

CHAPTER II

LITERATURE REVIEW

In this chapter, present some related literature for this study. It discussed about the EFL Class, nature of writing, diary writing and the previous studies.

A. English Foreign Language (EFL)

1. EFL Class

Learning is the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students who exchange information. Setiyadi (2006: 58) stated that learning is the process of changing in mental and physical behavior induced in a living organism. Every human in this world needs the knowledge to be able to solve a problem that exists. To get knowledge, humans must have a willingness to learn. One of them is studying EFL (English as a Foreign Language). Language learning is a process of habit formation. According to Setiyadi (2006: 59) the more often something is repeated, the stronger the habit and the greater the learning.

According to Gebhard (2006), EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication. He further indicated that in such a setting, the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (2007) who defined EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English. Speaking

countries such as the United State, Britain. Australia, Canada, Ireland or New Zealand. A third definition is suggested by Camenson (2007) who indicated that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country or for business purposes. He also further stated that EFL students only spend a few an hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills and have a native back ground in the classroom Camenson (2007).

2. Classroom Communication

Many factors influence preference for learning activities in the language classroom; for instance, learning and teaching styles, motivation, students' perception of usefulness or importance, classroom environment, personality, or language level at times, teachers need to manage activities based on the possibilities available within their particular context. Nunan in Nahum Samperio (1999) suggested that choices in teaching should take students into consideration; however, it does not appear to be an easy task. Choosing activities that should, could, or need to be used in the classroom goes beyond a teaching style. In fact, some studies found that according to Brown (2003) Teaching and learning styles are the behaviors or actions that teachers and learners exhibit in the learning exchange. And according to Heimlich and Norland (2002), teaching behaviors reflect the beliefs and values that teachers hold about the learner's role in the exchange in addition. teaching behaviors

reflect the beliefs and values that teachers hold about the learner's role in the exchange.

How teachers implement techniques in teaching is a function of their beliefs and values regarding the methods and can be modified to fit within the unique belief system of the teachers. According to Heimlich and Norland (2002), the manner in which any method, whether lecture or game, discovery-based learning or discussion is used within a learning event is the choice of the teachers and should be a reflection of his or her philosophy. Thus, before teachers can attempt to develop more flexible teaching styles, they must be receptive to the idea of change, beginning with a change in their beliefs about the student's role in the learning environment.

Their preferred style of learning was to have direct contact with materials, topics, or situations being studied. Knowing this type of information can help teachers develop course structures that provide a better fit between instructional goals and students learning style preferences Stitt-Gohdes (2001). According to Pratt (2002) presented five perspectives on teaching and urges teachers to use these perspectives to identify, articulate and justify their teaching approaches rather than simply adopting one practice or another.

Transmission: Teachers focus on content and determine what students should learn and how they should learn it. Feedback is directed to students' errors. Developmental: Teachers value students' prior knowledge and direct student learning to the development of increasingly complex ways of reasoning and problem solving. Apprenticeship: Teachers provide students with authentic

tasks in real work settings. Nurturing: Teachers focus on the interpersonal elements of student learning-listening, getting to know students, and responding to students emotional and intellectual needs. Social Reform: Teachers tend to relate ideas explicitly to the lives of the students.

3. Types of Questions in Teacher's and Student's Communication

The English teacher communicates by asking a question to the students during EFL Class hours while correcting their diary writing assignment. The teacher give the students question by call students name question in EFL Class.

Effective questioning requires teachers' techniques in employing different types of questions in order to make interactive classroom and to enhance learners' proficiency in the target language. Teachers use different forms of questions based on the teacher's intention in conducting and eliciting the students' answers. Thus, there are many different ways to classify questions. The first classifications of questions is proposed by Shomossi. According to Shomoossi (2004), he classified question into two categories, display questions, and referential questions. Another classification is proposed by Jack C. Richards & Charles Lockhart (1994) they classify the questions into three categories in terms of the purpose of questions in classrooms: those are procedural, convergent, and divergent.

a. Referential questions

Shomoossi (2004) defined referential questions are those questions for which the answer is not known by the teacher. Such questions may require

interpretations and judgments from the students. It means that referential questions provide an opportunity for students to express their ideas without any restrictions and develop the output of the target language.

For example:

What did you do last night?

What do you usually use the internet for?

b. Display Questions

Shomoossi (2004) stated that display questions refer to those questions for which the teacher knows the answer beforehand, such questions are usually asked for comprehension checks, confirmation check, or clarification requests. It means that these kinds of questions request information that already known by the teacher as the questioner.

