.

From the explanation of writing characteristic previously can be used as a guidelines for developing the scoring rubric. Based in the characteristic, English teacher ought to assist their students to create an amazing written both of English as second language or foreign language. So, students' writing could be better.

b. The process of writing

Based on Sundem (2006) give an explanation of writing procedure, he explained that an instruction only orient the process and encourage younger writer to find out the mechanic of composition. This technique is the aim of writing instruction. As a teacher should know about students' competence for understanding from the basic steps, in the process of teaching writing should be aware that students will discover their personal methods and always reinds the students to apply some strategies. Sundem explained there are six steps in writing:

1. Prewriting

Prewriting is the first step, the writer will generate the ideas and place their ideas in order. There are three formats in prewriting include the following: bubbling, outlining and the last is writing a captioned cartoon strip.

2. Drafting

Drafting is making plan ranges of writing. A writer should make a draft first before complete the writing. From a teacher side, students have to pay inspire students to write down a draft primarily based on data from their prewriting. In drafting step, ask the students to revise as little as possible, however they are able to add suitable ideas, brainstorm, organize and revise to a degree. Tell to the students, actually drafting is not only with perfect writing, drafting is cyclical and give the students regulation while drafting.

3. Revising

In this step, the writer revising the students, while the teacher do this activity, the students discover ways to make their writing better and understand where the place of the mistake is. As a teacher should know how to revise, students need specifics and make the distinction among revising an proofreading and so on.

4. Editing

Editing as a part of writing process have to first be done by a writer and editing is the last step before publish the product of writing same with revise step. In this step, a writer do some activities such as checking most effective one place at one time for example, spelling, paragraphing and fixing such as punctuation, capitalization, agreement and tense trough writing style.

5. Publishing

Publishing is the final step in a writing process. Publishing is as media for the writer to publish their product of writing through some media such as newspaper, website, sharing with every other peer, etc.

B. Teaching Writing

Teaching is an activity that contains sharing kinds of knowledge and experience, in this activity more organize with a discipline. According to (Brown, 2001) give an explanation that teaching could be described as supporting someone for learning how to do something, giving instruction, guiding withinside the study of something, offering with knowledge, causing to recognize or understand. As what had been stated at previously, it can be say that teaching is an activity contains share knowledge and information for making the students understand.

Nunan (2003) stated that a good writing done though a set of guidelines and principles. From students' writing can be assessed are grammatical accuracy and the accurate of organization and also the content. Actually the teacher often find some problems such as teacher students spent the time in class and copying of teacher s' model instance instead of expressing their own though creatively. In writing actually students have to look at the spelling, grammatical and genera; organization to make into a good writing. All writers should know that a good writing have to pass a great process.

According to Harmer (2004) there are four main elements in writing, they are: the fist is planning, the second is drafting, editing (reflecting and revising) and the last is final version. He stated that the first element (drafting) a writer should think about some main issues such as the purpose of the writing, writer

experience should think the audience and content structure. Drafting itself he stated that writers could refer to the first version writing as a draft, the purpose of this step are writers can look at the step previously. The third element is editing when the writers complete and fix their draft and the last element is the final version after the writers edit their draft, the writers should add more information.

The most important is the way of teacher can facilitate all of kinds activities to make the students understand. Even though in senior high school lots of the students still have difficulties in developing the ideas, so they still need the teacher for giving motivation. Teachers should reach the target of learners' ability to improve their skills include in writing skill. According to Permendikbud number 21:

“Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari. Teks-teks mencakup: pemberitahuan, recount, naratif, descriptive, lagu teks-teks . . .”

In teaching writing, there are kinds of types text like procedure, recount, narrative, descriptive and others. In this occasion, the researcher only focus in descriptive text.

There are some principles in teaching writing that teacher have to consider while different learning, Nunan (2003) explain that there are some principles in teaching writing:

1. Understand students' reason for writing

Important for understanding between writing instruction from teacher, the goal does not match with students' goal and the teachers' goal does not match with the institution or school. Provide many opportunities for students for writing

The parents need to give a chance for children at home, including in the school itself, teacher try to give a chance for students a chance there is freedom to the students. Through pass physical activity give many activities to write down is great idea to build mood them up.

2. Make feedback helpful and meaningful

After students submit their assignment, students crave comment or feedback on the assignment that have been submitted. When the teachers give the feedback on the students' assignment, when the teacher give feedback for students vocabulary and symbol that student can understand and do not forget to provide the time to discuss with the students in class.

3. Clarify for yourself, and for the students, how their writing will be evaluated.

Students frequently feel that the assessment of their writing is absolutely subjective. One of the best way is giving announcement about the value of students' writing. It is about how crucial in creativity, following a specific writing format, grammatical accuracy, the task consist of currently teach material and accuracy in spelling and punctuation.

