

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents some related information topic of the recent study. It is intended to provide some theory concepts which could support this research

2.1 Definition of Writing

Writing is one of language skills besides listening, speaking and reading. It is used as a tool to represent or express ideas and feelings in such a way that can be covered and justified from a permanent symbol system.

Writing is an instrument that is used as a means of expressing thoughts, feelings, and student assessment about what has been read, seen and experienced Ontario (2015: 3). Writing is a verbal communication tool, besides that writing is also used as a process of finding and organizing ideas on paper. Form and revise the writing so as to achieve the desired goals the author conveyed to the reader. Gupta and Ahuja (2015:43) says, writing is a form of art, in which the skill of expressing ideas in the form of words, sentences and meaningful paragraphs that is easily understood by readers. In addition, it must have a meaning value, so that readers can obtain information and benefits from the results of the writing. Another definition come from Jozsef (2001:5) who says writing is the most complex human activities that involve the development of design ideas, experiences with the subject and the arrest of mental knowledge representations.

From all of those statement, it can be concluded that writing is an activity of thinking and expressing ideas or experiences into graphic symbols in communicative

written language. Feelings have an important role in turning thoughts into written language so that the readers will easily understand and enjoy the result of the writing delivered by the author. In other words, writing has a close relationship with thoughts, feelings, and ability to use language. In this case, the communicative language really necessary.

2.1.1 Writing Process

Harmer (2004: 4-5) states that there is four steps process. They are:

1) Planning

Planning is an important step in the writing process. In the planning process, the writer has to think about three main issues. First, the writers have to consider about:

- a) The purpose of writing. It is important to know the purpose of writing since this will influence a good writing result. By knowing the purpose of writing someone can decide the most appropriate style of the language, therefore the result will be effective to reach the purpose.
- b) The audience they are writing for. The audience here is the readers of writing. The audience will influence language style, diction, paragraph structure, etc.
- c) The content structure of writing, how best the sequence facts, ideas, or arguments which they have decided to include.

2) Drafting

Drafting means getting ideas on the paper in sentences and paragraph. In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last.

3) Editing

In the editing process, the writer read again what they have written as a draft. Another readers comment will help the author to make appropriate revision. Here, the writer may change what the writer has written if they find something bad. For example, the information is not clear, the grammar is wrong, the diction is not appropriate, etc. The writer is able to change it if they find those condition.

4) Final versions

Final versions are the last step of writing. This may look different from the first draft that has been made before due to there are many changes in editing processes. However, the writer is ready to send the written to the readers.

In addition Robittaile & Connelly (2007:41) mention 6 steps of writing a paragraph, they are:

1) Stating the main idea

Narrow the writing topic formulates a tentative main idea, and brainstorm supporting ideas for the main idea.

2) organizing supporting ideas

Using a map or outline to help plan the supporting sentences so, that the important ideas don't leave out or wander away from the main idea.

3) drafting

to write the first draft, follow the map or outline, putting the ideas into sentences.

4) revising

Revising is the process of examining the content and organization of the writing to see how it could be improved, including peer feedback, instructor feedback, and self-evaluation.

5) Editing

When the writer edit, the writer should read paragraph five or six times, focusing on one type of error each time-fragments, verb errors, comma errors, spelling errors, and so on.

6) Getting the paragraph back

Record the errors that instructors have marked in the paragraph on a personal error list. Simply take the error list out and review it for a view minutes before begin writing.

2.1.2 Problem of Writing

Some students have difficulty using language, especially in writing. Many student are not good at writing skill, these students think writing is boring and unimportant activity. Aside from the student themselves, teachers have an important role in this matter. During the learning process of writing, problems were found in several aspects. Grammatical problems of subject-verb and combining sentences into one coherent paragraph, improper vocabulary choices and other mechanical problems including spelling, punctuation and capitalization Maysuroh *et al.* (2017:8).

