

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes several theories related to research that aim to support researchers in developing theoretical frameworks, problem solving and answer the hypothesis. There are writing, teaching writing, descriptive text, and flipped classroom.

A. Writing

The content of this part, discusses about the definition of writing, purpose of writing and process of writing.

1. Definition of Writing

In language learning mastery, there are four aspects of basic skill that must be learned including listening, speaking, reading, and writing. Writing is an ability in language learning that contains important elements and rules in the writing process. Writing is one of the active activity and productive language skill other than speaking that need to be mastered by students when learning English. Writing aims to communicate information or provide meaningful messages to the readers about what we hear, see and learn through the language of the text. According to (Langan, 2011) writing is the process of transferring information, and discovering new things. Writing is a non-verbal activity and a good way to train students to think creatively, imagine and increase capacity in language learning. And by writing, students can also learn several important components of writing such as grammatical structure, spelling, punctuation, and vocabulary.

According to some experts have explained that there are several definitions related to writing from various sources. (Ratnaningsih, 2016) state, Writing is an aspect of skill for second language (L2) learners that is difficult to learn and requires intensive practice to master it. Writing is a combination of cognitive, neurological, physical and effective competencies (Toba, Noor, & Sanu, 2019). While (Nunan D. , 2003) states writing is also a physical and mental act. Then (Dang, 2019) argue, writing is a complex activity through cognition and action in organizing and translating ideas into readable text. In addition, writing is an individual product of a complex process and involves mental work. So that requires writers to think about how to express, explore their points of view and ideas in a form that is clear and real for the reader.

From the conclusion of the description above, it is explained that writing is a thinking skill in conveying feelings, expressing imagination and interpreting events from transcription of spoken language into written language. Writing through the process of stringing words into sentences and become beautiful paragraphs that involve one's language skill. Writing is a medium in delivering information and communication to the readers, which is important for students to learn in language learning. So, writing also serves as an effective approach or way to hone students' writing ability and improve students' language skill.

2. Purpose of Writing

The basic key for someone before becoming a writer is to understand and know the purpose of writing. Every writer must have a clear writing goal of the writing to be written. For the purpose of writing, it can lead someone to be able to

create and produce good writing optimally. According to (Granville, 2001) that in the process of someone starting to write, there are four goals including:

a. To entertain

Writing aims not only to entertain oneself but also to entertain the reader is the essence of a work. There are several forms of written work, this can be seen from interesting and creative literary works such as short stories, novels, or other funny stories.

b. To inform

Writing to inform about an event that is far away in space and time or often called expository. The form of expository writing is to show and explain data or facts as accurately as possible to the reader. So that the readers can gain insight and knowledge, such as by news articles, newspapers, and scientific works.

c. To persuade

The purpose of writing is to persuade, influence and convince readers to support or approve of the opinion expressed by the writer based on reality or evidence. Such as slogan, speech text, letter, poster or other writing taken from true stories.

d. To express their feelings

Writing is a form of reflection and sharing of self-expression. Having a goal to communicate with oneself and the reader that achieved by the texts. Examples such as writing a diary, poetry or journal.

3. Process of Writing

The process of writing is a series of activities that require students to learn the steps of writing from the beginning to the final product. Knowing and

understanding the writing process can make it easier and help students to write well. In learning to write, a teacher must master the right strategies and approaches in the process of learning to write before being applied to students. Good writing and the right language structure can help students master and understand the meaning of a written work. Therefore, there are four steps in the writing process according to (Nunan D. , 2015) namely: planning, drafting, revising and final product.

a. Planning

Planning is the first stage of preparation that the writer must do before starting the process of writing activities. The planning activity is where the writer begins to draw up a plan about what ideas will be written and determine what topics will be revealed based on a coherent written description. In this section, the writer must pay attention to three main points in writing, namely determining the topic to be written, knowing the purpose of writing, and reviewing the structure of the content of the text.

b. Drafting

Drafting is the second stage in sketching notes or writing scribbles on paper. Drafting is an activity in developing ideas or imagination results further into sentences and paragraphs.

c. Editing or Revising

Revision is the stage of improving the draft or reviewing the results of writing periodically by paying attention to language aspects such as spelling, vocabulary and grammar. During this process, writers must carry out a re-examination process by re-reading their writings, whether there are errors or not

in the preparation. Furthermore, the editing process by modifying, adding, subtracting or deleting based on the correct sentence structure.

d. Final Product

The final product is the final stage of the writing process. After the author has successfully completed his writing, finally the author can publish their writing. With a note, the writing must be ensured according to the rules and grammatical structure.

