

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describes about writing (the definition of writing, process of writing, purpose of writing, and the problem of writing), teaching writing in junior high school, flipped learning (definition of flipped learning and procedures of flipped learning), and direct learning (definition of direct learning and the steps of direct learning).

#### **A. Writing**

Writing is an English skill should be mastered by all people over world, especially for foreign learners. In this chapter, the researcher will describe about writing, such as the definition of writing, process of writing, purpose of writing, and the problem of writing

##### **1. Definition of Writing**

Writing is one of English skill to be taught in junior high school. According to Harmer (2001) writing is a tool of communication to convey troughs or to express feelings through written form. Writing can be defined as a process and an outcome of communication. Writing is an activity which someone produces an article. According to Westwood (2008) writing required complex thinking that must integrate all of writing components such as topic or theme, word choice, organization, purpose, audience, clarity, sequence, cohesion and transcription. Thus, the author has to be able to write an effective writing to make an understandable text by developing and arranging ideas, paying attention to vocabulary choice, grammatical rules, and structure of sentence.

Writing is one important English skills to develop the student ability because it is also important to academic context, business and personal relation in the global community (Weigle, 2002). In the academic context, writing is used to evaluate the students writing skill such as writing some academic essays or some texts included in the curriculum, such as descriptive text, narrative text or procedure text. Then in the business, writing skill is important to communicate and create business relation with other countries, such as sending email or writing business report.

Students will know how to write a good content by writing the idea into some sentences supported with relevant supporting sentences through learning writing. In this skill, students also improve their grammar such as using correct tenses, adjectives, articles and noun phrases. They also can arrange a text with good mechanics such as word spelling, punctuation and capitalization (Rini, 2015)

From the definition above, it can be summarised that writing is as an activity to express ideas or thought in written words. Writing skill is a skill that combines some language competence such as grammar and vocabulary. Therefore, writing is about how the author conveys the ideas. So the author should understand how to develop and organize the idea into understandable texts.

## **2. Process of Writing**

Process of writing is very important in teaching writing to produce some texts. In this case, role of teacher is also very important because teacher as instructor will help the students to make a text correctly in teaching learning writing process (Azrial, 2013). While, writing process is some stages that must be

done by the writer in order to compose good written form. There are four stages in writing process; planning, drafting, editing and final draft. (Harmer, 2004).

a. Planning

Planning is an arrangement to achieve the goal. In this stage, students search some ideas to write. After the idea is found, they start gathering information by making notes. In making planning, they have to pay attention three points. First, the purpose of the writing since this will influence not only the type of the text will be written, but also the language used, and the information they choose to include in the text. Second, the authors think of the reader because it influences in choices, such as formal or informal language. Last, authors have to pay attention structure of text, which means how to arrange the fact, ideas, or arguments well which they decided to include.

b. Drafting

Drafting is the process of putting the ideas and thoughts in a paper. This stage requires an editing to check the text. In this stage, student try to write their ideas or thoughts on their paper. Student will write the ideas which are related to the topic without paying attention to the errors.

c. Editing

Editing is the way of revising and improving the first draft. It is essential because it is preparing the text for public reading or publication. After students write their draft, students give their draft to their peers to find their errors. Perhaps, they arrange unclear information or use ambiguous sentences. Student will get oral or written comments from peers or teachers. This process will help the students to revise their writing. Revising is looking back over what has been

written. It is important to check what ideas have already been included, to keep the coherence and flow of the writing, to stimulate further ideas and to find the errors. Reflection and revising are helped by other readers or peers who comment and make suggestion that will help the author to revise and make a good writing.

#### d. Final Draft

Final draft is the last stage in producing a piece of writing. After student revise their draft and make some changes to produce the final draft, student can read or share their writing. All of the writing process above cannot be separated because those are elements in producing a good writing.

### **3. Purpose of Writing**

According to Tony Stead and Linda Hoyt (2011), there are five common purpose of writing; to instruct, to inform, to persuade, to narrate and to response. Each purpose of writing has different characteristic and examples. Instruction text can be found on recipe text, science experiment, direction text, rules and so on. Information text is a text provides factual information about something, it can be found in a news paper, magazine, brochure or biographies. Persuading text provides author argument by using supporting fact and evidence to persuade people to agree with the author opinions. Another purpose of writing is to narrate. It is where the author well-develops setting, events, details, and ending in telling a story. The last is responding text is where the author share a response about something, such as response to literature, response to academic prompt and response to personal communication.