Bryne (1988:4) explains the problem that makes writing difficult into three categories. The first is a Linguistic aspect like grammar, vocabulary, language use and choice of the sentence in writing must have fully monitored. The second is Physiology problem which more focuses on the writer's difficulty because there are no direct interaction and feedback from the reader when they are writing. This difficulty more focuses on the difficulty in developing written material or content of the composition. The third is a cognitive aspect, writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

According to Msanjila (2005:18), there are six common problems that may occur when doing the writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention to those six points to be able to make good writing assignments.

Based on the explanation above, it can be concluded that writing has the most difficulties since writing needs more accuracy for instance in spelling, grammar, and appropriate expression. The readers might not be able to catch the message or the communication between the writer and the readers will not run well.

2.1.3 Teaching Writing

Teaching writing is one of the most important teaching skills which also influence their student writing skill. When teaching writing, teachers must select resource and material truly. It will not only guide them in teaching how to write, but that will also be the most effective in helping their students learn to write.

The teaching writing is a matter of prescribing a set of predetermined tasks or exercises to the students. According to Virdyna (2016:71), teaching writing is how the teacher facilitates, motivate and encourage the students to express their ideas in writing form. When the teacher teaches writing, he doesn't just teach how to develop ideas in writing but also need serious attention on how to write English sentences grammatically and systematically. Considering the importance of writing skills, teachers need to be more aware of the situation so that equipping their students with writing skills as necessary life-skills, they will be more pedagogically competence. Hidayati (2018:30) says the teachers should remember that learners need to be helped or guided during the process of learning to write.

Based on the statement above, most of the teachers get problem in teaching writing, especially in Senior High School, the teachers are not creative in teaching, so the students are not interested in writing and they are lazy to learn. They feel that writing is difficult and bored because the teacher just talks in front of the class without variations in teaching writing and they are difficult to express their ideas.

2.1.4 Elements of Writing

Kokemuller (2017) states there are five elements that make for good and effective in writing. They are:

1) Understanding of Purpose

Before writing, the writer must be able to identify the target person who will read the writing. For examples essays in English classes, the target is the teacher who evaluates your writing skills. The writer also need to set the subject or premise of your writing to help provide direction.

2) Clarity and Conciseness

The writers must be able to explain well and briefly. With sentences and paragraphs that are concise, clear, and cohesive, you have a better chance for the reader to understand your message.

3) Organization and Structure

The writing structure is very varied but the principle in execution is almost the same. Set the subject, theme, and thesis, or main point. Describing each part or point in the work helps ensure the product is cohesive, logical and effective.

4) Grammar, Spelling, and Punctuation

The author must pay attention to the basic elements in good writing including correct spelling, grammar and proper sentence structure and proper use of punctuation. lack of attention to these details will damage the accuracy of the writing that has been made.

5) Elegance

People who has writing skills has the ability to present clear main points, offer eloquent descriptions of supporters, avoid repetition and use the right language. slang or everyday language can work best in less formal work. it depends on our target as a writer

In addition Baker (2011) mention three elements of writing skill, they are:

1) Grammatical Skill

Grammatical skill is not just grammar rules in school books, more than that are the ability to compose meaningful sentences. Some people can make complicated and beautiful sentences easily. Elegance, flexibility, and certain elegance in sentence construction are one of the characteristics of good writers in all fields.

2) Compositional Skill

Compositional skill is the ability to arrange words or tell stories in the writing that we have made so that readers are interested in reading.

3) Domain Knowledge

Domain knowledge means that if the author has the expertise of composition and domain knowledge it will allow the author to exploit and improve domain conventions to achieve a higher level of communication.

2.1.5 The Types of Writing

According to Brown (2001: 343- 346), there are five categories writing performance in the classroom, those are:

1) Imitative or Writing Down

Imitative or writing down means that students “write down” English letters, words, and possible sentences in order to learn the conventions of the orthographic code. The dictation is usually done in this type of writing performance. The steps which are usually applied such as a teacher reads a short paragraph once or twice at the normal speed, a teacher reads the paragraph in short phrase units of three or four words, and each unit is followed by a pause and during the pause, students write exactly what they hear, and so on.

