

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter deals with some literature related to the present study to support the research. It discusses some theories related to the application of reflection experience technique to improve students' English writing skill and some previous studies. The discussion covers the theoretical background and review of previous study. The theoretical background covers the teaching of English writing, definition of English teaching technique, reflection experience, process of teaching writing using reflection experience, the use of reflection experience in teaching English writing text, the benefit of reflection experience and traditional technique in teaching writing.

#### A. Theoretical Background

##### 1. Teaching and Writing

According to Brown, *teaching* is helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand. He states further that teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning.<sup>1</sup>

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: State University, 2004), 39.

Teaching cannot be separated from the term “learning” because the presence of teaching is as a tool the presence of learning. Learning is acquiring of knowledge of subject or a skill by studying, experience and instruction. In a broader definition, Brown suggests that learning is an effort to change a behavioral disposition and capability which not simply ascribable to the process of growth.<sup>2</sup>

From the definition of teaching that explained as tools of learning, it spells out governing for choosing certain technique. According to Recharge “Teaching techniques are the ways in which the teaching of specific subject matter goes on which are studied in courses on curriculum and instruction in reading, science, social studies, mathematics, English, and the like”.<sup>3</sup>

Writing process is a framework for writing well and easily. Generally the writing process consists of three stages, they are:

In prewriting step, we think about topic and organize the ideas. In the learning of writing students can focus on the product of that writing or on the writing process itself.<sup>4</sup> To get a product of writing or a better composition, students are faced on the process of writing. Meanwhile, in the process of writing students will focus on generating ideas and organizing the writing

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<sup>2</sup>*Ibid*

<sup>3</sup> Lestari, *The Study of Teaching Technique in Listening Comprehension in Class at Second Year of SMAMuhamadiyah I Malang*, Malang: Unmuh (Unpublished), 10.

<sup>4</sup>Jeremy Hamer, *The Practice of English Language Teaching* (4<sup>th</sup> edition), (New York: Pearson Longman, 2007), 286.

coherently (prewriting stage), revising text, editing grammar and producing a final product.<sup>5</sup>

a. Prewriting

Prewriting is a way of warming up brain before writing. This study focused on this initial stage of writing. This activity requires the students to gather, obtain, or develop ideas for writing successfully.

b. Drafting

Drafting is a kind of practice exercise for the final draft. A draft is based on the planned ideas made in prewriting activity.

c. Revising

Revising means evaluation of the draft that has been made. In revising the draft may decide to move, delete, or add words, sentences, paragraph, that will complete and improve the content.

d. Editing

Editing can be done systematically which means the writer pays attention to the correct grammar, spelling, punctuation, capitalization. Also this activity is time consuming and need patience to identify the mechanical errors.

e. Publishing

Publishing is an activity of sharing the finished writing with others. The final writing can be published after qualifying preceding processes or stages of writing.

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<sup>5</sup>H. Douglas Brown, *Teaching by Principle*.(New York: Pearson Longman, 2001), 335.

## 2. Reflection Experience

According to Boud et al, “reflection is a forum of response of the learner to experience”.<sup>6</sup> So reflection is concerned with reviewing the event or experience in mind and exploring what has been done and how it was done, and how others felt about the event it. “Experience is concerned with something that has happened to someone or what someone has done”.

Reid Keough in his book entitled: “Turning Experience into Learning”, he writes:

“Reflection is a process of reviewing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice”.<sup>7</sup> In learning, reflection experience is not just focusing on what students have in their mind but is an active process of reviewing, analyzing, and evaluating experience and drawing on theories or previous learning. This will inform plan for future experience.<sup>8</sup>

### a. Benefit of reflection experience

Reflection experience offers many benefits to help students write. Through reflection students can measure their practice and be engaged in the recurring theme of evaluation. They can also reflect on their habit and action they have taken. By reflecting students can increase their awareness as learners, direct and change their learning.

