CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter the researcher describes teaching writing and teaching English as foreign language.

2.1 Teaching writing

Writing is one of the four basic skills in English which are taught by students. Writing is able to help the students to express their ideas, opinions or their feeling, but writing has always been a difficult task for individuals especially for ELT practitioners (Ghabool, Mariadass, Kashef, 2012). We often find the problem faced by students in writing about the language use (proper use of grammar), punctuation, spelling, lack of vocabulary and etc. In addition, most of the students’ difficulties of how get the ideas to write, how they organize the ideas and put them on papers.

With regard to the writing problem above, the teachers should find a method or approach to solve the writing problems. Reonal (2015) states there are three major approaches in teaching writing which a writing teacher may draw from, namely, the genre, product, and the process approach. All of the approach has different steps to teaching writing which is every steps will help the students to learn writing, so they will easy to write and can improve their writing ability.

2.1.1 Product-based approach

The product approach is one of the most practical approaches in schools around the world. This writing approach encourages students to produce an end product which may be likened to a model essay or the essay normal provided by teachers (Sarala, Bin Salam & Ismail, 2014). The same thing also expressed by Badger & White (2000). They states product-based approaches see writing as
mainly concerned with knowledge about the structure of language, and writing
development as mainly the result of the imitation of input, in the form of texts
provided by the teacher. Based on the explanation above the writer can conclude
product approach is an approach that focuses on the final product of writing in
which the students are supplied with a standard sample of the text and they are
expected to follow the standard to construct a new piece of writing. Students using
the product approach are normally told to write an essay imitating a given pattern.

In this approach, learning to write has four-stage process, namely
familiarization, controlled writing, guided writing and free writing. In
familiarization stages, learners are taught certain grammar and vocabulary, usually
through a text. In controlled writing, learners manipulate fixed patterns, often
from substitution tables. In guided writing stages, learners imitate texts. In free
writing stages, learners use the patterns they have developed to write an essay,
letter, and so forth (Hyland, 2003). All the stages will help the learner to
comprehend the texts before they imitate the texts.

2.1.2 Process-based approach

Process approach is a process that focuses on the first instance is on quantity
rather than quality, and beginning writers are encouraged to get their ideas on
paper in any shape or form without worrying too much about formal correctness.
In addition, and more controversially, attention to grammar is played down
(Nunan, 1991). Whereas Grossmann (2009) argues the process approach are
focuses on the process one goes through when writing including generating ideas,
deciding which ideas is relevant to the message and then using the language
available to communicate that message in a process that evolves as it develops.
Based on the explanation above, the writer can conclude that process approach is a process of writing that focuses on the writing process (how the text are made) rather than the final product or the quality of product. The writing process is like how the writer gets the ideas, how the writer organizes the ideas and puts it on paper until the writer publish their written.

According to Harmer (2004) states the process approach decides into four stages, namely planning, drafting, editing, and final version. In planning stages, the writer have to think about three main issues. First, the writer have to consider the purpose of their writing due to it will be influence on the type of text that will be produce, the language use, and the information that choose to include. Second, the choice of language like it is formal or informal. Third, the writer have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

In drafting stage, we can refer to the first version of a piece of writing as a draft which in this stage the writer write their first draft. Moreover, in editing stages, the writer are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions. Once writers have edited their draft and making the changes they consider to be necessary, the writer ready to send the written text to its intended audience.

2.1.3 Genre-based approach

A genre approach is especially appropriate for students of English for Specific Purposes (ESP). However it is also highly useful for general English students if we want them, even at low levels, to produce written work they can be proud of (Hamer, 2001). Genre approach is an approach which gives the students’
knowledge about kinds of genre text, the structured of the texts and the language use before they start to write, so they can make a text is structured. Harmer (2001) argues that the genre approach to teaching writing, the students study texts in the genre they are going to write before they embark on their own writing. If the teachers ask the students to write newspaper articles, they should study real examples to discover facts about construction and specific language use which is common in that genre. Therefore, some of teachers use the genre approach as the method to teach writing.

According to Nugroho & Hafrizon ((2009) adapted from Callaghan et al) genre approach has five stages of teaching/learning cycle is designed to achieve a different purpose within the cycle of the teaching and learning. The stages are building the context, modeling and deconstruction the text, join construction of the text, independent construction of the text and linking related text.

a. Building the context.

In this stage the students doing three activities. First, students are introduced to the social context of an authentic model of the text type – type being studied. Second, students explore feature of the general cultural context in which the text type is used and the social purposes the text – type achieves. Third, students explore the immediate context of situation by investigating the register of a model text which has been selected on the basic of the course objective and learner need.

b. Modeling and deconstruction the text.

In this stages the students doing two activities. First, students investigate the structural pattern and language feature of the model.
Second, students compare the model with other examples of the text –
type.

c. Join construction of the text.

In these stages the students begin to contribute to the construction
of whole examples of the text-type. While, the teacher gradually reduces
the contribution to text construction, as the students move closer to being
able to control the text-type independently.

d. Independent construction of the text.

In this stage the students work independently with the text and
learner performances are used for achievement assessment.

e. Linking related text.

In this stage students investigate what they have learnt in this
teaching/learning cycle can be related to:

a. other texts in the same or similar contexts
b. future or past cycles of teaching and learning

2.1.4 Combine process and genre approach

Writing has three major approaches in teaching writing, namely product
approach, process approach and genre approach. In practical application, the
teacher is able to combine these approaches which aim to make the learner easy to
learning writing. Recently, the idea of combining process and genre approach has
gained popularity. Kim & Kim (2005) suggest using the balanced instructional
and curricular approach of the process and genre-based approach to teaching
writing. It is believed that complementary use of both approaches helps student
writers develop their skills in using language by experiencing a whole writing
process as well as gain knowledge of the contexts in which writing happens and the purpose of their writing.

