

CHAPTER II

REVIEW OF RELATED LITERATURE AND ACTION HYPOTHESIS

This chapter presents the theories related to the research problem and to the topic of the study. There are some literature reviews discussed in this chapter dealing with improving students' writing ability by using Models technique.

2.1 Review of Related Literature

2.1.1 Writing as a Productive Skill

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. Writing is ability which is transferring and delivering every single individual's idea through a text. On the other hand, when they write their ideas and emotions creatively, they are communicating on paper in their best way. It means that generating ideas is one of important thing in writing. It is added up by Hogue's opinion (2008), whenever you write, you need ideas to write about. When you have ideas, it is very helpful to you in writing down what is exactly in your mind. By thinking ideas before writing something, you will know what you are going to write and how to say it.

Writing is not a product of a written text. It is not a result of delivering your ideas into a written form. As Clark's opinion (2012), the researcher totally agrees when she stated that writing is a process. It is not a product. Writing is never one step action, it is an ongoing creative act (Oshima and Hogue, 2007). When you have already written something, you need to read it to know whether

there is statement which is still need to be revised or not. After reading the written form you have made, you still need to read over and make changes or corrections. You write and revise, write and revise, write and revise again until you are satisfied that your writing expresses exactly what you want to say. In addition, Russel and Robert (2002) also have the same opinion. They state that writing is described as a process, that is something which shows continuous change in time. From the first written form, you try to read over, and you make changes and changes untill you get the point about your writing as a good writing like what you want.

Another definition comes from Patel and Jain (2008), who state that writing is essential features or learning a language because it provides vocabulary, spelling, and sentence pattern. It becomes an important part of someone in communicating something into a written form. It also provides words as a tool to produce language. Producing language is called productive skill which means that, writing is a productive skill which uses visual symbols to represent the sounds used in speaking (Bahsyal, 2009).

From the definitions above, it can be understood that writing is a process in which the writer discover, organize, and communicate their thoughts to the readers. Writing is a way of communications used by the writers to transfer their ideas, thoughts, and feelings to the readers through a words and symbols arrangement in the written form. By writing, the students learn how to combine words or sentences to be able to communicate and express their ideas in the target language orderly.

2.1.1.1 Components of Writing

There are some aspects of writing should be considered by the writer in order to make a good writing namely vocabulary, grammar, mechanics, organization, and content which were going to be measured in this research.

Those aspect were defined as follows.

a. Vocabulary

Vocabulary is a set of words that is composed to be a sentence. In communicating something whether it is written or spoken form, we have to master the vocabulary in our mind, because by mastering the vocabulary we can choose the appropriate words to make a good writing. As Nunan (1991) states the more one's vocabulary develops, the easier it is to add new words. By memorizing so many vocabularies in your mind, you will get easy in generating your ideas. So, the development of a rich vocabulary is an important element in acquisition of a second language.

b. Grammar

Talking about writing, we are also talking about the grammatical structure about text that help writing text able to transfer message from the writer to the reader. As long as the writer uses a good grammatical structure, the reader will not get difficulty in understanding the writing text.

Furthermore, Oshima and Hogue (2007) stated that having a correct sentence structure can express complete thought. From these definitions, it can be said that the use of correct grammar is very important to make the readers understand what the writer means.

c. Mechanic

Mechanics play an important role like the other components of writing do. Mechanics are also related with spelling, capitalization, and punctuation. By having a correct spelling, it is helpful to the reader in understanding what the writer means exactly because different spelling will get different meaning. Capitalization also has some rules which have to be obeyed. Then, we still have to pay attention to the punctuation that we are going to use in our written text because if we make a mistake in this point, we will build a different meaning. It is added up by Oshima and Hogue (2007), punctuation is necessary to make a sentence has a clear meaning, because different punctuation, different meaning.

d. Organization

Organization is the students ability to arrange their ideas and information in chronological and logical sequence. Organizing the text is very important for the writers to make their writing effectively understood by the readers. As stated by Oshima and Hogue (2007), every single paragraph has to be related each other.

e. Content

It is important for the writers to consider the content of their writing in order that the readers understand the ideas and messages expressed in their writing.