C. Strategies in Teaching Writing

In simple definition, strategy is a way which will be used by the teacher to decide the learning activity which will be used in the process on learning. Teacher chooses a strategy should consider the condition and situation, learning sources, characteristic of the learners to encounter in order for achieving the goal of learning. There are some kinds of strategies in teaching writing, the first is shared writing strategy. According to Booth and Swartz in Ismudiati (2017) explained

that this strategy gives an opportunity which allows the teacher for the model of a good writing to the students. In shared writing strategy will do together between the teacher and students. Teacher and students contribute for the planning, the ideas and the language of text. So, in this strategy will facilitate the students to make the model of good writing from the teacher, the teacher makes the students gather around and starts the discussion.

The second strategy is mastery learning. According to Anderson in Ismudiati (2017) this strategy asks the students to desire the plan and to implement mastery learning strategy in class should complete the main tasks such as the definition of, the mastery, planning of mastery, grading and teaching for mastery. So all the activity will divide in a some smaller learning unit, the unit arranges in order start with the fact, concept, principles, skills, and the last is appreciation obtain in one unit uses repeatedly in the next unit. The third strategy is short animated story, this strategy uses animation as a tool for encouraging and developing students' learning not only fun but also effective. It can be said that, the students will enjoy in the teaching and learning process, because the teacher uses an animation. Animation is one the best choice for developing student competence.

D. Problem of Teaching Writing

Talk about problem in teaching writing start from some challenges faced by the students in learning skill, because of this teaching writing becomes difficult and face some problem. It can be said that the problem in teaching writing actually from the students itself. So, teachers often face problem such as have difficulty in giving motivation for students, and the most difficult for the teacher is teacher should teach in time constraints.

Another investigation about the most issue in teaching writing skill from (Almubark, 2016) is the problem in teaching writing relates with the grammatical difficulties faced by the students, it can be say that the most prominent issues are grammatical difficulties in teaching writing. The other problem is in the text books consist of not interactive and persuasive topics so makes quite disappointing for teaching writing to the students. And then, most of students still have lack of motivation for improving their skill in writing, which is this problem as a problematic factors in teaching progress. Not only that, teacher have problem in time, if teachers can gets more credits hour it can resolve problem in writing skill in class and the most important most of class have the higher number of students so it makes obstacles for lectures to achieve their teaching goals.

E. Descriptive Text

In this part consist of the definition of descriptive text, generic structure of descriptive text, criteria of good descriptive.

a. The definition of descriptive text

Descriptive is a type of textual content that's use for describing approximately a specific place, person or thing. Description may be utilized in text book, factual reading book, magazine and so on. Oshima and Hogue (1997) explained that descriptive is

“a description is one of kinds writing text about how something or someone looks and use space order”. Page 50

b. Generic structure of descriptive text

The generic structure of descriptive are as follows:

1. Identification: the element includes an introduction of objects or things define which incorporates who or what, when and where. It can be say that in this part is for identifying the phenomenon that will describe in general. It may be

known as the general description of the object which consists of objects' name, type of the object, etc.

2. Description: describing the features, there are kinds of feature of description text, the first is description of people. In this part consist of several kinds the first is physical characteristic such as build characteristic such as slim, tall, height characteristic such as tall, short, complexion characteristic such as light, pale, hair characteristic such as curly, black. The second is personality, so the meaning of personality here as a habitual patterns and qualities of behavior of any individual. And the last is achievement

The second of descriptive text feature is description of place or building have to include giving brief and in real information. The students write the reason why select that place. Description of place or buildings have real information, they are: age, size, materials, color and connect to the sense which includes hear, smell, taste, signal to indicate temper and atmosphere.

The third is Description of things, describing thing should give accurate data such as the size, weigh, shape, color, origin and still many more. The essential is the writer can write important information, must not use these types of adjective.

c. Criteria of good descriptive

Tul Qur'an (2020) said that there are some keys in writing a great description is to apply information that assist the readers believe the individual are describing. There are some guidance in writing a great description. The first is to apply area or order and the second one is to apply particular detail. In space order, collage students may describe something from top to backside or from left to right. The second is using a unique info, when a writer describe something they

paint a photo with a words. The purpose is to apply many unique info, particular manner exact, precise. The greater particular they could do, make the reader can see what they're describing.

F. Writing Assessment

Assessment is one of the important things while a teacher have to do for measuring the capacity of students. According to Brown (2003) stated that:

“assessment is an ongoing process that encompasses a much wider domain.

Whatever a students respond to . . .”