B. Teaching Writing

Teaching is the activity of transferring information and knowledge to improve one's abilities. According to (Feltovich, Prietula, & Ericsson, 2018) teaching is a pedagogical process in the form of actions or directions to develop learning schemes through the role of schools and teachers. In teaching, the teacher acts as an instructor to help students prepare and gain learning experiences. Teachers are required to be creative by applying various techniques to improve student achievement. This effort is made so that students can master the learning target.

In English subjects, students are required to learn some of the skills one of them writes. Teaching writing is an effort made by teachers in developing students' writing skills through a learning process and experience (Harmer, 2004). Learning to write to encourage students' creativity starting from basic level to advanced level through some intensive exercises provided by the teacher. Teaching writing requires innovative, effective and efficient methods because through this approach it will increase students' motivation and enthusiasm in learning. Thus, it is very important to establish closeness between teachers and students,

with communication can find out the effectiveness of the student's writing process.

According to (Nunan D. , 2003) there are several principles in teaching writing related to teachers, students and learning, explained as follows:

1. Understand your students' reasons and goals for writing

Knowing students' reasons and goals for writing is critical to solving and realizing student progress. So it takes an approach and communication between teachers and students. In addition, it can be seen from how much interest and motivate students have in writing. When the teacher's goals are not in accordance with the students, or the teacher's goals are not in accordance with the school, this will have an impact on dissatisfaction and not optimal in writing activities. Thus, understanding the reasons and goals of students in writing is very important before the teacher start the lesson. So that the teacher can convey the learning objectives in a way that makes sense, is easily accepted and understood in the student's position.

2. Provide Many Opportunities for Students to Write

In the student learning process, the teacher's job is to provide students with free and comfortable learning opportunities, one of which is to practice writing. Students need to explore without limits and without being bound by written and implied judgments. Through intensive practice, students can improve their writing skills. Teachers need to plan and evaluate lesson plans according to students' conditions. In every student's writing sometimes it does not always have to be corrected or assessed, this is intended so that students can practice freely without thinking about the grade of the teacher.

3. Make Feedback Helpful and Meaningful

Giving feedback has a strong correlation with student achievement. One way to provide meaningful feedback for students is to develop communication by providing guidance and assistance to students on how to make improvements to achieve goals. Forms of delivering effective feedback, such as instructional dialogue between teacher and student or student and student. In addition, it can also use recorded responses, individual conferences or live approaches, written responses or feedback, and so on. In essence, a little or a lot of feedback is very important and needed by students.

4. Make it clear to students how or what aspects will be evaluated from their writing

The teacher has the task of answering students' expectations about the results of their writing subjectively. The following is a list of the overall student writing skill evaluation scales that are important to know, including:

- a. Start from scale of (1-10), how important is creativity, or originality of ideas?
- b. Start from scale of (1-10), how important is following a particular written format; such as a research report, book report, letter, etc.?
- c. Start from scale of (1-10), how important is grammatical accuracy?
- d. Start from scale of (1-10), how important is it that the assignment includes recently taught material?
- e. Start from scale of (1-10), how important is accuracy in spelling and punctuation?

Based on the results of the scale, can help teachers in assessing the elements of writing to be assessed and what should be re-evaluated. In addition, it help students to be enthusiastic in learning to write further.

In the Rubric of writing test, you must explain several assessment criteria based on content, ideas, grammatical mechanics, etc. There are three general types that can be innovated and developed, including:

1. Non weighted rubric

This rubric describes the quality of writing according to the level of writing criteria. Through this rubric, teachers can provide assessments to students by circling or checking the level achieved by students based on the three categories related to the Contents, Organization, and grammar. After that, the teacher can provide some feedback, suggestions, and comments directly or be given notes in the student work section.

