#### CHAPTER II

#### REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature concerning Review of Previous Study, Approaches in Teaching Writing, The Technical in Effective Writing, Understanding of Short Note, and Short Note for learning strategy in writing.

### A. Review of Previous Study

Some previous studies related to this research are described below:

The first previous research in teaching by using Short Note has been examined by several teachers through a classroom action research at several Junior High Schools in Mojokerto. Their study entitled Hasil penelitian tindakan kelas penggunaan teknik "shor! note" untuk meningkatkan keterampilan menulis siswa SLTP di Mojokerto was conducted in 2002 by SMPN 1 & 2 Dawarblandong, and SMPN 2 Jetis. This study investigated how to increase writing skill in English lesson for junior high school at SMP NEGERI MOJOKERTO by Using Short Note. The result of the research showed that students can organize the questions by arranging a good dialogue. Moreover, the finding showed that students can write questions and answers correctly according to the pattern of sentence grammar. However, their study hasn't discussed the effectiveness of Short Note.

<sup>&</sup>lt;sup>8</sup>Action research, Penggunaan Teknik Short Note untuk meningkatkan keterampilan Menulis siswa SLTP di Mojokerto, (Mojokerto: Departemen Pendidikan Nasional, 2002)

The second previous research in writing skill was done by Hafid entitled Improving Writing Skill By Cooperative Games At First Year Of SMA Hangtuah 2 Surabaya. <sup>9</sup>This research was conducted in 2009. This study investigated the implementation of cooperative games in teaching writing skill in the first grade of SMA HANGTUAH 2 Surabaya and the students' responses toward the use of cooperative games. This research used Collaborative Class Room Action Research (CCAR). The result of this study showed that the cooperative games improve the students' writing ability. However, this study has a different research design with this study.

The third previous research in writing skill was done by Khoirul Bariyah entitled The effect of Using Situational Pictures on the ability of writing descriptive texts of the eleventh grade students of SMA Muhammadiyah 1 Gresik 10. 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 fourth previous research in writing skill was done by Arifah entitled The use of picture to write narrative in teaching writing at Ma Raudlatul

<sup>9</sup> Hafid, Improving Writing Skill By Cooperative Games At First Year Of SMA Hangtuah 2 Surabaya.(Surabaya: IAIN SUPEL,2009)

<sup>&</sup>lt;sup>10</sup> Khoirul Bariyah The effect of Using Situational Pictures on the ability of writing descriptive texts of the eleventh grade students of SMA Muhammadiyah 1 Gresik.(Surabaya: IAIN SUPEL,2009)

Ulum Klampis Bangkalan. 11 This research was conducted in 2009. This study investigated the implementation of picture to write Narrative in Teaching Writing. This research used qualitative research. The result of this study showed that the students' writing result is better when the teacher uses pictures in teaching narrative. However, her study has a different research design with this study.

The fifth previous research in writing skill was done by Neneng Fauziah entitled *The effectiveness of using Diary Writing to Improve writing Skill at SMA Al-Azhar Menganti Gresik.* <sup>12</sup> This research was conducted in 2010. This study investigated the effectiveness of diary writing to improve students writing skill. This research used experimental research. The result of this study showed that diary writing was effective to improve students writing skill. However, her study has one sample class only.

From the previous study above there are similarities and difference in this study, from the first study short note technique that used in this study, but there are differences in the research problem haven't answered the effectiveness of Short Note. And in the research design was used class room action research. The similarities in the second and third previous study are the backgrounds were about writing skill. And there is a difference methods that used in both previous

<sup>11</sup> Arifah The use of picture to write narrative in teaching writing at Ma Raudlatul Ulum Klampis Bangkalan.(Surabaya: IAIN SUPEL,2009)

<sup>&</sup>lt;sup>12</sup> Neneng Fauziah entitled The effectiveness of using Diary Writing to Improve writing Skill at SMA Al-Azhar Menganti Gresik. (Surabaya: IAIN SUPEL,2009)

study is used CCAR and Experimental with different treatments. In forth previous study the background was used teaching writing but with difference research design. And on the other hand the fifth previous there are similarity in background and the research design used experimental research but the sample was different. In this case this study just used one class as a sample. Although there are previous study in using Short Note and teaching writing but these studies hasn't discussed about the effectiveness of Using Short Note in Teaching Writing.

