

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of teaching, (2) the concept of writing, (3) the writing process, (4) the concept of descriptive text, (5) language features of descriptive text, (6) the concept of guided writing, (7) the benefits of guided writing, (8) teaching procedures of using guided writing, (9) previous related study, (10) hypotheses, (11) criteria of hypotheses testing and (12) research setting.

2.1. The Concept of Teaching

Teaching activity concerns about how to transfer knowledge and skill to learners. It is also focused on the capability of the teachers as an actor of learning process. Harmer (2004) states that teaching is not an easy job, but it is a basic one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some practice and students can be difficult and stressful at times, but it is also worth memorializing that at its best teaching can also be extremely enjoyable. While, According to Brown (2007):

“Teaching can be defined as showing or helping someone to determine how to do something, giving someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand. In addition, he states that teaching is guiding and facilitating learning, permissive the learner to learn, and setting the conditions for learning” (as cited in Yusuf, 2015).

Teaching gives an instruction in order to help students to understand what they learn. Teacher's approach in teaching affects their students' will, intention, and motivation in learning process. Coe, Aloisi, Higgins, & Major explain:

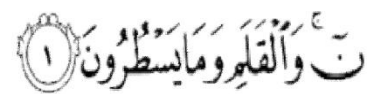
Great teaching is defined as that which leads to enhanced student progress. It means a great teaching as that which leads to enhance student acquirement using outcomes that matter to their future success. A teaching is great based on a teacher. A good teacher will teach a great teaching and will make the students become good learners. Moreover, great teacher will have some strategies to facilitate students a deeper understanding in giving information; it called teaching strategies (as cited in Purwanti, 2017).

Based on the statements above I can say that in teaching, teachers have an important role as a guide and facilitator to the students to help them to gain the competence in language they have been studied, besides that, students also have a significant role, they should have a good communication and interaction with the teachers. So, the students get much information from what their listen.

2.2. The Concept of Writing

It is known that writing is one of four major skills in English. It is specified into a written language skill. Writing is the activity to express the idea, opinions, and thought and a way of communicating information, ideas, and feeling to other people. According to Harmer (2004) Writing is used to benefit students perform a different kind of activity (in this speaking and listening). Students need to be able to write to do these activities, but the

activities do not teach students to write. Then, Horsburg found that writing is a tough activity for the students, which is contains many skills: students must first able to distinguish that certain shapes from letters, and these letters represent particular sounds; when the letters are put together (as cited in Herizal & Afriani, 2014). To support this statement, Allah says in the Qur'an surah Al-qalam: 1.



“Nun. By the pen and what they inscribe”.

Generally, writing is a way in sending message to the reader. Hyland (2003) argues that writing is seen as skill that is crucial learned, not taught, and teacher's role is non-directive, facilitating writing through on reassuring and cooperative encompassment with minimal interference. Furthermore, Brown argues that writing is the representation of spoken language, written language is almost same with spoken language, the difference is the achievement of written language is converted in graphical (as cited in Imam, 2016).

Based on the statements above it can be concluded that writing is one of the important skills to be mastered by the students. They use it to communicate each other, as means of ideas and emotional expression. it can make they are communicating on paper in their best way.

2. 3. The Writing Process

According to Clark (2007), there are several components of writing process. They are:

1. Prewriting

At this stage, writers generate ideas, brainstorm topics, web ideas together, or talk or think about ideas. Teachers explain that students may get writing ideas from personal experiences, stories, pictures, magazines, newspapers, television, and a variety of other sources.

2. Drafting

Students start to express their ideas on paper. Students need to keep in mind the genre or format, audience, and purpose.

3. Revising

Revision looks at the organization and the structure of the writing. When revising, students analyze their writing for required traits: sequencing words in a lab report, descriptive language in science fiction story, topic sentences and supporting details in a persuasive essay. So, students must understand how to do both.

4. Publishing

At this stage, teacher allows students to celebrate their hard work. It occurs after the other steps are completed and the students are ready to produce the final copy, which can be handwritten or typed on a word processor .

5. Reflecting

Reflecting is a key stages in the writing process. It encourages the writer to think about his or her writing. Reflection also allows the writer to look

back at brainstorming and the beginning of a writing project to see if the original goals were met (as cited in Iskandar, 2017).

The writing process is one of important parts to be done. For the teacher has to convenience the students that actually writing is a process, not a product. Therefore, to make a good writing, the students have to apply the stages of writing stated above.