2) Intensive or Controlled

In intensive writing the teacher presents paragraph that will be analyzed and understood by students. This phase aims to determine the results of the language used as a guide student competence in grammar, vocabulary, and sentence structure, as well as the delivery of meaning as an authentic purpose

3) Self- Writing

self-writing is an activity that makes itself as the audience such as writing a journal and diary. In note-taking activities students take notes during lectures with the aim to remember.

4) Display Writing

For students English language, short-answer exercises, essay examinations, and research report areas will involve screens as elements. For ESL students who have bound academically, the entire range of display writing technique is one academic skill that must be mastered.

5) Real Writing

The example of real writing activities can be seen in the form of academic, vocational or technical, and personal activities. In the academic activities, the teacher gives the opportunities to convey original information to each other based on the language experience approach. Content-based instruction is useful for the exchange information, while the task of solving group problems allows having a writing component of the information conveyed. Finally, the editing work, colleagues add to what they should hear and are given the opportunity to real writing.

Mingli (2012: 144–146), there are four strategies of writing:

1) Blank-filling Writing

The theory of blank-filling (gap-filling) writing is effective and helpful for students to construct the frame of argumentative writing. As English majors, they have read many argumentative writings, which help to imitate the samples.

2) Guided Writing

Guided writing involves the teacher to work with small groups of students. In guided writing, students apply their knowledge. The students explore the aspects

of the writing process which have been demonstrated. The teacher predetermines the teaching focus from observations and analysis of students' writing.

3) Controlled Writing

Controlled writing means that students' writing is limited to a special field. Controlled writing usually uses at the beginning of the acquisition of writing is not discussed.

4) Free Writing

Free writing which is the student has mastered in writing. It helps the student discover ideas and gather materials. It also is an exercise in which he writes quickly off the top of his head with no judgment intended. From the explanation above, the researcher chooses guided writing because the researcher conducts the research at eighth grade so this strategy can make the students easy in understanding about the topic given by the teacher.

2.2 Student Team Achievement Division (STAD)

The researcher used the Student Team Achievement Division (STAD) method in the teaching writing. STAD is one of simplest and best cooperative learning methods can be used by the teachers in the learning process. This action is done so that the sense of responsibility, active role, creativity, and optimalization of students needs.

There are five main steps a teacher should follow when STAD is implemented. The teacher first introduces new materials to be learned. The team members then study worksheets on the material until they master the material.

Individual quizzes are taken on the material studied. The teacher then combines the scores to create team scores. Members of the winning team are given certificates and a weekly one-page class newsletter recognizes the teams with the highest scores.

According to Haloho (2014: 20), STAD cooperative learning is a learning model that fits heterogeneous. In this lesson, the students' responsibility for greater learning is not just to get information. The students are required to practice independent and be active in learning. In this case, the students practice being responsible and independent in their learning. According to Felder and Brent (2001) cited in Yeung (2015: 30) that STAD was established based on the fulfillment of instructional pedagogy.

From the explanation above, the researcher can explain that the application of STAD emphasizes the students to learn in groups for having the responsibility of learning and be active in the learning process.

2.2.1 The Steps of Student Team Achievement Division (STAD)

STAD is one of the learning methods stands for student team achievement divisions. According to Robert Slavin (2009), cited in Tiantong & Teemuangsai (2013: 86) said that students are assigned to four or five members learning teams that are mixed in performance level, gender, and ethnicity. The teacher provides lessons, and then students work together on their team to ensure that all members have understood the lesson. Finally, all students take individual quizzes on the material by the teacher, then they may not help each other.

Nurdyansyah & Fahyumi (2016:66-67) explains the step in STAD. They are:

1) Submission of Goals and Motivation

The teacher conveys the goals to be achieved in the learning and motivates students to learn.

