CHAPTER II

REVIEW RELATED LITERATURE

This chapter discusses teaching technique, nature of teaching writing, teaching writing, and techniques of teaching writing.

2.1 Teaching Techniques

Nowadays, the teacher must improve their performance to get better teaching outcomes. One aspect of improving teacher's teaching performance is teaching techniques, especially in English teaching. According to Patel & Jain (2008:7), teaching technique is a systematic and scientific way of teaching any subject. Teaching techniques are very important to provide a better understanding for students. This helps teachers understand better and effective teaching. It is very important for teachers to know the different types of English teaching methods and techniques. Furthermore, Hamid et all (2009) explains that teaching techniques are more specific teaching acts used to provide better illustrations or a deep understanding of matter through an action. In addition, the technique is a way how a teacher manages the classroom activity (Friedland, 2008). In other words, while applying the technique, the teacher is able to control the instructional activities.

From the description above, it can be concluded that teaching technique is one important aspect of the teaching-learning process. Better results in teaching can be achieved by taking into account the techniques used in teaching and learning. Teaching techniques also help teachers create fun and enjoy activities in
the classroom and can make students learn with cheers and enthusiasm. With different types of teaching techniques, both of teachers and students will enjoy the process of teaching and learning.

2.2 Nature of Writing

Writing is one of the four skills that teacher gives in teaching. The writing skill belongs to the productive skills besides speaking skill. Both of them have the same function that focuses on the way to communicate with other people. Moreover, Knapp and Watkins (2013) argue that writing and speaking can be learned from the immersion process.

The difference between writing and speaking can be seen from the form of the production, in which writing help the people to produce something in a form of graphic, on the other hand, speaking skill will be in the form of the auditory signals (Brown, 2001). In addition, the way to produce the error can be accepted, but it will be the contrary in the writing process that product should be arranged well based on the rules.

Furthermore, Brown (2001) states that the compositions of the writing product should meet the certain standards of prescribed English rhetorical style, and reflect the accurate grammar. It means that the product of writing should be arranged well based on the rules of the language such as grammar, punctuation, diction and etc. Meanwhile, in composing the text into a good writing the writers need three processes that become a sequence in writing. They are prewriting, drafting, and revising steps that must be taken by the students (Brown, 2001). Then, Brown divides the prewriting step into some processes such as reading and
skimming passage, conducting some outline research, brainstorming, listing, clustering and discussing a topic or a question, and free writing. Then for the next steps, for drafting and revising, they are some skills and strategies mentioned namely getting started, monitoring the writing, peer-reviewing for content, using the instructor's feedback editing for grammatical error proofreading.

Moreover, Harmer (2007) states four basic writing stages on the writing process. They are planning, drafting, editing (reflecting and revising) and final revision. Planning is a step when the writer should decide what to write. Drafting is producing the first version of the process. Editing is checking the first version and ask other people to give a suggestion or comment. The last is final revision, it means that in producing written language, the writer should follow these steps to make the product.

2.3 Teaching Writing

There are four skills that must be taught in English language learning in school. Each has different types of ways or techniques in the learning process. This research will focus on how teachers will teach writing skills. When learners are expected to write their writing, the teacher will take some action that will provide benefits or support for the students to complete their writing.

According to Harmer (2007) said helping students to become better writers, teachers have a number of crucial tasks to perform. Among that tasks teachers been given wether to perform before, during and after student writing are demonstrating, motivating and provoking, supporting, responding, and evaluating.
Firstly, demonstrating is a task of the teacher to remind their students about their writing in order that their student does not deviate from what they should write. It means that the teachers have to demonstrate how to write correctly or give the students direction of how to write. Secondly is motivating and provoking, are the tasks of the teacher to give the students motivation and provoke them when they lose their words or idea on the writing. Motivating students means that the teachers become facilitators that can help students when they lose their words. Also, the teacher must provoke the students to have ideas by explaining that writing is important and fun. Thirdly is supporting, supporting is a task of teachers to support their students when they get a problem in their writing. It means that the teachers must help the student when they are writing, also give them support in writing. Fourthly, responding is a task of the teacher to respond and give reaction to their students’ writing result. The teacher has to check their writing and give suggestion to them. Fifthly is evaluating, is a task of teachers to evaluate the students’ writing result. It means the teachers have to evaluate the students’ writing result every time. The teachers have to explain how to write correctly and tell them what mistakes or errors they have made, so they can improve their ability.

It can be concluded that in teaching writing, they are some rules for the teacher that should be done. The roles are as a motivator, recourse, advisor, and an evaluator. By doing those rules the students are expected to produce the writing works in many forms such as producing simple sentences, controlled sentences, self-writing, display writing and academic writing.
2.4 Techniques in Teaching Writing

Techniques in teaching writing focuses on what techniques are used by the teachers and how they apply those techniques in the classroom. The teacher has to create some steps in order to give instructions that are appropriate with the technique used. There are many kinds of techniques that can be used to teach writing. According to Raimes (cited in Rahman 2012:9), there are four techniques used in the teaching writing skill, namely:

a) Technique in using pictures
b) Technique in using reading
c) Technique in using controlled writing
d) Technique in teaching organization

Also, according to Arumi (2015) there are many various ways or techniques as an alternative technique for teaching Writing, such as:

a) Guided Questions Technique
b) Connected Sentences Technique
c) Index Card Match Technique
d) Quiz Team Technique
e) Think – Pair – Share Technique

In addition, Supiani (2017) also talk about writing technique but by collaborative writing both theoretical perspective and pedagogical procedures in teaching writing. In theoretical perspective talking about collaboration to a group discussion in writing and the step, they are:
a) Pair or group students jointly construct the finished text of a paper
b) Pair or group students participating to writing aspects in paper
c) One or more students revising a paper through editing and reviewing
d) Each partner working actively with another partner and drafting a paper based on their own thoughts or ideas

And in pedagogical procedures in teaching writing, as follows:

a) Idea Generation
b) Drafting
c) Reading
d) Revising
e) Editing
f) Best Copy
g) The Teacher Evaluation

So, the conclusion of theoretical and pedagogical is work in pair. The students can help their friends and otherwise, like as the role play or helper and the writer. Each of them has the responsibility to assist to success their writing product. Work in pair or pair activities makes the interaction of the students and allow to student to inquire the ideas what they have.