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<sup>6</sup>D Boud, R Keough, and D Walker. Reflection: *Turning experience into learning*. (Kogan page London, 1985), 18.

<sup>7</sup> Ibid p. 3

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Through reflection students are supplemented by mediated learning, i.e. they are assisted to connect theory with their action and construct what they have learnt formally.<sup>9</sup>With reflection the students can consider their personal experience and observation to shape their thinking and accept new ideas.

Spalding stated, Reflection “Learning from experience” leads to improved performance. Experience is one of study or learning in life, if the students have experience in their life, it can help to improve their learning. In many occupations professionals are expected to reflect upon what they have done and how they could do better in the future.<sup>10</sup> Students, in many subjects, are required to become competent in reflection as this is evidence of continuous improvement and professional thinking.

Adapted from Schon, Reflection requires that you give yourself time and permission to think about a particular situation critically. To reflect you will need to investigate current thinking, current best practice and compare performance against this. Reflection can be uncomfortable as you will be looking at a situation you have been involved in from a critical perspective. You can reflect on your actions or on someone else.<sup>11</sup>

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<sup>9</sup>D Laurillard, *Rethinking university teaching: a framework for the effective use of educational technology* (London:Routledge, 1993),

<sup>10</sup> Spalding. *Learning from Experience*.(Staffordshire University, 1998),

<sup>11</sup> D. Schön, *The Reflective Practitioner*. USA, Basic Books

From the explanation above, the writer concludes that reflection experience is a key aspect of the teaching and learning process. Reflection experience is technique to the way teachers manage the class, engage students with content, encourage participation and increase understanding. Reflection experience can be used to get the free writing that means the students can explore what the experience they have done in daily activity, stimulating the students to think more, and asking the students' opinion also.

c. The Process of Teaching Writing Using Reflection Experience

Reid also describe that reflection experience is process of reflection is more than a process that focuses 'on the head'. It is, he argues, a positive active process that reviews, analyses and evaluates experiences, draws on theoretical concepts or previous learning and so provides an action plan for future experiences.<sup>12</sup>

The teacher must provide a good way in giving instruction and explanation in order the students could understand and easier in writing.

- a. The teacher stimulated students' experimental class by showing the picture.
- b. The teacher asked the students based on the picture.
- c. The teacher explained that narrative text commonly uses simple past tense. And the teacher explained about simple past tense.

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<sup>12</sup> S. Kemmis. *Action Research and the Politics of Reflection*. In: Boud D et al op cit.

- d. After students responded the teacher's question, the teacher divided the students into 5 groups, each with five or four students.
- e. The teacher explained for students about the past tense and how to write simple narrative text.
- f. The teacher gave opportunity for students asked what the students not understanding about the teacher explained.
- g. The teacher asked the participant of the groups to take a paper to worksheet based on the groups.
- h. After the students understand what the teacher explained about narrative, the function and formula about past tense, the teacher gave the students exercise wrote vocabulary related with the picture, and made a sentence using past tense.
- i. The teacher corrected what the group or students in the point above.
- j. The teacher gave instruction to the students to stand up and the teacher to ask the students related with the topic, to develop the students' idea.
- k. The students sat back to their chair and the teacher gave opportunity to the students to ask what they had not understood about the material.
- l. After the students understood about narrative, the function and formula about past tense, and made a sentence using past tense and teacher gave the students exercise.

- m. They were asked to their experience about their holiday. The instruction used was ‘Please write your holiday experience used past tense, by individual approximately 80 words!’
- n. The teacher gave 20 minutes for the students to do the exercise. After the students had finished writing the teacher corrected the students work at home.

### 3. Traditional Technique

Traditional technique is the usual technique used by the teacher in teaching and learning process. AmanTakhur stated that in the traditional teaching method, teacher illustrated the concept to the students with the help of board marker and whiteboard. Every important thing the regarding the topic was written on the whiteboard and students make important notes from the whiteboard.<sup>13</sup>The main objective of traditional teaching was to pass examination.