Litinim (2012) states the process-genre approach to the teaching of writing is a combination of the process models and the genre theories which came about with the realization of the limitations of both the process and the genre approaches in developing learners’ writing skills. While Kim & Kim (2005) states the model of the process genre approaches described in terms of a view of writing and a view of the development of writing. In this approach, writing viewed as involving knowledge about language (as in genre and product approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approaches), and skills in using language (as in process approaches) (Badger and White, 2000).

Based on the explanation above, the researcher conclude that combining process and genre approach is combine process models (prewriting, drafting, editing and revising) and genre models (building the context, modeling, join construction of the text and independent construction of the text) in teaching and learning process. By combining process and genre approach the students not only learn about how to make a text are structured, but they learn about how to make a text by stages of writing process.

Sari & Saun (2013) states there are some advantages of using process-genre approach to teaching writing at Junior High School. They are:

1. Preparation step helps the students to anticipate the structural features of a particular genre in the beginning of the lesson because the teacher begins
preparing the students to write by defining the situation that will require in the beginning of the lesson.

2. Modeling and reinforcing steps help the student to understand the social purpose, the target audience, how the text is structured and language features of the text because the teacher gives the students the modeling text and discuss the components of the text along with the students.

3. Planning step helps the students to develop their interest in the topic because the teacher activities the student’s background knowledge about the topic by relating it to their experience by asking them the questions related to the topic, showing pictures, etc.

4. Joints construction step helps facility the students later independent composing because in this step the teacher makes the final draft of the text that comes from student’s contribution. Therefore, the students can develop this draft while they are composing their own text.

5. Independent construction step helps the students develop their writing skill because in this step the students are given a chance to write individually presenting their ideas in the written form and apply what they have learned.

6. Revising step help the students to check, discuss and evaluate their work with their classmates that guided by the teacher so that they can improve their writing skill and know their mistakes and errors. It also helps them becoming a better writer.
2.1.5 Review of previous study

With regard to the explanation above, the researcher shown some of the previous study to support her thesis about combining process and genre approach can improve the writing ability. First, a study done by Irmawati (2011), it showed that the use of Facebook through process-genre based approach can improve the students’ ability in writing a descriptive text. The percentage of the number of the students achieving the score above the minimum passing grade (KKM: Kriteria Ketuntasan Minimal) had improved from only 2.9% (1 student out of 34 students) in the preliminary study to 64.7% (22 students) in Cycle 1 and to 100% (34 students in Cycle 2). The students’ were also more enthusiastic during the writing activities because of the use of Facebook as the interesting media.

Second, a study done by Yuliana (2014), it found that the teaching recount text to senior high school students of SMAN 1 Ngunut by using process-genre approach can improve the students’ ability. The finding showed that the students more active, confident and motivated in teaching and learning. The researcher used classroom action research as research design. From that study, the researcher found that the research was successfully in cycle 2. On cycle 2, there are 94.3% of all students passed the test and only 5.7% students were failed.

Based on the previous study above, the researcher chooses process and genre approach as method to teaching writing at SMPN 1 Sukorejo. The researcher also uses Classroom Action Research as the research design. The researcher expected that this study can be successful and can improve the students’ ability in writing.
2.2 Teaching English as a foreign language

The instruction of English as foreign language may occur in any country, whether English speaking or not. In most countries, English as foreign language is part of the educational curriculum, particularly in state schools. In Indonesia, English is compulsory subject for junior and senior high school. Whereas, in the lower levels like elementary school and kindergarten English is not a compulsory subject, but it can be taught to the students as the local content subject (muatan lokal).

In Indonesia teaching English has targets to learners. It helps the learners achieve functional levels, as it requires students to communicate orally and write to solve problems in daily life (to grade junior high school), while to Senior High School are prepared to university or college so that they are expected to reach informational level. Therefore, they will be ordered to produce knowledge using their own language (Badan Standar Nasional Pendidikan, 2006).

2.2.1 KTSP

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives (Badan Standar Nasional Pendidikan, 2006). In Indonesia the curriculum has been changing and developing overtime. In one decade Indonesia has already implemented two models of curriculum, namely Kurikulum Tingkat Satuan Pendidikan (KTSP) which is enforced starting in the academic year 2006/2007 and the curriculum of 2013 (enacted in the academic year 2013/2014 until now).
In this study, the writer just focuses on KTSP as curriculum that is used by SMPN 1 Sukorejo and teaching English at Junior High School based on KTSP. KTSP is the operational curriculum which is developed and implemented by each educational. KTSP is made as a guide to implementation of learning activities to achieve educational purposes at the unit level of education (Departemen Pendidikan Nasional, 2009). It means that KTSP is designed in order that every school can develop the teaching and learning process according to the student’s character and the situation of school. In addition, KTSP used Standar Isi (SI) and Standar Kompetensi Lulusan (SKL) as the main reference for the educational unit in developing the curriculum.

Based on the Badan Standar Nasional Pendidikan (2006), teaching English at Junior High School has a target which help the learners achieve functional levels, which are able to communicate orally and write to solve problems in daily life. Moreover, teaching English at Junior High School has purpose to make the learner have abilities as follows:

1. Develop the competence of communicate in oral and written form in order to achieve the level of functional literacy
2. Have awareness about the meaning and the importance of the English language to enhance the nation's competitiveness in a global society.
3. Develop students’ understanding of the interrelations between language and culture.