2.1.1.2 Process of Writing

Hogue (2008:28) said that “Good writing is more than just sitting down and ‘talking’ on a piece of paper.” It needs planning, thinking, writing, editing,

and revising. As Clark (2012:1) stated that “Writing is a *process*, not a product”. It means that, writing is not only submitting what you have done in your written text. But, as writer, you have to revise, edit, revise, and edit before you hand it.

“You become a good writer by always using these four steps” (Hogue, 2008:1). Based on the previous statement from Hogue, there are four steps of writing process which will be explained in the following :

a. Prewriting

In the prewriting step, students are helped to generate their ideas for his/her writing assignments. Sundem (2007) mentioned that during pre-writing, the students will generate ideas and put their thoughts in order.

They are given a topic and guided to write down whatever sentences come into his/her mind about the topic. As Peregoy and Boyle (2013:258) stated that “prewriting is identifying main ideas and supporting details”.

b. Drafting

In this step, the writers are requested to write down their ideas on paper quickly without worrying too much about errors. Harmer (2004) conveyed that the first version of a piece of writing is called draft. So, this draft will be analyzed and checked in the next stage as we called editing process.

c. Editing

The writers check and revise their work. As Peregoy and Boyle (2013:258) said “Reordering arguments or reviewing scenes; reordering supporting information; reviewing or changing sentences.”

So, in this stage, the writer need to read over what she/he has written, then make changes and correction about what she/he has written down.

d. Write the final copy

In the last step, the writers rewrite their assignment work which has been edited and revised to hand in to the teacher. According to Hogue (2008), after writing the final copy of writer's assignment, she has to do a corrections one more and share it to the teacher before submit it, including: crossing out unnecessary sentences, adding the missing subjects and verbs, moving sentences, changing the ending to match the beginning, checking the correlation between words, sentences, and paragraph one another, and omitting sentence which is not support or ambiguity.

2.1.2 Models Technique

Writing is a complex task that requires a variety of skills. The writer must master the vocabulary, grammar, content, mechanic, and organization of the text to make a good text. Bashyal (2009) stated "A continuous practice and model writing by the teacher can help students to develop writing". It means that by practicing continuously can help developing students' writing.

Model text deconstruction process (MTDP) is an approach of teaching writing. This approach is based on teacher's support as a resource for composing an appropriate form of the text. The teacher provides a model and the students read it, understand the content, the organization, how the grammatical structures are constructed, and etc. After reading and understanding the model given by the teacher, the students start to write. As Bahsyal stated "The model provides a way to create something new". By having a model as an example in producing writing is very useful for students in generating their ideas and how to create a written text

in the right organization. Composing the words, sentences, and paragraphs which are constructed one another.

Model writing technique allows the teacher to demonstrate how writing can be used to construct text. Models technique is one of instructional approaches which is most used in improving students' writing ability. It is supported by Annandale and Rourke (2013) that modelled writing is most effective when the teaching focus is based on thoughtful assessment of students' needs. It can encourage students to be able to produce a good written text because it provides models become students' instruction about what they can do to start their own writing. Annandale and Rourke (2013) also stated that providing model in all aspects is important. Because it can develop the students' understanding of the process of writing, how to start to write, and become an example to be imitated by the students to compose their own writing. In helping the students to be successful in their writing, teacher has to provide a support to the students through explicit teaching. New South Wales Department of Education and Training (2007) mention that the goal of all teaching is making students to be independent writers. Being an independent writers, explicit teaching and guidance are always needed. And one of explicit teaching here is using model technique.

There are some type of models we can use as an example for students to make them easy to study writing. One of them is a model of structure which can be presented by the paragraph model. Models used in these ways produce, therefore, a kind of guided writing (Raimes, 1983). By giving the models, it give the students chance to analyze and imitate in their writing. They will not get confused if they are provided by models in their learning process. Because they

will know and understand what they are going to do. This kind of technique is very helpful for students in studying writing, especially for them who get difficulty in generating their ideas and organizing sentences or paragraphs. This technique is not teaching the students to cheat the model, but they use it only as a guided how to start their writing. As Raimes (1983) stated that model becomes not what they should do, but only an example of what they could do.

Furthermore, Bashyal (2009) also stated that model technique is a better technique to teach writing because it is included a student based approach. As such, Rasuki (2016) write “A genre based approach to L2 teaching attempts to make connections between form and meaning in language use obvious to learners to help them express their ideas correctly and appropriately.”