For example:

What is the meaning of the temple?

What is the color of this pen?

c. Procedural Questions

Richards and Lockhart (1994) defined that Procedural Questions have to do with classroom procedures, routines, and classroom management. Hassan Qashoa (2013) stated that they are used to ensure the smooth flow of the teaching process in classrooms. It means that procedural questions are designed to engage students in the content of the lesson to facilitate their comprehension and to promote classroom interaction, such as: while teachers are checking that assignments had

been completed, whether the instructions for a task are clear, and whether the students are ready for a new task.

For example:

Have you finished your homework?

Do you understand what should you do?

d. Convergent Questions

Richards and Lockhart define convergent questions as follows: convergent questions encourage similar students' responses or responses which focus on a central theme. These responses are often short answers, such as "yes" or "no" or short statements. According to Hassan Qashoa (2013). Convergent questions require students to recall the previously taught material to answer the questions. It means that convergent questions do not usually require students to engage in high level thinking in order to come up with a response but often focus on the recall of previously presented information

For example:

Do you know the mobile phone?

What is the meaning of mobile phone?

What do you mainly use it for?

e. Divergent Questions

Richards and Lockhart (1994) defined that divergent questions encourage diverse long responses with higher-level thinking that require students to give their own answers and express themselves instead of just

recalling previous lessons. It can be stated that divergent questions involve student responses which are not short answers and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than recall previously presented information. In general, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes. Therefore, divergent questions often require new, creative insights.

For example:

What are the advantages and disadvantages of mobile phones?

What are the impacts of mobile phones in your life?

What will happen if there is no mobile phone in this world?

From the several types of questions, teachers and students are the main actors in the teaching and learning activities in English as a Foreign Language Class and they are expected to have good communication among them. In addition, the most important thing is that a question given by the teachers will make the class more alive.

4. Purpose of Questions

Many researchers have different views of purposes of questioning in the classroom. For example, Xiaoyan Ma (2008) said that questioning serves two purposes, those are to introduce students into a topic and to check or test the students' ability of understanding, or practical skills of language. Furthermore, Amdesselase (1999:97) suggested that questioning serves a number of purposes.

It is used to clarify and focus attention on important ideas, to promote new ways of looking at an issue, to encourage further inquiry, and to prepare oral evaluations and examinations. Additionally, William Willen (1991) argued that questions are used to stimulate students' participation, to conduct a review of materials previously read or studied, to stimulate discussion of a topic, issue, or problem, to involve students in creative thinking, to diagnose students' abilities, to assess student progress, to determine the extent to which objectives have been achieved, to arouse students' interest, to control students' behavior, to personalize subject matter, and to support students' contributions in class. In short, teachers ask questions in the classroom generally for these purposes:

a. To check students' understanding

They use questions to check whether students have understood the materials being explained. For example: when we present new vocabulary or structures, we can check that students have understood by using the new language in a question. Besides, when we present a text, we can use questions to check that students have understood its content.

b. To give students practice

They use questions in order to make them accustomed to apply the structure given. For example: if we want students to use a certain structure, one way to do this is to ask a question that requires a particular answer.

- c. To find out what students really think about

They can use questions to encourage students to share about their experiences. For example: before we want to explain something, we can ask questions to students on what they know or think about it. In order to carry out each purpose, questions must be set with the goal of instructions clearly in mind and presented in a way that has the greatest effect. Therefore, teacher's questions can vary as much as in their purpose as in their form.

B. Nature of Writing

This sub-chapter discuss some relevant theorist related to the nature of writing. In this discussion, there are three important point are presented. They are definition of writing, the purpose of writing, and the process of writing.

1. Definition of Writing

Writing is an important skill in English learning. It also one of productive skill in learning English which is known very difficult to learn. Writing is a process of discovering, organizing, and placing thoughts on paper, reshaping, and revising it. within the concept, writing is described as a method of doing something handling problem and trouble in discovering exciting ideas, organizing and setting them on paper that is suitable with the writing assignment Rani Autila and Melati Theresia (2018:149). According to Harmer "Write is a way to provide language and concept, feeling, and opinion. It approaches writing is a skill that specializes in producing language and the writing level of expression" Atikasari Husna and Akhmad Multazim (2019:53). From those

explanation, it can be concluded that writing as a means the one important skills of language ability as method of communicate by way of a person that can specific his/her concept or information written form through arranging letter, sentence, and paragraph with the aid of using shape and related with sentence. Writing is considered as media to speak via written form.