2. 4. The Concept of Descriptive Text

Descriptive text is a text that explains something. According to Mursyid (2006), Descriptive text is a kind of text with a purpose to give information. The substance of this kind of text is the description of particular thing, person, or other, for sample: our pets or a person we know right. Kane argues that description is about distinct experience how something looks, sounds, tastes. It is about viewed experience, but description also deals with other kinds of approach (as cited in Rahmawati, 2017).

Descriptive text is also a text which describes something that appeal directly to the sense. Nadell, McMeniman and Langan argue descriptive writing can be defined as expression, in vivid language of what the five senses experience. Therefore, students can make a clear about writing description by using their sense in order to make the reader can imagine the object that being described (as cited in Iskandar, 2017).

One of the examples of descriptive text is as follow:

My Toy

Identification I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

Description The dolls small, fully, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stay in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

From: Wardani, Basri and Waris (2014)

2. 5. Language Features of Descriptive Text

According to Witshon and Julia (1980), there are some language features of descriptive text. They are as follows:

a. Generic Structure of Descriptive Text

1. Identification: general describe something or things of the topic.

Description of features: describe someone or things that more detail from identification.

- Parts/things (Physical appearance)
- Qualities (degree of beauty, excellence, or worth/value)

- Other characteristics (prominent aspects that are unique)

b. Generic Features of Descriptive

1. Use of simple present tense.
2. Use of be (is, are) for the identification and showing qualities.
3. Use of verb has/have to give detailed description of the object's features.
4. Use of action verbs related to the topic. Especially when describing behaviors or personalities (for person).
5. Use of adjectives in describing the objects, especially the qualities (as cited in Hidayah, 2015).

2. 6. The Concept of Guided Writing

There are some theories related to guided writing. According to Oczkus (2009), “guided writing is the teacher to demonstrate writing more effectively by taking writers of all ability levels through several steps: identifying example, modeling, shared writing and guided writing” (p. 27). Then, Komang, Nyoman and Made (2013) explain that guided writing is the teachers’ appearance who apply this strategy are to guide a small group of students in their attacks to create individual written texts, give acknowledgment to students efforts and develop students’ thinking throughout the process of writing. Based on Primary National Strategy (2007), “Guided writing is an essential component of a balance writing curriculum, providing an additional supported step toward independent

writing” (p. 6). Guided writing is a process of writing after imitative writing and dictation guided by the teacher with stimulator.

According to Ontario (2005):

“Guided writing is a strategy that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing. Guided writing lessons would also be appropriate in content area subjects such as science and technology – for example, to show students how to use precise, describe language when reporting on an experiment” (p. 66).

Guided writing is a teaching component designed to teach a specific skill or strategy to the whole group, a small group, or individuals, and to give the students practice in writing. It can be in the form of a model text, an outline, or questions.

According to Raimes (1983):

Guided writing is the next step after controlled writing as Raimes states that guided composition is an extension of controlled composition. It presents similar result but actually not equal. The teacher gives a first sentence at the beginning, and then followed by giving a last sentence. Teacher may also give students an outline to expand, some attractive questions, or additional information in writing. After that, the students start discussing, make notes, share

what they found, and make a draft together before they begin to write (p. 103).

2. 7. The Benefits of Guided Writing

Some benefits of guided writing based on Primary National Strategy (2007), there are some benefits of guided writing. They are as follows:

1. Enables the teacher to tailor the teaching to the needs of the group.
2. Facilitates the teaching and learning of individual children. Although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group.
3. Provides the teacher with the opportunity to extend and challenge more-able group of children.
4. Encourages the children to be active participants in discussions of group about writing.
5. Builds confidence-the group are all grappling with the same topic.
6. Allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

Westren Australian Minister for Education, (2013) states that guided writing helps students to:

1. Independently write texts of increasing difficulty.
2. Make choices and devios about their writing in consultation with peers and the teacher.

3. Develop as individual writers by practicing, exploring, experimenting, and taking risks in a supportive environment.
4. Develop writing behaviors that they can apply to all writing
5. Experience success with writing by receiving immediate feedback
6. Develop the students ability to self –monitor their writing and set writing goals.

Furthermore, guided writing emphasizes writing process so that the product of writing activities is less purposeful especially for students in discovering of the texts' true message due to the structural aspect of the text.

2. 8. Teaching Procedures of Using Guided Writing

According to Ontario (2005), there are steps in using guided writing.

They are as follows:

1. During the first part of the lesson, students are immersed in the focus skill through examination and discussion of models.
2. Students then work as group to compose a text, applying the focus skill.
3. Teacher then guides students to write their own text independently, applying the focus skill.
4. Students share their writing, as a whole group, with a partner, or with the teacher (p. 66).

