

CHAPTER II

REVIEW OF RELEATEDLITERATURE

This chapter presents the literature review. Literature review discusses the theories related the topic. The researcher divides this chapter into four parts which discuss review of related literature. The first parts is deals with writing and in this case explain about the definition of writing, the writting proses, and the difficulty of writig. The second parts deal with teaching writing then explain about the definition of teaching writing, writing activities, and media writing. The last third deals with the definition of outline technique. And the last is previous study.

A. Writing Skill

In writing section, it will discuss about the definition of writing, the writing process, the difficulty of writing.

1. The definition of writing

Writing is a mean of comunication in which the writer uses the language to express his iea, and feeling and Writing is an activity of exploring opinions and ideas into words. In writing includes the organization of words, phrase, clauses, and sentence into coherent and cohesive paragraphs and texts. In writing, the important things that have to be focused are on the content, sentence structure, grammar, punctuation, vocabulary organization, and spelling. It gives student's time to shape what they want to say, to go over until it seems to reflect what they want to say, think and feel. Oshima and Hogue (1998: 3) said that

writing is a process, not a product where it is never complete; that is, it is always possible to review and revise, and review and revise again what we write.

Teni Murtiningsih (2019), said that writing is as productive skill and also need to improve. Writing can give students improvement, it can support the student's English competency. According to brown (2001,2004) To achieve the success of writing, students are required to meet micro and macro skills. The microskills are appropriate for imitative and intensive types of writing task, while the macroskills are important for the successful mastery of extensive and responsive writing. The following is microskill and macroskills:

Microskills of writing

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed suit the purpose.
- 3) Produce acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems such tense, agreement pluralization, patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive device in written discourse.

Macro skills of writing

- 1) Use the rhetorical forms and conventions functions of written discourse.
- 2) Appropriately accomplish the communication functions of written texts based on the form and purpose.
- 3) Convey links and connections between events and communicate such relations as the main idea, supporting the idea, new information, give information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific reference in the context of written text.
- 6) Develop and use a battery of writing strategies such as accurately assessing the audience's interpretation using prewriting devices, writing with fluency in the first drafts, using paraphrasing and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

From the sub-skills and microskills above, it can be concluded that in writing there are two general subskills. The first one is about accuracy and the second one is about communicating messages successfully. Students need to master these general subskills if they want to produce the better writing.

2. The process writing

According to Oshima and Hogue (2009: 35) state that: there are four main stages in the writing process. The first is prewriting, the second is planning, the third is writing and revising drafts, the last is writing the final copy to hand in. According to Harmer (2004), the process of writing is the stages a writer goes through in order to produce final written forms. The process may be affected by the content of the writing, the type of the writing, and the medium it is written in.

Nation (2009) states that writing process help students to understand the different aspects of writing. In line with this, Shih in Brown (2001, p. 335-336) explains that process approach offers some advantages that are explained below.

- a) Focusing on the process of writing that leads to the final written products.
- b) Helping the students to understand their own composing process.
- c) Help them to build repertoires of strategies for prewriting, drafting and rewriting.
- d) Giving students time to write and rewrite.
- e) Placing central importance on the process of revision.
- f) Letting students discover what they want to say as they write.
- g) Giving students feedback throughout the composing process as they attempt to bring their expression closer and closer to intention.
- h) Encouraging feedback from both the instructor and peers.
- i) Including individual conferences between teacher and student during the process of composition.

Harmer (2004) also has his own notion about the process of writing. The process is represented in the 'process wheel' below. This process of wheel supports Nation's statement about the order of writing process. Then if writers have not been satisfied with their final writing, they can continue to re-plan, re-draft, and re-edit. Later on, Harmer explains the writing process as follows.

1. Planning

In this stage, students need to decide what they are going to write. There are three main issues to consider. The first one is the purpose of their writing. The language they use, the information they choose and the type of the text will be based on the purpose of the writing. The second one is about the audience. The type of the audience will affect the shape of the writing and the choice of the language, for example, it is formal or informal tone. The third one is related to content structure. It includes how to sequence the facts and decide which arguments and ideas they want to write.

2. Drafting

The first writing can be called as a draft. Students can make a lot of drafts as the writing process proceeds into editing. Making drafts help 15 students to find out which writing style is the best and to decide which ideas and arguments they really want to include.

3. Editing

In editing, there are process of reflecting and revising. In reflecting, students can read their drafts and they might find mistakes in their writing, such as the information is not clear, the paragraph is not arranged well, and there are

grammatical errors. Sometimes, other readers helped to do the reflection. They will give comment and suggestion in order to get the best revision.