2. Purpose of Writing

Writing is not just stringing words together. Writer needs to understand about the purpose of writing before finally creating a beautiful literary work, as well as writing. The purpose of writing is actually to direct thoughts or convey ideas; for this reason, those thoughts are taken into consideration to be as the most significant aspect of writing. Eliwarti (2021:184).

Purpose of writing can be found in the types or kinds of writing. There are many kinds of writing and each kind of them has its own function, as a follow:

- a. Narrative: to entertain the reader and share stories.
- b. Descriptive: to provide information about topic.
- c. Explanation: to explain how something.
- d. Recount: to retell a past experience, event, and or lives of people either real or imaginary.
- e. Persuasive: to persuade someone to do, think or believe something. Amalia. H (2018:12)

The conclusion, writing has purpose and reason to write. Purpose of writing is to direct thoughts or convey ideas; for this reason, those thoughts are taken

into consideration to be as the most significant aspect of writing. And also purpose of writing can be found in the types or kinds of writing.

3. Process of Writing

According to Ontario Ministry of Education (2005), to get good writing, students need to go through the writing process that involves generating ideas, developing and organizing ideas, revising, and editing them. Students will feel satisfied after facing these stages and realize that their writing is getting better.

According to Harmer, the process of writing has four main elements:

a. Planning

According to Harmer “Planning the writers have to think the three main issues. Firstly, they have to consider the purposes of writing product since this influence (among other things), not only the type of the texts that would produce, but also the language they would be used and the information that already chosen. Secondly, they have to think of the audiences who would read, and the choice of language. Thirdly, writers have to consider the content structure of the piece, the best way to sequence the facts, ideas or arguments which they already have decided to include.”

b. Drafting

According to Harmer “Draft is the first version of a piece of writing, this step „go“ at a text which often done on the assumption that it would be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version”.

c. Editing

According to Harmer “Once after writers have produced their draft, then, usually they were read it through what they have written to see where it works and where it doesn’t. Reflecting and revising are often step which helped by the other readers or editors who comment and make suggestions”.

d. Final Version

According to Harmer “The writers have edited their draft, making the changes which they consider to be necessary, produce their final version. This might look considerably different from both the original plan and the first draft because it has changed in editing process” Atikasari Husna and Akhmad Multazim (2019:55).

The conclusion of the expert opinion above, he argues that the writing process is divided into 4 stages. The first stage, namely planning, includes the thinking, reading, and structure that you did before starting the first draft, and its goal is to allow you to find a focus on your topic. the second step is compiling. Drafting is designing or conceptualizing. At this stage the author focuses on the quality of writing. Make sure your outline is clear and bright. Not vague to you. The third stage is editing, here the author will revise and describe the essay or writing they have made. and the last one is the final version stage. that is, after going through various processes such as drafting and editing, this is where the work is usually ready for publication.

C. Diary Writing

1. Definition of Diary Writing

Diary writing which is one of the techniques in teaching writing; the thing related to structure is not needed in this case, students' job is just write without any considerations. That is a great way to express emotions and experiences. It also stated by Johnson, Cutis and Bailey as cited in Taqi et al "a diary is usually handwritten that is used to express personal feeling, thoughts, and experiences on daily basis, arranged by date and it is not for publication. Cindy Qarina, (2018). Based on Oshima "diary writing allows newcomers' writing higher day through day given that it provides novices with more opportunities to freely write about what they need to write Uray, R. H (2020:9). "A diary is generally handwritten, arranged by way of date for the expression of private emotions, mind and experiences on daily basis and it is not intended for publication" Aprida, Melwan, Harapan, & Trylilis (2021:13). Diary Writing perceived as a way of expressing ideas in a written form. Diary that is explained in this paper means a set of written structure of someone's feeling and situation in an honest and natural situation. Harmer (2007) said that diary writing has some advantages. The first is related to the value of self-reflection. Second is the state of freedom of expression. The last is its function in developing writing skills. The students' diary can be furtherly defined as a brief narrative text created by students that might be a brief summary of what they have learnt, teachers' feedback and evaluation, or even a general impression about their writing process. It aims to naturally encourage students to conduct a comprehensive

reflection on their progress in EFL writing through “a diary” in each writing class they have Irma Wahyuni (2019).

In conclusion, a diary is a writing technique that is very easy to do because by learning to write using a diary, students can express their feelings more freely and also this writing technique can develop their writing skills, also to increase their vocabulary.