2) Division of groups

Students are divided into several groups, where each group consists of 4-5 students who prioritize class heterogeneity in academic achievement, gender/gender, ethnicity.

3) Presentation from the Teacher

The teacher delivers learning material and explains the learning objectives and the objectives to be achieved in the learning. The teacher motivates students to be able to learn actively and creatively. In delivering material the teacher can associate with problems in daily life. Nex, the teacher explains the assignment, things that are expected to be mastered by students and how to do it.

4) Learning Activities in Teams (Team Work)

Teamwork is the most important characteristic of the STAD method. In groups that have been formed students are expected to work together to complete the task sheet that has been given by the teacher. During the learning process, the teacher makes observations, guidance, and assistance if needed.

5) Quiz (Evaluation)

the teacher evaluates the work of each group and evaluates the results of learning through quizzes about the material that has been studied. quizzes are given individually and the teacher determines the mastery score limit for each question

6) Team Achievement Award

After the quiz, the teacher checks the work results of the students and further awards for the group's success can be done by the teacher.

In STAD, knowledge is acquired by the students for building their own knowledge through interaction with teachers and other students. It is expected that the knowledge acquired would be more meaningful not just a rote. With the interaction between group members, the students have the opportunity to express opinions or gain knowledge of the results of discussions with members of the group. It is also expected to raise awareness that each individual has different views. By working group is also expected to improve the ability to solve the problems. Heterogeneous grouping of students in terms of ability, gender or race is expected to form the respect of fellow students. In other words between members will respect and help each other so that this can lead to high social sense. With the holding of the task is expected to raise the motivation of students to do better for themselves and for the group. It is expected that cooperation among students can be established. Through cooperative learning, in everyday life, the students will be able to feel and see that no matter how tough the job will be done by people who cooperate and provide the best capability Kusumahati and Hasana (2015: 39).

2.2.2 The Advantages of STAD (Student Team Achievement Divison)

According to Idrus (2012: 21), the advantages of STAD can encourage the students' class involvement, raise students' motivation and attitudes towards learning English and increase the class participation in terms of the interaction among students themselves and between students and their teacher.

Nurdyansyah & Fahyumi (2016:69) explains the five advantages of the STAD method, including:

- 1) Cooperative learning helps students learn the contents of the subject matter being discussed. Assisted by group members will enable students to get high grades because students' oral testing can be helped by other members.
- 2) Cooperative learning makes students able to learn to debate, learn to listen to the opinions of others and record things that are useful for common interests.
- 3) Cooperative learning results in high student learning achievements that increase student self-esteem and improve relationships with peers.
- 4) Gifts or awards that will give encouragement to students to achieve higher results.
- 5) Students who are slow to think can be helped to increase their knowledge. The formation of small groups makes it easy for teachers to monitor students in learning to work together.

The researcher explained that advantages of STAD can help the students increase students' motivation, explore the student's creativity, and improve the students' writing ability.

2.2.3 Teaching Writing Using STAD

According to Hasan and Wijaya (2016: 263), writing is a complex activity that involves eyes, brain, and hand. It is also one of the language skills that it is more complex and difficult than the others. In writing, students must have generated and translated ideas in their brain into written language. But in fact, there are many students who cannot achieve this goal. In the teaching-learning process of writing, many students are unable to write text. So, the teacher should choose a new way to solve the problem in order that the students enjoy and understand the writing teaching and learning activity.

The researcher used STAD to teaching writing. STAD technique motivated the students to improved their writing skill Hayatunisa (2014:24). STAD is one of the learning models that are the heterogeneous capability of the students. The basic steps of STAD gave priority in doing the discussion and tried to be active in the learning process. In the process of learning, the teacher used guided writing which is one of the strategies that can be applied to solve the problem. STAD is a strategy that gives students the opportunity to review writing in a group or whole class setting and to apply the skill through independent writing. Through STAD, children have supported the different stages of the writing process. By applying this method, the researcher expects the students to be easier in understanding writing text.