2. Weighted rubric

This weighted rubric is similar to the unweighted rubric, but in this rubric divides writing skills into categories and subcategories. In the intended category there is a classification system and the intended subcategory is a section that becomes the specialization of a certain category.

3. Holistic rubric

Holistic rubric is an assessment guide that is seen based on the impression of the whole or a combination of all assessment criteria. In addition, it explains the general description of the assignment quality categories, such as unsatisfactory, good, and very good. In this rubric assessment, the teacher chooses the description provided in the rubric that is appropriate to the student's assignment.

C. Descriptive Text

In the writing, there are some kind of English text that should be studied by the senior high school students one of them is descriptive text.

1. The Definition of Descriptive Text

The ability to write descriptions, sensory experience is needed so that it is easy to make perceptions. Descriptions are usually used to give the impression of a verbal description through words that are arranged into detailed paragraph texts (Fulwiler, 2002). According to (Fitriani et al, 2019) descriptive text contains information or data from an object related to people, animals, objects, and places described. In order for information to be conveyed by readers, we need expressions that we really feel. In addition, a good description can provide an image that can be seen by readers clearly. So, it is important to know the structure used to write good descriptive text, such as in language use, interpretation, and writing systematics.

2. The Generic Structure of Descriptive Text

In the generic structure of descriptive text has two parts that are used to distinguish each paragraph text from other paragraph texts, namely an identification and description. The explanation as follows:

a. Identification

Identification is the first paragraph of descriptive text that is used to provide an overview or introduction about the topic to be described to the reader. This section explains where, who, when and what object is the topic of the description. So, in other words, the identification section states the general aspects of the thing being described.

b. Description

Description is the next part of descriptive text that comes after paragraph identification, usually written in the second and subsequent paragraphs. In this section, usually each paragraph begins with the topic sentence being discussed and must describe the main characteristics. Can show an overview or detailed information about the characteristic, personality, abilities, qualities, general ideas and habits related to the topic.

Furthermore, at the end of the description section there is a paragraph or closing, but it does not become a necessity to describe. The closing part is actually only optional, that means can be included or not be included. In general, the closing paragraph contains a conclusion of the whole topic.

3. The Purpose of Descriptive Text

Descriptive text is a type of writing that focuses on exposure in detail, it can describe people, animals, object from anything in sight. According to (Clouse, 2004) there are several purposes of writing descriptive text:

a. To entertain

The form of descriptive text that contains an explanation of a funny story and is intended to entertain the reader.

b. To express feelings

Describe, express or explain what a person feels, condition and mood.

c. To relate experience

Review, retell or relate events in the past that have been experienced.

D. Fipped Classroom

Flipped classroom is a model of blended learning that involves students in active learning and provides the opportunity for the instructor to work with students with diverse abilities. In this section, the researcher explains the definition, characteristic and process of flipped classroom.

1. Definition of Flipped classroom

Flipped classroom is one category of blended learning that combines direct learning (synchronous) and indirect learning (asynchronous) (Aulia & Mawardi, 2021). According to (Reidsema et al, 2017) the term blended is a learning taken by combining the two approaches, namely traditional or face-to-face and technology based or online. The flipped classroom model has four pillars of F-L-I-P, form the acronym for Flexible Environment, Learning Culture, Intentional Content, and Professional Educator (Hamdan, 2013). Flipped Classroom is an activity to "flip" learning in the classroom with learning outside the classroom (Wolff & Chan, 2016). The concept of flipped classroom is that before studying in class students learn the material first from home, next in the class free for discussion and practice (Bergmann & Sams, 2012).

Flipped classroom is an innovative and flexible learning that allows students to re-learn from the content based on their needs and schedules. Sources of learning materials from digital media in the form of video, audio, e-books and so on. In this model, teachers and schools must review effective facilities that adapt to students' circumstances. Flipped classroom is also a communicative class member of the learning environment, the teacher provides feedback and corrections, while students assimilate new information and develop critical

thinking (Mehring & Leis, 2018). It can be concluded that Flipped Classroom is an activity of "flipped" the learning model, homework becomes activity one and in class becomes activity two. So that, the learning process focuses on maximizing teacher-student and student-student interactions.