4. Final Version

After students have made changes they consider to be necessary, they will come to the final version. The final version may be different from the first draft but is ready to be presented to the audience. The writing process described above operates whether students are writing e-mails, texting their friends, writing diary, or providing compositions for their English teachers. How much attention students give to the different stages of the process will largely depend on the type of writing, the medium used, the content and the length of the piece, and who students are doing it for.

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3. The difficulty of writing

Writing is one of four language skill. Writing is not a nature skill, because one could not acquire this ability automatically and easily. To acquire writing skill students should get sufficient writing practices. Then students must to practices to stimulate skill in writing and expressing thoughts in a good passage. To improve writing skill we must practice, without practicing it is impossible to write well and effectively. According to Brown (1994), said that writing is the

most difficult skill. It should be a formal language, use various vocabularies, consider the audience who do not directly see the writer, and avoid redundancy. Because writing skill is difficult so we must be taught using suitable technique based on the topic.

In learning writing skill students have some problem such as: they have no ideas to develop their sentence, students' writing knowledge is low because they have lack of writing models, and they do not have any clues to write so that they difficulties to organize idea. Then it made the students feel bored and they are not interested in learning writing. According to Patel and Jain (2008) said that, writing skill must be taught and practiced. Then, this idea also supported by Nunan (2003). Nunan states that writing almost always improve with practice. In writing skill students must be taught what writing skill is and gives some opportunities to have practices in writing so they will get improvement in their writing skill.

B. Teaching Writing

Teaching writing is one of categorized writing skill taught in several high school that included in syllabus and standard competence. In this part of teaching writing, it will discuss about the definition of teaching, writing activities and using media.

1. The definition of teaching

Teaching can be defined as helping someone to learn something. According to Brown (1994) defines teaching as showing or helping someone to

learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. It's means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge. Teaching is an act that requires a heavy moral responsibility. Then the success of students is very dependent on the responsibility of the teacher in carrying out their duties.

The nature of teaching technique is a way that can be used to guide the students to achieve the goal. That is why, writing teaching technique can improve students motivation in writing and creates an idea. Writing teaching technique can help the students find it easy to arrange their ideas be a meaningful sentence so the goal of writing can be achieved maximally.

2. The writing activities

In this section explain about the writing activities. In writing activities there are various kinds of writing tasks which are given by the teacher in order to enhance students' writing skill. According to Mc Donough, shaw and Masuhara (2013 : 185) mention several writing activities that are usually done in teaching and learning process. The activities are listed in bellow:

a. Controlled sentence construction

In this section explain that the focus of language program is on the accuracy, then the students writing output will be the priority. The typical approaches include:

- i. Providing a model sentence and asking students to construct a parallel sentence with different lexical items.
- ii. Inserting a missing grammatical form.
- iii. Composing sentence from tabular information with a model provided
- iv. Joining sentence to make a short paragraph.

b. Free compositing

A free writing task requires learners to create an essay on a given topic, sometimes students are simply asked to write on personal topic such as their hobbies, holiday, interesting experience. Reading passage of the same topic is needed to be provided in the middle of the two activities as a stimulus for a piece of writing.

Therefore, the writing activities like inserting missing grammatical form and joining sentence to make a short paragraph are essential to the students' writing accuracy. Then, before giving free writing task for student teacher can essentially provide the students some texts of the same topic that they are going to be written down.

3. Media of writing

There are six basic types of media used in learning and instruction based on Heinich and Molenda (2004) :

a. Text

Text is alphanumeric characters that may be displayed in any format-book, poster, chalk-board, computer screen.

b. Audio

Audio includes anything you can hear, a person 'svoice, music, mechanical sounds, noise, etc.

c. Visual

Visual are regularly used to promote learning. They include diagrams on a poster, drawings on a chalkboard, photographs, graphics in a book, cartoons.

d. Motion media

Motion media are media that show motion, including videotape, animation.

e. Manipulative

Manipulative are three dimensional and can be touched and handled by students.

f. People

The sixth category of media is people. These may be teachers, students, or subject matter experts.

C. Outline Technique

In this part the researcher the researcher elaborates the definition of outline technique , how to make outline technique and the benefit of outline technique in writing.