As what had been stated above, assessment is a process of students ability when they want to get a good value from the teacher. Actually assessment can make the students more active in all activities in the class. In this occasion, the researcher take assessment of students by writing that using project based learning as a model and for the text, the researcher use descriptive text. For scoring students. The researcher use three aspect of writing scoring rubric from Heaton, unfortunately the researcher only use three categories, they are content, vocabulary and the last is mechanics. According to Heaton (1988)there are some aspect for scoring in writing, they as follows:

Content	
30-27	Excellent to very good (knowledge, substantive, etc)
26-22	Good to average (some knowledge of subject, adequate, range, etc)
21-17	Far to poor (limited knowledge of subject, little substance, etc)
16-13	Very poor: doesn't show knowledge of subject, non-substantive, etc)
Organization	
20-18	Excellent to very good (fluent expression, ideas clearly stated)
17-14	Good to average (somewhat choppy, loosely organized but main ideas stand out)
13-10	Fair to poor (non, fluent, ideas confused or disconnected)
9-7	Very poor (does not communicate, no organization)
Vocabulary	
20-18	Excellent to very good (sophisticated range, effective word or idiom choice and usage)
17-14	Good to average (adequate range, occasional errors of word or idiom form, usage but meaning not obscured)
13-10	Fair to poor (limited range, frequent errors of word or idiom form, choice, usage)
9-7	Very poor (essentially translation, little knowledge of English vocabulary)
Language use	
25-22	Excellent to very good (effective complex construction)
21-19	Good to average (effective but simple construction)
17-11	Fair to poor (major problems in simple or complex construction)
10-5	Very poor (virtually no mastery of sentence construction rules)
Mechanics	
5	Excellent to very good (demonstrates mastery of conversation)
4	Good to average (occasional errors of spelling, punctuation)
3	Fair to poor (frequent errors of spelling punctuation, capitalization)
2	Very poor (no mastery of conventions, dominated by errors of spelling punctuation, capitalization, paragraphing)

G. Project Based Learning

Model here as a construction which serve as plan and model not only about a plan but there are kinds of things that can be concerned in the acquisition of

recent competencies and understanding and the way to have interaction those the ones mechanics to encourage and facilitate in learning. There are some model that can use by the teacher such as project based learning , problem based learning and discovery learning. In this study, the researcher choose project based learning as a model. Project Based Learning can be referred as learning by doing, this model was introduced by John Dewey. John Dewey argues that school must reflect the larger society and the class laboratory for students so they are able to learn to solve various problems they face and are able to implement them in real life. he suggested teachers to encourage students to engage in problem oriented project or assignment and help them investigate. According to Bell cited in Nurfadhilah (2018) explained that in project based learning students as driven and the teacher as facilitator approach for learning. Thus, project based learning here is an instructional technique which focus on the learner. Based on Thomas (2000) project based learning is a model which can organize the learning round the project and according to PBL hand book for teachers, project are complicated tasks and based on the challenging questions or problem which involve students in design. In this model ask the students to look for the resolve from the questions and problem and also give the students opportunity to do activity relatively and independently during extended periods of time and the final of this model is project Thomas (2000). Actually in project based learning (PJBL) bring problem solver, responsible, do in a group or independently, critical thinker. Larmer (2015) stated that :

“ PJBL give some chances for students to build some qualities they are problem solver, responsible, works well with others, can work independently, critical thinker, confident, management time,

communicates well with a variety of people. From this model students know how to apply to the real world.”

From this explanation, teaching using project based learning as a model is appropriate for the students in teaching and learning process, because this model can enhance students' ability, quality. It can be say that when the teacher use it means make the students to be a developer material. From this, students has same opportunity to deliver project from students' discussion.

There are some advantages of implementing project based learnig in teaching and learning process:

a. Project based learning can enhance students' abilities in language skill

While the students do the project, they've the possibility to apply a language in a context and follow participation significant activities that require progressed language skills. Students have interaction in communication to finish actual activities.

b. From project based learning students can develop metacognitive skills.

From a project is an activity that includes a lot of individual or cooperative tasks consist of evolving a study plan and question and implementing the plan through empirical study or a study that consist of collecting, analyzing and reposting facts orally and in writing.

c. Project based learning can make the students work together to resolve the problem for doing the final project.

H. Teaching Writing Using Project Based learning

According to project-Based Learning handbook there are some step in teaching writing using project based learning:

The first step is teacher can start the class and give students essential question, from here will create a problem or situation that the students can realize that there is no one answer or solution. So, in this step students will find some problem and solution. The second is teacher design a plan for the project for the students. The most important is selecting a content also involve students in the planning process based on the curriculum and decided what activity which can support the students. The third is teacher can create a schedule for the project components. When the schedule should change so make the schedule be flexible. Teacher should guide the students when the students confuse. Next, the teacher should monitor the project progress, teach the students how to do the project collaboratively. Always give the source and guidance. Remind the students to do the assignment because it will evaluate with project rubrics. The fifth, after monitor the progress, teacher will asses the outcome and give diagnostic feedback. And then the next step is if the teacher done with the assessment, the next step is evaluate the experience. even though there is no time, reflection is important in the part of learning and teaching process.