Therefore, the procedure of teaching writing by using guided writing that will be used by the writer including pre-activities, whilst-activities and post-activities as follows:

A. Pre-Activities

1. Teacher greets the students
2. Teacher and students recite prayer before the lesson
3. Teacher checks students' attendance
4. Teacher starts the lesson by reviewing the previous lesson

B. Whilst-Activities

1. Teacher identified that helping the group explore effective story beginning is the focus of the lesson
2. Teacher decide group composition.
3. Teacher reads the first few paragraphs of a story that has a particular effective beginning.
4. Teacher discusses with the students why the beginning was effective.
5. Teacher tells the students that they are to think about the topic they chose previously and think about how a story with that topic might begin.
6. Teacher invites students to begin writing a beginning or revising one of their previously written stories, while the teacher supports individual students in the group.
7. Teacher invites students to share their idea with a partner.

C. Post-Activities

1. Teacher asks the group to presents their opinion about the problem in picture that they have learned, discuss it together and give feedback to the whole class.
2. Teacher and students conclude the result of today's topic
3. Teacher gives some motivational word and encourage the students to practice writing English as much as possible.
4. Teacher closes the class.

2.9. Previous Related Studies

There are several previous related studies which are related to the writer's present study. The first study from Dyan (2010), the objective of this research was to investigate whether or not guided writing could improve students' writing skill. The result from the research showed that guided writing could improve the students' writing skill. Through guided writing, the students showed great interest to be actively involved and participating in the teaching and learning process. The students were able to construct sentences correctly. In this case, the sentences they constructed were based on the researcher's explanation and examples. They also used more vocabularies in their writing. The improvements of the mean scores showed that there was an improvement on the students' writing skill. Therefore, it could be concluded that guided writing could improve the students' writing skill.

The second study from Anggara (2013), the objective of this research was to find out whether there was a significant difference in the

writing ability between grade eight students of SMP Negeri 2 Temon who are taught by using guided writing technique. The result of the research showed that there was a significant difference in the writing ability between the students who were taught by using guided writing technique and those who were taught by using a conventional technique. It could be seen from the mean score in the post-test of the experimental class and the control class. The mean score of the experimental class was higher than that of the control class ($15.38 > 11.36$). Besides, it was proved by the result of the hypothesis testing through ancova. The significance value of 0.002 was less than the significance level of 0.05 ($0.002 < 0.05$), which means that the result of this study are considered to have a significant difference. Therefore, the hypothesis of this study is accepted. It means that the use of guided writing technique significantly improved the students' writing ability in Teaching and Learning English process at SMP Negeri 2 Temon.

The third study from Dani (2014), the objective of this research was to know whether guided writing could improve the student's writing skill. The result was the post test in each cycle showed that there was significant improvement concerning the subject's ability in writing, especially in writing descriptive paragraph. This research furthermore showed that there was changing learning behavior as the result of the positive responses concerning the technique applied in improving the subject's writing skill. The present classroom action study proved that guided writing could improve writing skill

of the eighth grade students of SMPN 2 Selatan in academic year 2013/2014.

The subjects also motivated in learning writing.

2. 10. Hypotheses

The writer formulated the hypotheses in the following:

1. H_0 : there is no significant difference on the tenth grade students' descriptive writing who are taught by using guided writing and those who are not at SMA Muhammadiyah 6 Palembang.

H_a : there is a significant difference in the tenth grade students' descriptive writing who are taught by using guided writing and those who are not at SMA Muhammadiyah 6 Palembang.

2. H_0 : there are no significant difference of the tenth grade students' descriptive writing who are taught writing in excellent, good, average, and poor categories by using guided writing and those who are not at SMA Muhammadiyah 6 Palembang.

H_a : there are a significant difference of the tenth grade students' descriptive writing who are taught in excellent, good, average, and poor categories by using guided writing and those who are not at SMA Muhammadiyah 6 Palembang.

2. 11. Criteria of Hypothesis Testing

In criteria of testing the hypotheses, the result depends on the problems investigated. To test the hypotheses, the writer will use the 95% level of significant (0,05) at two-tailed test. To prove the research problems, the writer's hypotheses are determined based on the following criteria:

1. a. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted
- b. If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.
2. a. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
- b. If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

2. 12. Research Setting

The writer conducted her research at SMA Muhammdiyah 6 Palembang that was located on Jl. Sudirman KM. 4.5 Palembang 30151. The teachers in Senior High School Muhammadiyah 6 usually use lecturing method in teaching the students; they give the explanation and let the students to do the exercise.

The school has to use oshima principle that states some steps of writing which are prewriting, organizing, writing, polishing (revising and editing). By using this kind of principle, it can help students to learn writing effectively at SMA Muhammadiyah 6 Palembang.