

CHAPTER II

REVIEW OR RELATED LITERATURE

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems. It consists of: flashcard, what teaching writing are, some techniques in teaching writing.

A. Flashcard

1. Definition of Flashcard

Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something. Based on the picture, flashcards usually have 8 x12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English). Arsyad (2002:119)

According to Kasihani(2007:109), flashcards are cards have big size, usually it uses paper rather thick, stiff, and the size is A4. It contains of picture and words. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, household, transportation and clothes. To avoid misunderstanding on the pictures of flashcards, the teacher should try or show the flashcards to others before it uses to teach the students. Furthermore it used for all of class. Usually the teacher holds and moves some flashcards is in a pile of flashcards to front side. The movement of cards quickly, maybe it is the reason, why does it called by flashcard. Flash is quickly, or a flash, in Indonesia language

means “sekilas”. For certainly activities, for describing things, the flashcards can be stocked in board by using blutack in order to not damage the picture. Picture’s color is more interesting because the student like to colorful picture.

Flashcard is smallish card which we can hold up for our students to see. Harmer, Jeremy (2001:134).Flashcard is a card with a word or picture on it, used in teaching. Longman Dictionary of American English, Pearson Education Limited (2009:387)

Wright (1968:73) states that flashcard is printed card with words and picture which can be handled easily by the teacher. The teacher can create the flashcard based on the material that will be given. Flashcard can help the teachers to make the interesting teaching methodology.

in conclusion, flashcard is small card containing words and pictures can be handled easily by the teacher or students to support the teaching and learning process using particular methods aimed to make the teaching and learning process more effective and efficient.

2. Kinds of Flashcard

Harmer and Jeremy (2001:136) Flashcards can be made in a number of ways, it can be taken pictures from magazine and stick them on card. It can be drawn. It can be bought reproductions, photographs, and poster from shops or photocopy them from a variety sources.

In using flashcards, it requires considerable attention about way of handle and move when we will change the picture. Pictures have to clear enough if seen

by students and it moved quickly from back side to front side. In making flashcards, there are three criteria as below:

- a. Flashcard should be visible and is big and clear enough so that all of students can see detail.
- b. The picture on flashcard has to convey the message clearly, not confuse or describe something that is confused.
- c. The way of use flashcard must be correct. Kasihani (2007:106)

Flash cards can be played with some games. It depends on the creativity of the teacher. The teacher can play some interesting games using flash cards to the students. The result, the students will be fun and enjoy in learning. It is very useful for communicative activity in learning English especially for game activity such as describe or draw something, Harmer, Jeremy (2001:135). They felt close with their culture, and they did not have a bore in teaching learning process.

When the students have been interested with flash cards, and like to study with play games using flash cards, it will stimulate them to study vocabulary deeply. Indirectly, flash cards help the students who have low motivation in learning new vocabulary. But the teacher also must give motivation to the students in order to learn English well.

In this thesis, the writer will use flashcard with only pictures as the media in teaching writing because it is the most basic and the easiest to create. The simplicity of the picture will give the understanding to the students so they will get more practical to understand English in order to increase their writing skills.

The flashcards will also be modified according to the writer's purpose as the researcher so that the aim of the learning will be completed successfully.

B. Teaching Writing

1. Definition of Teaching

According to Brown (2007: 8), teaching can be defined as showing or helping someone to learn 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, enabling the learner to learn, and setting the conditions for learning. He also breaks down the components of the definition of learning, it can be extracted the domains of research and inquiry as follows.

- a) Learning is acquisition or "getting".
- b) Learning is retention of information or skill.
- c) Retention implies storage systems, memory, and cognitive organization.
- d) Learning involves active, conscious focus on and acting upon events outside the organism.
- e) Learning is relatively permanent, by subject to forgetting.
- f) Learning involves some form of practice, perhaps reinforced practice.
- g) Learning is a change in behavior.

In conclusion, teaching is an activity that cannot be separated from learning. Teaching can only happen when there is someone who learns. Teaching means enabling someone to acquire information or skill.