#### **4. Problems of Writing**

Writing ability means an ability to communicate ideas or thoughts using written form. As the written communication tool, it is hoped that reader can understand what the author intends to. So, that there is an interaction between the author and the reader. According to Elanneri Karani (2008) there are four problems faced by students in writing a text. They have problems in content, organizing, vocabulary, and grammar.

- a) Content, it means that students cannot compose a good text because they cannot develop the main idea and supporting sentence into a paragraph well.
- b) Organizing, most of students have difficulties to organize the paragraph into a good writing.
- c) Vocabulary, students confused to use the vocabulary to develop their paragraph and students cannot express their ideas or opinions smoothly into text.
- d) Grammar, student cannot describe a sentence structure correctly. They do some errors in the structuring sentence, such as the inappropriate tenses used or incorrect the form of word.

#### **B. Teaching Writing in Junior High School**

Teaching is defined as the process of guiding and facilitating learning, enabling the students to learn, and setting the condition for learning environment. Teachers must guide and facilitate students in learning, so the goal of learning is achieved that is making student understand the material well. In addition, teachers also have to be able to create a good and interesting environment for the students in teaching learning process (Brown, 2001). According to Brown (2001) teaching

is an activity of showing or helping student how to conduct something, giving instruction, providing student with knowledge and causing student to know or understand.

Depdiknas (2013) states, the purpose of teaching English at junior high school as follows:

- a. Developing the students communication competence orally or written to achieve the functional literacy level.
- b. Understanding about the importance of English to increase the nation competitive ability in the global society.
- c. Developing the students understanding about the relationship between language and culture.

### **C. Flipped Learning**

Flipped learning is one of learning model can be employed by teacher in teaching writing. In this chapter, the researcher will describe about the definition of flipped learning and the procedure of flipped learning.

#### **1. Definition of Flipped Learning**

Flipped learning or classroom is an innovative teaching strategy that flips traditional teaching rather than lecturing. To introduce the material, teachers assign videos as homework to be learned at home. Student can watch the video given as many as they want to understand the topic and complete their assignment in the class where is the teacher is available to help and check the student comprehension (Kara, 2015).

In the Flipped learning, teaching process is transferred from direct learning in a large group learning into individual learning and utilizing technologies such as video, a course management website, song etc. Flipped learning is different to online or blended learning, although they have similarity in using videos. In online learning process, student and teacher are never face-to-face because the learning process is done through online platform learning (Oblinger& Oblinger,2005). They usually held virtual class meetings, task, and lectures through a e-learning school website. But sometimes the learning activities are done by group chats or other peer instructions. Blended learning also have an online element, but that usually occurs when teacher and student are directly contacted during class time (Allan, Seaman & Garret ,2007). While flipped learning process is starting by giving the material through an online platform to be learned at home, and continuing by face to face in the classroom to complete the assignment and check the student understanding.

From the explanation above, the researcher can conclude that flipped learning is a learning strategy where student learn the material individually through the learning material such as reading or articles, song audio, video learning or presentation slide that given by the teacher through online learning platform which is easy to download. The online learning platform can be Edmodo, Schoology, Engrade, Moodle or the teacher can use Google Classroom, Google Drive, or WhatsApp group to share the lesson material (Walsh & Kelly, 2013). Teacher can also utilize some resources for the students such as video form YouTube or another online platform. After teacher share the material, students can download it to their mobile device at home or everywhere that they are comfort to. Students still can re-

read or re-watch the learning material, take some notes to get a deeper understanding. During face to face interaction in the classroom, teacher gives students exercises and useful feedbacks to improve their skill.

## **2. Procedure of flipped learning in teaching writing**

This procedure is adapted from Suranakkharin research (2017) with some modifications in applying or implementing flipped learning in Indonesia context. There are four phases in this procedure such as introduction, learning materials, process, and evaluation.

### **1. Introduction Phase**

The students are introduced to the application of flipped learning to improve students' writing skill.

### **2. Learning Materials Phase**

Before the learning process in the class is conducted, the material is given to facilitate the students' readiness. It can be a online video, a text or a question.

### **3. Process Phase**

Learning process using flipped learning is divided into two phases; prior to class and in class.

#### **1) Prior to Class**

In this phase, students are assigned to learn the material or question given and take some notes that will be discussed and checked later in the class together.