2. Process to Write Diary

In the truth, it is so easy to write a diary. What the students need to put in writing, simply write it. However it allows students to be more easily. Before the teacher requested the students to write down a diary, teacher has to give instruction clearly. Below are some tips that find for directing the student to write down the diary more less difficult.

- a. Trying to remember your memories. You should record your memories and thoughts in your diary. In addition, you should write down as much detail as possible.
- b. Set a time in each day for students to write their diaries. In every learning process, the teacher must give time for students to write diaries. Thus, students do not need to write diaries as quickly as possible to make it easier to remember every event that occurs.
- c. Take a convenient place to write your diary. Sometimes some students do not want to be disturbed by their friends. Thus, students must find a comfortable place in writing diaries. Students should feel comfortable dealing with your ideas, thinking in diary writing.

- d. You have to carry another notebook with you everywhere. Thus, students can write anywhere and anytime.
- e. When you keep a diary, don't worry about grammar, style and organization. So write down everything that comes to your mind. You just need to write what is your idea in your mind Fina, Y. A (2018:16).

The conclusion is that writing a diary is very easy, but every writing activity has a process. The following is the process of writing a diary. first the student is required to recall the events that he will write down, the second step the teacher can give students time to write a diary so that students will be more relaxed and easier to remember, the third step students can choose a comfortable place to write a diary, then students can bring a diary anytime anywhere because with this students will have time to write anytime anywhere and lastly in writing a diary students do not need to worry about mistakes in grammar students will be given the freedom to write whatever ideas come to mind.

3. Benefit of Diary Writing

By writing diary we can get value of reflection, freedom of expression, developing writing skill and student-teacher dialogue. Harmer (2007: 128) states that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes

to the students' general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar with. Novi Yulianti (2014).

There are many benefits when the teachers follow diary writing in English studying.

- a. First, the students could have extra self confidence in the event that they experience the liberty, so the students will develop their fluency in writing. besides, if diary writing is an exciting interest for the students, it could routinely set off the students' interest in writing.
- b. Secondly, it's applied to decide whether the students can capture the material or no longer because diary writing consists of the reflection of what the students get from the lesson in a day.
- c. Thirdly, diary writing additionally will increase the students' creativity which indirectly allows them to improve a conversation ability. In addition, Blanka also said "that diary, also called a journal, is a notebook in which human beings can write whatever they want which include their thoughts, ideas, feelings or experiences".

In this procedure teachers can assist their students supplied that students permit them to look their diaries, comment on them and make applicable recommendations" Ivana, W. Y (2021).

In conclusion, there are many benefits that can be done when writing a diary. The first, students will have extra confidence in developing their writing skills because they do not have to worry about mistakes in using grammar, then

students in diary writing activities can also develop students' ability to remember. Students will reflect on what activities occur in a day, and lastly by writing a diary will also increase students' creativity in putting ideas into writing.

F. Previous Studies

- 1) Lukman Bhakti Hudaya, *The Use of Diary Writing in Teaching Writing Recount Text*, UIN Jakarta, 2018. The authors both researched use the qualitative descriptive method. The difference of this research is the researcher acts as a teacher teaching how to write a diary.
- 2) Supiani, *The Use Of Diary In Teaching Of Writing Recount Texts At Smpn 03 Banjarbaru, South Kalimantan Province, Islamic University of Kalimantan MAA Banjarmasin*, 2016. The authors both researched the use a qualitative descriptive method. The difference is this researcher implemented this method to student at junior high school. This study focuses on “how the implementing of using diary can be done with the group?” because this researcher thought with the group, they may share their ideas each other.
- 3) Fina Yunita Anggraini, *Students’ Challenges in Using Diary Writing Practice For Writing Recount Text At SMAN 1 Grati Pasuruan*, UIN Sunan Ampel Surabaya, 2018. The two authors both researched using the diary writing in teaching writing to high school students. The difference this researcher use the questioner to find the data from the students, but the researcher use the observation, interview and documentation to gained the data.

- 4) Cindy Qarina, *The Use Of Diary Writing In Teaching Writing Recount Text*, Tanjungpura University, 2018. The two authors both researched the use of diaries in teaching writing to high school students. The difference is to gain the data indicating the effect of the technique the researcher used pre-test and post-test as the instrument and measure the test was used the tool of the data collection.
- 5) Yuli Triana, *The Use Of Diary To Improve Students' Ability At Writing Recount Text At Mts Madani Islamiyah School Pematangsiantar*, UIN Sumatera Utara, 2019. The authors both researched the use of diary writing in teaching writing. The difference is the researcher use CAR method in her research, this researcher implemented this method to student at junior high school.