2. Definition of Writing

Meyers (2005:2) said writing is a way to produce language naturally you do in speaking, from mind become meaningful a text of the sentence. To make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

Harmer (2007:33) states “Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities”.

Writing to write is important to help students with matters of handwriting, orthography (the spelling system), and punctuation, teaching writing is more than just dealing with these features too. It is about helping students to communicate real messages in an appropriate manner (Harmer, 2004: 39)

The tasks which teachers have to perform before, during, and after students writing are the following (Harmer, 2004: 41. 42):

a. Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing, teacher have to be able to draw these features to their attention.

b. Motivating and Provoking

Students' writers often find themselves 'lost words', especially in creative writing tasks. This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the tasks, and

persuading them what fun it can be. Sometimes teacher can give them the word they need to start a writing task as a way of getting them going.

c. Supporting

Students need a lot of help and reassurance once they get going, both with the ideas and the means to carry them out. Teacher need to be extremely supportive when the students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

Those three procedures then will become the basic techniques in representing the teaching and learning process using flashcards. The writer named these procedures with DMS technique (Demonstrate, Motivate and Support)

Hyland (2004:4) stated that writing like a dancing, allows for creativity and the unexpected, established patterns often from the basis of any variations.

Harmer (1990:330) states that there are some roles of the teacher when student are asked to write, the ones that are special important are as follow:

- a. Motivator: writing task will be motivated the students, creating the right conditions for the generation of ideas.
- b. Resource: especially during more extended writing task, we should be ready to supply information and language where necessary.
- c. Feedback provider: teacher should respond positively and encouragingly to the content of what the students have written.

Writing is viewed as the most difficult skill since years ago. Students often think that the success of language learning is seen generally through the speaking ability as the primary skill while writing is slighted.

In studying English especially writing, students sometimes make a mistake use incorrect English. Harmer, Jeremy (2007:96) divides it into three categories. **Slips** are mistakes which students can correct themselves, once the mistake has been pointed out to them. **Errors** are mistakes which they can't correct themselves - and which, therefore, need explanation. **Attempts** are mistakes that students make when they try to say something but do not yet know how to say it. The way we give feedback and correct such mistakes will be heavily influenced by which type we think the students are making.

Harmer (2007: 148) mentions some techniques that are used in giving feedback to students' writing. The techniques are as follows.

- a) Responding to the students' work can be considered as an attempt to give feedback on their writings. The response on the students' work can be used to motivate them rather than assessing or evaluating.
- b) Correcting some teachers use codes and put them in the body of the writing itself, or in a corresponding margin. This makes the correction much neater, less threatening, and considerably more helpful than random marks or comments. Frequently, the uses of symbols as indirect feedback on students' writing refer to the students' errors, such as word order, spelling, or verb tense.

- c) Involving students Feedback on writer work does not only come from teachers. The teachers can also encourage students to give feedback to each other. It has positive effect on group cohesion

Writing has also consisted of so many aspects. It is hard to measure the spectrum. Writing takes experiences, understandings and perspectives and puts them into a translation that others may understand. The expressions that people put on paper are their thoughts structured, and organized into sentences that people can interpret and relate to.

While, Brown (2001: 343) divides a written performances into five kinds. The writing performances are as follows.

- a) Imitative or writing down

Students can attain fundamental skills in writing process through a simple task of writing. Writing letters, words, punctuation, and brief sentences can be done when they are producing text. The activity that may be involved in this type of writing performance is that the students write down a written product on their own. They imitate the written product as a form of task to go over their basic skills in writing.

- b) Intensive or controlled

It is a kind of performance in which students must produce proper vocabulary in a certain context, collocations and idioms, and correct grammatical features in the sentences. Although their creativity is not allowed much, the students working on this type of performance can do

another stimulating creative activity by rewriting the paragraph of their recollection of reading.

c) Self-writing

This type of writing performance gets the students to write the thing on their own ideas. Kind of activities of this category are note-taking, diary and journal writing.

d) Display writing Display writing involves the activities of writing for the sake of a teacher's assignment of fulfilling a duty in the class. Display writing is very useful for academic purposes. Written exercises, short answer-essays, and other forms of writing in test situations are the examples of display writing.

e) Real writing Real

Writing is the writing performance in which the reader does not know the answer and genuinely wants the information from the writer. The example of real writing are writing a letter, filling a form, and writing a simple message.