Another definition of models comes from Peregoy and Boyle. They call the models as “sentence model”. They give the students a sentence model from the word choice, a phrase and clause to make the students easy to start their writing assignment by imitating the models given by the teacher. Peregoy and Boyle(2013) stated that sentence model is useful and helpful strategy for intermediate writers, is based on sentences from quality classroom reading materials or from writing produced by students themselves. In this models, teacher may use a simple sentence models at first, then more complex models. Through the use of sentence models, students develop confidence in their ability to write with power and variety. Sentence models help intermediate level writers move from a few simple sentence structures to more complex structures.

To sum up, models technique is a technique which provides a model as an example to the students. By using the models, the students learn how to compose

the sentence, from the main ideas, supporting ideas, and how to correlate them. As such, students also learn how to organize the paragraph by taking up the models as an guidance for them to start writing. Peregoy and Boyle(2013) also state that by using a sentence models in students' writing not only teaches the students to develop variety in their sentences, but also let the students to experiment with the sentences and learn that sentences can be organized in a variety of ways.

2.1.3 Using Models Technique in Teaching Writing

Talking about models technique, it has been discussed above about the definition by some experts. This is one of technique chosen by teacher to develop students' writing. As Bashyal (2009) states that writing is a complex task that requires a variety of skills. As a students, they must master the vocabulary, grammar, mechanic, content, and organization of the text to make a good text. Therefore, a continuous practice and model writing by the teacher can help students to develop their writing.

As far as we know, there are some processes of writing including pre-writing, drafting, editing, and final copy. Related to the technique that the researcher is going to use, it can be used in the first step of writing process. we call it as pre-writing. Here is the clear implementation of using model in teaching writing at the first step of writing process. According to New South Wales Department of Education and Training (2007), the implementation of using model technique in the classroom as follows :

1. Introduce the type of text that you are going to use by having a discussion with the students.

2. Display the model of selected writing to show to the students how this particularly type of writing works.
3. Discuss the type of text given by the model.
4. Read together and point out the typical features of the text using the “think aloud” by warming up the students with giving them some questions.
5. Point out to the students the type of language used especially the grammatical structure used by the author.
6. Tell the students how important language feature in the text. Use the questions to demonstrate why writing may not be as effective when an important feature is missing.
7. Use different type of the text on the same topic to compare the effectiveness of different word and text choice made by the writer.
8. Ask questions to keep students’ attention and to check their understanding of important point.
9. Provide opportunities for the students to practice knowledge skill and understanding what have been demonstrated in guided and independent writing sessions.

2.1.4 Benefits of Using Models Technique

There are some benefits we can take by using models technique in teaching writing. Some benefits of models according to Bashyal(2009), are providing a model as an example and a chance to learn, helping them to develop confidence, including as creative process, providing a sample practice and interaction, systematic, orderly and organized, providing components of writing, giving a model which is helpful to make an idea to categorize, draft, and edit,

developing thinking about the text, and helping students to have a good organization on their written text. Another benefits for students are given by Annandale and Rourke (2013), helping students to understand how effective writers compose the texts and writing is composed for a specific audience and purpose, developing an understanding of the process of writing, understanding how particular text forms are explicitly constructed, and using a piece of writing as a reference point for their own writing.

In other word, by using a model technique teacher can guide the students directly by giving them a model as an example in their writing. Using models, students can be easier in generating their ideas what exactly they want to write about, because they can analyze the model and imitate in their first writing. Models also become a technique chosen by teacher to teach writing because it can encourage students to generate their ideas into their writing easily. As far as we know, in the English textbook, almost every chapter we find a model as a way to guide the students especially in teaching writing. So, by knowing the benefits which is belonged to the model technique, the researcher wants to try to use models technique in improving students' writing ability.

2.2 Action Hypothesis

Based on the research problems and reviews of related literatures, the action hypothesis of this classroom action research is formulated as follows :
The use of Models Technique can improve the tenth grade of students' writing ability at SMA Muhammadiyah 03 Jember in the academic years 2016/2017 by making the models as a guidance and example to them in starting their own writing in a good generic structure.