1. The definition of outline technique

In writing activities, the students sometimes find many difficulties such as they do not know how to begin to write, how to combine one sentence to another, how to organize the idea, and so on. Therefore, to solve those problems the teacher has to be more creative so that the students will ease to catch the material well. The teacher can use various appropriate techniques so that the students can comprehend the material easily and quickly, especially teaching writing in a short duration of time. Meanwhile, the process of writing is very necessary to be mastered since the students can learn how to share their ideas and how to organize them into a good essay in writing. Therefore, outline is one way that can be prepared before starting to write since it helps to organize. According to Stanley (1998), the definition of outline is the scheme of meaning that appears from the body of the writers taken. After they have transferred all their thought to their notes and the main ideas under that they arranged these notes. They will start to look how the main ideas are related to another that main ideas should be written first or the next. According to Tardiff & Brize (2010), there are two main reasons for making an outline, the first is to help the students in the process of writing and to make a good organize the idea. The process of writing means when they want to make an essay, they can start by making outline then after that the

result of their essay will have a good organization. So, an outline is a simply technique that can help writers to keep their ideas in good order. Therefore, outline is one of technique that can be used by the students in writing classroom. It is a plan that helps to organize the arrangement of ideas good order. By making outline, the students' writing will be good order and also the readers can catch the information easily.

According to OshimaandHogue (2009: 35) state that: an outline is a formal plan for a paragraph. In an outlinetechnique you will write down the main points and subpoints in the order in which you plan to write about them. Outline technique can designs what we are going to write in our paragraph writing. Then we can write our ideas that we want to explore in a paragraph outline. The ideas that we write in the outline must be written systematically. By using outline technique the students could recognize further about the subject that they will be discussed. Then the format of outline consists of subject and detail information about the subject that will be discussed. Not only that, they can identify which the supporting ideas that has relationship or not with the main topic.

Making the outline is needed for students in writing since an outline is a technique to ease and organize their ideas, then outline tehnique would guide them to focus on the subject and they will be guided automatically by outline in finishing writing from the first paragraph until the end paragraph. Unfortunately, many students in Indonesia cannot write well, they write whatever they want to write and they do not think how to organize their idea.

2. The Benefits of outline technique

Oshima and Hogue (2007), also state that making outline is more important when the writer want to write an essay for they have many ideas and detail to organize them. Therefore, outline is really needed for students in writing comprehension. They will not make a bad writing if the make an outline first.

Making outline helps students in content and organization of the essay. Use outline techniuue can make their writing will has good content and the ideas connect to each other and be structured well, before students start to write, making outline is one of techniques to help the writers understand what they are going to write. Then it would give the opportunity for students to be easy in making essay. Based on the problems in chapter 1 that are students' writing were low. There are many students do not know how to organize their ideas, how to transfer their thought into a writing. Then the problems can have been solved by using outline. It can be seen from result of their writing descriptive in term of content and organization and it can be looked from the improvement of their writing.

3. How to make outline technique

According to Oshima and Hogue (2007), the process of writing outline has four steps, namely:

- a. Think the topic. The first thing that has to do is to find the topic and try to sum up the point of the paper or essay in one sentence or phrase. It can help students to focus on the main point.

- b. Start the introduction and body. The students have to write them with Roman numerals: I, II, and III. In introduction, they can write two or more general statements while, in thesis statement, they only write one sentence.
- c. Make the topic sentence of each subsection is written in a upper case. In this stage, the students write the topic sentence one or more than based on the purpose of the essay.
- d. Each supporting sentences are written in a lower case. In this stage, the students can write two or more than sentences to support the topic sentence itself.

D. Previous Study

There are many previous study related to this study. First, Kartawijaya (2018) studied the use outline technique could improve students' writing skill especially in writing descriptive paragraph at grade VIII B of SMP N 6 Kota Sungai Penuh academic year 2017/2018. He said that the students' ability in writing is improved and the students also seem to be more motivated and engaged in the teaching and learning activities. Second, Murtiningsih (2019), studied the Effectiveness of outlining in improving students' paragraph writing skill. He said that this research shows that there is significant improvement to students' paragraph writing skill by using outlining for English Department Students, Teacher Training and Education University of Muhammadiyah Banjarmasin. Third, Kamilah (2018), studied The Effect of Using Outline Technique to Improve Students' Ability in Writing Descriptive. He said that outline technique improves students' ability in writing descriptive text. Outline technique gives

positive effect to the teacher. It gives the opportunity to select the best technique to teach writing. The teachers will also be motivated to create interesting and easy technique to attract the student's attention and participation when they are teaching by using outline