2. Characteristic of Flipped Classroom

There are some characteristic of Flipped Classroom :

- a. There is a change from teacher-centered approach to student-centered approach. Changing the lecture based learning model to be technology-based (Subramaniam & Muniandy, 2016).
- b. Flipped classroom model in placing the teacher not as the main source of information which generally through lecture mode. In a class the teacher is not a "sage on the stage", but functions as a "guide on the side" (King, 2013)
- c. The teacher gives exposure prior to class (Brame, 2013). Forms of exposure, such as reading from a textbook, or videos related to the topic that can be downloaded from YouTube, and so on.

Based on this explanation, the flipped classroom has special characteristics, namely by using aspects of technology that are used to create meaningful learning. This method trains students to learn independently, be creative and open to new knowledge. The task of the teacher is only to guide, assist and direct students to achieve good quality learning. In addition, the teacher prepares tools or appropriate material topics from digital media such as YouTube, e-books, pdf files that are easy to apply in the student learning process. This makes it easier for students to study at the time they specify. From this learning activity they are also trained to be responsible for their own learning. Problems during the independent

learning process are outlined in discussion activities and solved jointly by the teacher with students and students with other students.

3. The process of Flipped Classroom

Overall, the flipped classroom is a mixture of online and face-to-face learning. Flipped classroom has a profound impact on teacher professionals and more importantly flipped learning has a positive impact on student learning experiences. Flipped classroom is a method to assist teachers in actively involving students, making time effective and efficient in the learning process in the classroom (Bergmann & Sams, 2015). Then, in table 2.1, the difference between flipped classroom and direct instruction is explained as follows

Table 2.1 Differences Between Flipped Classroom and Direct Instruction

Method	In –Class	Out-Class
Flipped Classroom	<ul style="list-style-type: none"> • Students and teachers work together during the school day on these levels of learning. • Student-centered learning 	<ul style="list-style-type: none"> • New material is introduced to students outside of class as their homework
Direct Instruction	<ul style="list-style-type: none"> • Teachers introduce new material to students • Teacher-centered learning using the lecture method 	<ul style="list-style-type: none"> • Students are responsible for homework in these levels of understanding.

The flipped classroom method can be implemented in the form of classroom learning and materials through learning video content or such as power point slide recordings. Students receive instructions from the teacher to study recorded PowerPoint slides or read material such as reading articles before coming to class. In class, the teacher acts as a mentor in providing direction related to learning,

organizing discussions and providing feedback in student study groups. Students who can properly understand the content of learning will have the ability to work in groups with other students, to help and together gain a common understanding.

The steps to do flipped classroom :

In the practice of the flipped classroom, it is important to prepare the steps before learning takes place. There are 3 steps that the teacher and students must go through. These steps include create teaching material content, delivery mechanisms for students, and implementation of learning in different times.

1. Create teaching material content

In the first step, the teacher is tasked with providing learning materials by compiling and applying teaching materials through media such as video content, power point slides, listening to audio or from various reading texts such as Pdf or e-book. The contents include procedures or teaching steps by applying digital technology to make it easier for students to understand. In learning media, instructors can add text in videos, use illustrations and other supporting media. This activity is designed to help students understand the material, ideas, and procedures in their learning process.

2. Delivery Mechanism for students

The second step, Teachers share the learning materials that have been prepared in the virtual classroom through online media. Teachers can upload materials through popular learning media among students such as WhatsApp groups, Facebook, google classroom, google drive and so on. Furthermore, students can easily download materials and the study process is carried out as homework before class starts. Through this stage it provides flexibility and

freedom for students in choosing their learning process. Students can determine where and when they study, according to their conditions so that students can learn in situations and environments that make them comfortable. In addition, students can also use technology to read or watch the material from laptops, smartphones, etc. Students can manage their time and measure their own learning capacity by taking short breaks, taking notes and reviewing material to gain a deeper understanding of the topic.