A successful and effective communication can be achieved through the use of correct and appropriate language that fits to situation, and a good command of vocabulary and grammar are essential. The mastery of these language components is partly supported through learning the four Basic English skills, and one of very important basic skill of learning English is writing.

Writing is a very important language skill, writing as a skill: by far the most important reason for teaching writing, of course, is that is a basic language

skill, just as important speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly ... Harmer (1998:79)

3. Some Technique of Teaching Writing

Writing plays an important role in teaching English because it is one of productive skills in which students are able to produce written form to communicate with others in English.

Urquhart and Mciver (2005:2) states “Teaching writing is unique. it benefits both teacher and the students, serving as communication vehicle, assessment tool, and intellectual exercise”.

The teachers in teaching learning English has to able to make the interesting materials for the students, and they have to know all kinds of method in order to be able to use one of them when situation demands it. The creativity of teachers will get a good result.

Teaching writing may be affected by some methods of learning. One of the methods is Cooperative Learning. Cooperative Learning is a teaching method which has characteristics to work together, how the students get involved in the activity, sharing information, and make a final decision. This method is good to develop students’ critical thinking, work team, responsibility, and also competition. Harmer, Jeremy (2001:274)

Some techniques used in Cooperative Learning to help students improve their writing ability: Write Pair Share, Write Pair Square, Jigsaw, etc. Write Pair

Share, it is a technique that works in pair to give chance for students to be cooperative when constructing a text. The students will have more time to correct their words with their pair in case of to decrease the difficulty in writing words to make a good text. In fact, if the students work alone, they cannot realize about the misspelling, grammar, punctuation, etc, all the items are really influenced in writing a text. So, the writer has perception that the technique will be affective to improve students' writing ability.

The others methods to teach English writing are:

a. Songs

Human all ages enjoy listening to songs, singing and learning with them. A teacher can use all kinds of traditional to pops. Teachers ask students listen the music and describe the story based on the music they hear. Or listening more than one music and discuss with their friends about the mood or stories of the music, Harmer. Jeremy (2001:242). The point is the teacher should select or compose which can be used either for singing together or for the actions.

b. Videos

Just like games and songs, stories are also important and useful in English. Listening and watching it that played by teacher can be very enjoyable activity for the students. The older students can be asked to do something while they are listening (for instance: draws or writes some things mentioned in the story).Harmer, Jeremy (2001:282), there are many reason why video can add a special, extra dimension to the learning experiences.

c. Pictures

According to Wright, Andrew (1989:2) Pictures are not just a method but through their representative of places, objects and people, they are an essential part of overall experiences.

The procedures of teaching writing by using pictures consist of three main activities. They are pre writing, whilst writing, post writing.

Pre – Teaching Activities

This activity is the first activity that should be applied in teaching writing. Pre writing activities generate ideas. They encourage a free flow of thoughts and help the students discover what they want to say on the paper. Pre writing activities facilitate the planning for both process and product. In this pre writing activity, the writer wants to explain about brainstorming technique because this technique is more effective. According to Blanchard and Root (2003:41), brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many as ideas as possible without worrying about how will use them. Brainstorming is one of the pre writing an activity, which helps the students set down all the thoughts, and feeling they have. Also, brainstorming is a kind of activity that involves human brain and memory in memorizing things, event, and action which ever occurred or heard before. In brainstorming activities the teacher introduces the topic to the students by showing a picture that is familiar to the students, and asks some questions.

In whilst writing activity, the teacher can ask the students to develop the ideas in brainstorming techniques into a good paragraph. After the students have

generated some ideas, the students can combine the sentences based on the questions, topic, vocabulary, and the picture given. During the activities, the teacher can monitor the students individually. After 10-20 minutes, the teacher collects their assignment and discusses the students' writing together.