#### **2) In Class**

In In the second phase, the teacher asks students to make a group discussion that consists of 4 or 5 students to discuss the homework and gives 20 minutes in the discussion process. The students have to present the answer of 2



questions to member group. During the discussion, the teacher walks around to give an interactive feedback session where the students are engaged in group discussions. After the discussion, the teacher checks the student's notes and clarifies their misconceptions about descriptive text or the homework. In this discussion process, the teacher has to make sure the students are active to speak up. After the discussion ends, the teacher conducted the lesson as usual about 60 minutes.

#### 4. Evaluation Phase

The teacher evaluates per meeting about the students' work, and evaluate the students' enhancement through the post-test in the last meeting.

### **D. Direct Learning**

Direct learning is a learning model that has been applied by English teacher. In this chapter, the researcher will describe about the definition of direct learning and some steps in direct learning.

#### **1. Definition of Direct Learning**

The direct learning, which was developed at the end of the nineteenth century in response to the limitations of grammatical translation, was the result of a reform movement. It is a model of learning that has been applied by English teacher where teacher identifies the objectives, teaching content and learning activities to be developed by student. The teacher and students are speaking together instead of translating, comparing the grammatical forms they were studying to objects, drawings, and other visual aids in order to establish their meaning. Most recently, direct learning is revived as a method when the goal of learning is how to communicate use a foreign language (Freeman, 2000).

## **2. Some Steps in Direct Learning**

According to Freeman (2000), There are some techniques that can be employed in teaching English by using direct learning, they are:

### **a. Reading Aloud**

In this technique, student are asked to take turns reading a text, play, or dialog loudly. After each student read, the teachers use gestures, pictures, realia, examples, or other means to make the meaning of the section clearly understood by student.

### **b. Question and Answer Exercise**

In this learning process, students are asked questions and answer in full sentences used target language so that they can learn and practice with new words and grammatical structure. They also have an opportunity to ask questions as well as answer them.

### **c. Getting Students to Self-correct**

Teachers ask the students to self-correct by asking them to make a choice between what they said or an alternate answer given. To make students can do the self-correct, teacher can repeat what a student just said; use a questioning voice as a signal that student do errors.

### **d. Conversation Practice**

Teacher asks students some questions in the target language, where the students must understand so that they can answer correctly. The teacher can ask individual students questions about themselves that the questions consist of a particular

grammar structure. Later, the students can ask each other their own questions using the same grammatical structure.

e. Fill-in-the-Blank Exercise

All the items of exercises are still in the target language; All of grammars rules will be applied. In this technique, students know what the grammar rule needed to fill in the blanks exercises based on the earlier parts of the material.

f. Dictation

Teachers read a text three times. teachers read it at a normal speed first, while the students just listen. The second, teachers read the text phrase by phrase and pause long enough to allow students to write down what they hear. And in the last time, teachers read again at a normal speed, and students check their work.

g. Map Drawing

In this learning process, we can give students listening comprehension practice through drawing map. The students can be given a map with the geographical features unnamed. Then the teacher gave the students directions so that students a completely label map if they follow the instruction correctly. The students then give instructions to the teacher to do the same thing with a map drawn on the blackboard. Each student can have a turn giving the teacher instructions for finding and labeling one geographical feature.

h. Paragraph writing

Teachers ask students to write a paragraph use their own words about certain topic given. They can do their writing from their memory, or use the reading passage or other resources in the lesson.

## **E. Previous Study**

In the related study, the researcher includes some previous study in this part. There are three previous studies that connect with this research. A study conducted by Putra (2020) investigated the application of Flipped Classroom in teaching writing. The researcher used quasi-experimental as the design of research. And the result of the research showed that Flipped classroom is effective for the English teachers to be implemented in their classroom because teachers have a lot of time to interact with their students to improve students' writing skill.

The second previous study is from a study conducted by Efendi (2020) explored to improve students writing skill using Flipped Classroom in the teaching learning process. Quasi-experimental was used as research design in the research. The results showed that post-test score of experimental class was higher than control class. It means that there was significant development of the descriptive writing skill between students' taught by using Flipped Classroom Strategy and those taught by using Conventional Strategy.

The last is from a research conducted by Monika (2020) explored the use of Flipped Classroom model on EFL students writing skill of narrative text. The objective was to get empirical evidence that applying Flipped classroom is effective to improve student ability. The finding showed that Flipped classroom is effective to be implemented that conventional learning in teaching writing that can be seen from the students of experimental class score is higher than the score of control class.

The previous studies have difference strategy being used in learning process. So from the previous study above, the researcher has initiative to conduct

a research by using Flipped Learning. The research has similarity in applying Flipped Learning with previous studies in the purpose was to investigate whether the model of learning can improve the student's writing skill.