But, in this research the researcher only uses the technique by Raimes (cited in Rahman, 2012), because the researcher wanted to minimize the technique that teacher used in teaching writing. Not because the other technique not good or what, it is just make the researcher easier in this research.
2.4.1 Using Picture

In teaching writing teacher can used the picture, drawing, posters, cartoon or other illustrations. This technique can be used as a teaching aids and used in classroom. According to Raimes (cited in Lingenfelter 2013) that using wordless or picture book, students can create their own narrative. A picture can be media because those can be valuable resources. The picture provides a shared experience for students in the classroom, a common based that leads to a variety of language activities and also variety of tasks. When the students see a picture, it can stimulate students’ attention. It means to elicit student writing guided by illustrations. When the students see pictures, it can stimulate students attention. Students will develop their ability to identify and describe story elements. While doing the task the students can develop their knowledge about the picture by using their picture like found on the internet. Moreover, the technique of teaching writing by using picture has a lot of advantages, they are: students should be able to write complete sentences, students should be able to use correct capitalization and punctuation in their writing. The disadvantage of using a picture in the class is the teacher must prepare it before teaching. It means that technique in using picture wastes the time.

2.4.2 Using Reading

Reading also can be used as the teaching technique in teaching learning process. The teacher can give stimulus or examole by using reading story, a newspaper, magazine or etc. According to Raimes (cited in Anastasio 2016) said many writing exercises will be assigned based on specific readings; there will be
some writing exercises in which the students will be given the opportunity to choose the book or passage that they will be read. This should not be difficult to set a classroom with reading material suitable for this writing unit. Passages for these exercises would most often be chosen by the students themselves.

By given a daily exercise, students will certainly increase their vocabularies and gain practice in looking for the central thought in a passage. A good alternative to this exercises is a student can learn to train the memory and to improve spelling, punctuation, and listening skills. A short passage can be read aloud to students two or more times, and the students can try to write it out in full. Basically, these simple exercises serve to introduce the unit as well as to establish the habit of writing daily.

2.4.3 Using Controlled Writing

Controlled writing also known as guided writing and it has been a tradition for a long time in English as second or foreign language classroom. According to Raimes (cited in Elturki 2013) controlled writing is a useful tool at all levels of composition teaching and not just in the early stages before students get enough fluency to handle free writing. It is still considered an effective tool in helping students put words on paper. Unlike free writing, controlled writing takes place when learners are provided with lots of content and form an outline to complete paragraphs to manipulate, model to follow or part to proceed. Also, controlled writing helps in preventing errors that seem to occur from the first language disorder and reinforces the use of a second language pattern.
Controlled writing can be divided into two steps. They are before free writing and after writing.

1. **Before free writing:** when students practice a grammatical point or syntactic structure within a text and not just a sentence exercise, and at the same time use that text as a source of vocabulary, ideas, idioms, an organization to help in planning their own pieces of writing.

2. **After writing:** when we use that the students are have problems in writing, assign them a task to give them chances to practice to resolve the problem.

Controlled writing has advantages and disadvantages, such as:

- First, the advantages using controlled writing can be used with different levels. Also, provides learners with plenty of writing practice using correct grammar forms as opposed to free composition writing. Second, controlled writing comes from the fact that it can be prepared and corrected quickly which reduces the burden on the teacher.

- The disadvantage of using controlled writing is that students find it difficult to write well. This means students have difficulty in preparing sentences, words, and grammar. Therefore, for them, this is the first time writing in their own words.

### 2.4.4 Teaching Organization

Technique in teaching organization is a technique where the students do a process from general statements to specific ones for the writing (Raimes:1983). In addition, according to Raimes (cited in Cali 2003) stated that teaching organization is much more complicated than teaching students the formula for the five-paragraph essay. Although
formula writing can help scaffold students’ early effort at writing a particular genre, the scaffolding must eventually be removed to allow students to grow as writers. The focus is the foundation for constructing a piece of writing. The organization the structural framework for the writing. An organization is important to effective writing because it provides readers with a framework to help them fulfill their expectation for the text. A well-organized piece of writing support readers by making it easy for them to follow, while a poorly organized piece leads the readers through a maze of confusion and confounded or unmet expectations. Organization simple but is the logical programme session and completeness of ideas in a text. Instruction in organization focuses on two areas; text structures specific to the particular genre and the cohesive element ts that tie clauses, sentences, and paragraph together into a cohesive whole.

The techniques in teaching organization has two techniques, such as outlining and analyzing.

1. Outlining

The are two types of the outline. The first is an outline that the students have to make before they write the text. The outline is developed by the student before they have written. They should be brief and made after discussion, reading, making list, brainstorming, and other prewriting activities. The second is an outline that the students have to make of what they have already written. It is done after students have written the first draft.

2. Analyzing

Analyzing is just one technique to get our students examine a text of their own or somebody else’s-closely. The teacher asked the students to
analyze a reading passage, and make them ask a question about a piece of writing. It is an extremely valuable aid to critical reading of one’s own writing to revise and edit.

Applying the technique in teaching organization has disadvantages in the class, that is the students do not practice more how to use this technique before they write something. However, the technique also has an advantage that is students are able to arrange or organize and develop their ideas easily and quickly.