The typically of traditional technique was deeply teacher centered. As stated by Broughton and his colleagues that “teacher dominated interaction”.<sup>14</sup> The teacher was explained more about the subject. The students was listen the teacher’s explanation.

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<sup>13</sup>Aman.Takhur, (<http://www.indiastudychannel.com/resources/146615-How-make-teaching-more-effective-with-help.aspx>) browsed on Wednesday, 21 on Agustus 2013 at 09.45

<sup>14</sup>Viera.Boumova, “*Traditional vs Modern Teaching Method, Advantages and Disadvantages of Each*” (Master’s Diploma Thesis of Department of English and American Studies, 2008), 16.



In teaching writing by traditional technique, the teacher does not require any special technique knowledge in the teaching learning process and can focus more on his or her subject.

## **B. The Review of Previous Study**

There have been some previous studies researching the use of reflection experience technique in teaching English. The writer would like to present a previous study which is related to this study, the first is a study that was done by Nurul Farida Indrayati, in the entitled "*using diary writing to improve students' writing skill in SMAN 1 WaruSidoarjo*".<sup>15</sup> She designed used in her study was descriptive research study; she conducted a study about the implementation of diary writing. This study was conducted in 2008, in order to know how the content, language use and mechanics used by the students when using diary writing. The result of this study showed that diary writing can not improve the students' writing ability. However her study has different research designed with this research.

The second previous research was done by KhoirulBariyah entitled "*The effect of Using Reflective journal on the ability of writing descriptive*

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<sup>15</sup>Nurul Farida, *Using Diary Writing to Improve Students' writing skill in SMAN 1 WaruSidoarjo*. (Surabaya: IAIN SUPEL,2009)

*texts of the eleventh grade students of SMA Muhammadiyah 1 Gresik*".<sup>16</sup>This research was conducted in 2009. This study investigated the effect of situational pictures in students' writing ability. This research used experimental research. The result of this study showed that the situational pictures improve the students' writing ability. However, her study has a different treatment with this study.

The third previous research was done by Neneng Fauziyah, entitled *The Effectiveness of using diary writing to improve students' writing skill at SMA Al-Azhar Menganti Gresik*.<sup>17</sup> This research was conducted in 2010. She designed of her study use an experimental research. The result of this study showed that diary writing effective to improve students writing skill. However, her study has one sample class only. The differences of the previous study above with this research, however the writer in this research use two sample classes with different treatment.

The fourth previous study related with this research in writing skill entitled "*Using Photo and Guiding Question to Improve the Ability in Writing Narrative Texts of Grade VIII Studies of SMP Negeri 21 Malan*". This research was conducted in 2011. This study investigates the using of photo

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<sup>16</sup>KhoirulBariyah *The effect of Using Reflective Journal on the ability of writing descriptive texts of the eleventh grade students of SMA Muhammadiyah 1 Gresik*. (Surabaya: IAIN SUPEL, 2009)

<sup>17</sup>NenengFauziyah, *The Effectiveness of using diary writing to improve students' writing skill at SMA Al-Azhar Menganti Gresik*. (Surabaya: IAIN SUPEL, 2009)

and guiding question in teaching writing narrative texts. The similarity between this research and this previous study above are, both of them are focuses in writing skill and both of them use guiding question technique. The differences this research and previous study above are the object of this research, the students' level, and the research methodology used. This study use classroom action research (CAR). Interview, observation, field notes and students' writing result are used to collect the data. This result of this study show that photo and guiding question effectively and successfully in helping students writing an English composition regarding students' problem in generating and organizing ideas.

### **C. The Similarity Between Diary and Reflection Experience**

Kolb stated that the similarity between diary and reflection experience is concerned with reviewing something the event or experience in the people mind and exploring felt about the people have done.<sup>18</sup>

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<sup>18</sup> Kolb, *Reflection on Practice*. (USA Basic Book 1984), 6.