3. Implementation of learning in different times

In the final step, after students learn the topic of learning from home, in class the focus of learning is on applying collaboration, discussion, and practice. Teachers can help students who do not understand the material and provide feedback to students. Here students very rarely just sit and listen to the teacher, but students can study more deeply to improve their abilities. The flipped classroom provides more time for students to explore knowledge so that it is more productive, fun and also interesting for students and teachers in the teaching and learning process.

The essence of this research process is that before classroom learning takes place, researchers provide learning materials using learning videos accompanied by explanation texts related to topics through online media in the form of WhatsApp group. The researcher instructs students to watch and understand the material given at home. Then, if students have problems in the independent learning process, students can take notes on problems that are experienced and ask for an explanation when the class discussion process takes place. During class activities, students implement what they have learned from the videos they have

watched. The researcher also made several patterns of activities that allowed students to gain an in-depth understanding of the topic. In the flipped classroom, the researcher and students have more time to explore the learning process. Researchers have more time in helping students solve problems. Meanwhile, students also get more time in investigating topics, practices and assignments.

E. Direct Instruction

Direct instruction or direct teaching is one of the traditional teaching methods that is still applied until right now. Direct instruction is a formation direct learning that is teacher centered using the lecture method or material demonstration directed to students. Direct instruction is a systematic approach in which teachers use explicit instructions, deliver good and clear language of instruction, have the opportunity to monitor students and provide constructive feedback to students during the teaching and learning process (Lombardi, 2018). That means that learning is humanistic, the teacher stands as an instructor or moderator to help and understand the direction of student learning in a wider dimension of learning.

Direct instruction is a learning principle based on concepts on teaching performance and the objectives to be achieved in learning. In accordance with (Stockard, 2015) state the basis of direct instructional theory lies in the development of approaches, procedures, structured, and learning style theory. Specifically Direct instruction aims to develop and master learning through a unique approach in the process of more teaching activities. Meanwhile, the theoretical basis of instructional design and practice is a focus on carefully determined and controlled instruction which is the basis of learning and

development (Engelmann, 2021). The concept should be well designed so that the instructions can be studied and mastered perfectly without any misinterpretation.

From the two descriptions above, it can be concluded that direct instruction is a teacher-oriented approach of a series of structures with gradual development and activity patterns. Direct learning can be likened to a person filling a glass to the brim with water, meaning that the instructor is more dominant in providing and clarifying theory in the learning process. Teachers in direct class will not change to the next material until students demonstrate mastery of the current learning topic. It aims to facilitate the understanding of students' basic skill and advanced learning.

F. Previous Study

There are several previous studies of using the flipped classroom as a method in teaching writing. First, this research was conducted by (Monika, 2020) explores the effect of the flipped classroom model on the ability of EFL students in writing narrative texts. The objective of this study is to obtain empirical evidence and to know how flipped classroom can improve students' writing ability. This study uses a quasi-experimental method with a quantitative approach. From the result of the study concluded that teaching with flipped classroom more effective and give positive effect to increase students' writing ability.

The second research is the research that was conducted (Efendi, 2020) explain the effectiveness or not of the flipped classroom in teaching writing skill. The objective of this research to test in the use of flipped classroom strategy, whether it is successful to increasing students' scores in writing descriptive texts. The researcher used a quantitative approach with a quasi experimental design. This study shows the

results that the flipped classroom strategy can increase students' learning motivation, so that students get good achievements in writing skill. This is evident from the post test average value of the experimental class which has a higher value than the control class.

Third study was conducted by (Rizkiyah, 2017) examined two method to find effectiveness of flipped classroom and direct instruction to tackle students writing apprehension. The objective is to prove which method is more effective and successful between flipped classroom and direct instruction in learning to write. The researcher used an experimental research approach with factorial design, then the data collection technique used a writing test and questionnaire. Based on the result of this study, it shows that interaction in the application of the flipped classroom method is more effective than direct instruction method to tackle writing apprehension and can improve students' writing skill.