In post writing, the teacher can check the students' writing and then the teacher respond to the final writing by giving a grade and writing comment. In this activity, the teacher can check spelling, grammar, organizing of ideas, and punctuation from the students' writing. In this activity the students rewrite the paragraph after the teacher checks their mistake.

To make it more clearly, the writer wants to give one example of teaching writing by using pictures.

From the statement above, it can be assumed that writing has a main role in developing skill. It presents how the brain works by using the students' mind to think by delivering information such as ideas, opinion and spread their creativity. It also leads them to be more competitive when they want to have a good position for job. Creative writing is one of the key.

4. Teaching Writing Using DMS Technique

Based on the explanation on the second point, the writer will determine the illustration on how to teach writing using flashcards in the technique.

Tabel 1.1 The Procedure Teaching English using Flashcard with DMS

No.	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TIME ALOCATION
1.	The teacher opens the class	Students give attention to the teacher's opening	5 minutes
2.	Teacher introduces a topic and shows a picture in front of class.	Students give attention to the teacher's explanation	5 minutes
3.	The teacher sticks a picture in a board, and then gives the example on how to make the sentence based on the flashcards given.	Students give attention to the teacher's explanation and see the picture given	5 minutes
4.	After asking some feedback from the students, the teacher gives the time a few minutes to think of the process of learning which has been applied.	Students give feedback based on teacher's action. Students generate some ideas about the picture on the flashcard and the teacher's action.	5 minutes
5.	The teacher call one of students to write his/her	One of students writes his/her answer.	5 minutes

No.	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TIME ALOCATION
6.	answer down in the blackboard or whiteboard. The teacher checks his/her spelling, punctuation, grammar, and the vocabulary that he/she used with other students.	Students give attention to the correction	5 minutes
7. 8.	The teacher gives a topic, sticks a picture The teacher asks the students to create the sentences into a good paragraph. In this activity teacher gives motivation to the students and students should pay attention to instruction.	Students give attention and observe the picture The students start writing.	30 minutes 5 minutes
9.	The teacher calls one student to the front of the	Student writes their task on the blackboard	30 minutes

No.	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TIME ALOCATION
10.	<p>class and asks him/her to write a paragraph in the blackboard or the whiteboard.</p> <p>After he/she finishes doing it, the teacher checks his/her spelling, punctuation, grammar, and the vocabulary that he/she used with other students. While doing the activities, the teacher will find the progress of the students have made so far.</p>	<p>Students give attention to the correction</p>	<p>5 minutes</p>
11.	<p>For them who have gained the target requested by the teacher, will get more flashcards and do the next level task</p>	<p>Students start writing with the next level of the flashcard.</p>	<p>5 minutes</p>
12.	<p>For them whom still get</p>	<p>Students give more</p>	

No.	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TIME ALLOCATION
13.	<p>difficulties in making the sentences, the teacher will give treatment by supporting the students with keywords given to make them easier in creating the sentences based on the flashcards given.</p> <p>In the end of the learning, teacher gives reward to the students who are able to construct the sentences orderly and well managed. The reward will be the symbol of star stamped on their workbook or any kind of symbol which indicates their achievement. And for</p>	<p>attention to the teacher's explanation.</p> <p>Students pay attention and response to the teacher.</p>	10 minutes

No.	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TIME ALOCATION
14.	those who are still get difficulties or construct the sentences not well managed, teacher give encouragement by giving the hints to them Teacher closes the class and gives some advice to the students	Students pay attention and response to the teacher.	5 minutes

Here is some samples of falshcards modified by the writer :



Can be translated into sentences as below :

1. Ani cleans the house and the fence in the afternoon
2. My mother is cleaning our house and the fence this athernoon
3. My mother, lusi handayani cleaned the wonderful house and the long colorful fence ysterday afternoon

Note : all the design of the words must be assisted and contributed regularly by the teacher