I. Direct Instruction

Direct Instruction model introduces in 1968 by Siegfried Engellman. The reason using this model to help the students learn. According to Shoimin (2014) Direct Instruction is a learning model specifically designed to support student learning process which related with declarative knowledge and procedural knowledge that can be taught with a gradual pattern of activities, step by step. Direct instruction is a model learning which consist of the teacher's explanation of new concept or skill for students. It can be say that direct instruction model is a

learning model specially designed for supporting the students learning process from the teacher's explanation of new concept question and answer exercise

According to Pritandhari (2017) the characteristic of this model as follows there are learning objectives and influence of models on students including learning assessment procedures, the second is the overall syntax or pattern and flow of learning activities, and the last is Management system and environment learn the necessary models in order certain learning activities can took place successfully. According to Shoimin (2014) in the direct instruction learning model there are five very important phases.

1. Phase 1 : Orientation/delivering the Purpose

In this phase the teacher provides a lesson framework and orientation towards subject matter. Activities in this phase include:

- Preliminary activities to determine relevant knowledge with the knowledge students already have.
- Deliver learning objectives.
- Give an explanation or direction regarding the activities to be carried out.
- Inform materials or concepts that will be used and activities
- what to do during the lesson.
- Inform the framework of the lesson
- Motivating students.

2. Phase 2 : Presentation/Demonstration

In this phase the teacher can present subject matter, either in the form of concepts or skills. This framework includes:

- Presentation of the material in steps

- Providing examples of concepts
- Modeling/demonstration of skills
- Re-explaining things that are considered difficult or poorly understood by student

3. Phase 3: Guided Practice

In this phase the teacher make a plan and give guidance to students to do initial exercises. Not only that, the teacher provides reinforcement correct student responses and incorrect correction.

4. Phase 4 : Check Understanding and provide Feedback

Students are given the opportunity for practicing concepts and skills and applying the knowledge or skills into real life. This guided exercise is also good for teachers to access students' abilities in carrying out assignments, checking whether the student

J. Previous Study

There are some study about PJBL in writing skill. Here, it reviewed the previous study that relate with this study.

The first study is conducted by Shanti, Syahrial, and Koto (2018), was about the use of project based learning approach, the result of this study is the students get the improvement in writing ability. In this study the students get some treatments consist of cycle 1 and cycle 2, the improvement of the students' ability in writing can be showed that score from the treatments was significant. It is rove that the students' mean score from cycle 1 is increasing and the other hand in cycle 2 the students reach good category level.

A study by Tul Qur'an (2020) found that actually project based learning is a model that can develop skill so, using project based learning can enhance students' skill especially in writing skill. Not only that, in this model the teacher (researcher) divided the students into several groups project, this activity can make an interaction in the learning activities. From her research found that PJBL not only enhance students' writing score but also give students positive vibes in the teaching and learning process. The researcher allows the students to ask when they face problems about the project. From this research found that by using project based learning students able to share their knowledge, information, experience even though the project should do individually and also could be an alternative strategy for teaching writing because thus strategy make the students can develop their skill and creativity.

Another study from Putri (2018) found that project based learning can improve students skill, in her study there are two cycles when doing study. In the first cycle after using project based learning got the result that there was an improvement, students wait an instruction from the teacher with doing communicative activities. And then in the second cycle the condition was better, during this cycle the students could develop their ideas in writing skill so from this cycle the activities in the class improved. Students could build their creativity in writing class and always took note relate with their matery.

A study by Nurfadhilah (2018) was classified as a qualitative study (quasi-experimental method). The researcher verified two variables, they are independent variable and dependent variable which project based learning as independent variable and students' writing ability as dependent variable. In her

study, found that there was a significant effect of project based learning on students' writing ability. She was using pre-test and post-test for the instrument. From her study, the students could explore and practice their ability in writing. Not only that from the data, it indicated which project based learning gave a strong effect on students' writing ability.

The next is study by Argawati and Suryani (2020), the researcher gave two cycles (every cycles conducted in three meeting) and the last is interview. There is an improvement before and after implementing the project based learning. From this study, the students has positive opinion on the method used, the students get motivation through this study and help students write well and can increase students' creativity and can develop students' critical thinking.

In addition Aulia (2018) in her study, conclude project based learning is effective to improve students' writing skill in descriptive text, the improvement in percentage is 12, 16%. It can be say that project based learning give strong effect for the student especially in writing descriptive text.

From those previous studies, the researcher concludes that project based learning have good effect for the students to be more creative, active and motivate.