## B. Approaches in Teaching Writing

Writing is written information on paper that have meaning and content such information can be thinks that the main idea or thoughts. Writing has an important role as other language skills, such as reading, speaking and listening.

The writing will consist principally of description and explanations of how the system works. <sup>13</sup> Therefore writing in English language is uses strategies or technique as a method in teaching learning. And there a number of different approaches to the practice of writing skills both in and outside the classroom. We need to choose between them, deciding whether we want students to focus more and the process of writing than its product, whether we want them to study different written genres, and whether we want to encourages creative writing-

Craigh Harkins Daniel, A Guide for Writing Better Technical Papers (New York: IEEE PRESS, 1982) p.66

either individually or cooperatively. <sup>14</sup> Therefore, there are several approaches in the teaching of writing. The most controversial approach in the teaching of writing is product and process approach.

# 1. Product approach

In teaching of writing we can either focus on the product of that writing or on the writing process itself. When concentrating on the product, we are only interested in the aim of a task and in the end product. Technical writing is properly taken to be the creation of a secondary product that describes, explains reports on, or stands in some relation to a primary product. An approach which is values the construction of the end-product as the main thing to be focused on (rather than the process of writing itself). Using this kind of approach, students' writings are just seen from the results. The writing projects must correct grammatically. The writing projects must have the same construction with the model of the writing has given by the teacher.

Brown that compositions that were produced by the students supposed to: meet certain standards of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would consider to be conventional.<sup>17</sup> In this approach there are Controlled or guided composition

<sup>&</sup>lt;sup>14</sup> Jeremy Hamer, *The Practice of English Language Teaching Forth Edition*, (England: Pearson Longman, 2007), p.325

<sup>&</sup>lt;sup>15</sup> Ibid.p.325

<sup>&</sup>lt;sup>16</sup> Craigh Harkins Daniel, A Guide for Writing Better Technical Papers......p.64

<sup>&</sup>lt;sup>17</sup> H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Pedagogy, (New York: Prentice Hall, 1994), p.32

approach emphasizes on the manipulation on language structures and sentence patterns. Students' task using this approach is changing sentence forms, tenses, singulars to plural, or joining two sentences. Using controlled approach, students can easily do the writing task, because they just follow the pattern. It is also an easy thing for teacher to assess the students' works

## 2. Process Approach

Process is an approach of writing that emphasizes on the various stages that any piece of writing goes through (Harmer, 2005:326). Using this approach can make students taking more responsibility for their own learning. They can also make clearer decisions about the direction of their writing. In process approach is ask student to consider the procedure of putting together a good piece of work. For example: discuss the concept of first and final draft than ask student to say whether the activities listened here take place at first or final stages, and to put them in the best order. In reality, the writing process approach is more complex than this, and the various stages of drafting, reviewing, redrafting and writing, etc. <sup>19</sup>. Writing process needs a develop system but it is not easy because students must begin the writing from the first than continue until the system is develop. So, in teaching there are varieties of ways can be applied by teachers on students so that they can develop writing skill. It is intended that

18 Opcit.p.326

<sup>&</sup>lt;sup>19</sup> Jeremy Hamer,,,,, p.325

students can write quickly based on what he understood as well as the writing of this image helps students to write logically.

Writing needs process and the product of writing is the result of the writing process. In this case the teacher reinforces and expands their academic knowledge so that it can be applied on their teaching.

Writing is intended as an ability to express ideas or thoughts, knowledge of written language that is clear, readable and understandable to others. To improve writing skills of students, teachers should give attention as well as other language skills. It means that the teaching of writing should be trained by teachers in classroom and learning activities will get enough time.

Having low vocabulary and grammar may cause difficulties for students' writing skill. Moreover, monotonous way of teaching may bring the same problem.

### C. The Technical in Effective Writing

Technical writing is governed by a sense of values that other writing does not usually emphasize so strongly; it often calls for the use of special forms; it requires familiarity with some special techniques.<sup>20</sup> Therefore, the teacher should have prepared or have a variety of methods to improve students' learning motivation. In learning writing there is a variety of ways can be applied by teachers on students.

<sup>&</sup>lt;sup>20</sup> Theodore and Simon, *Modern Technical Writing*, (London: PRENTICE-HALL, INC, 1975), p. 5

If you are to be effective in technical writing you must do more than just express each separate fact and idea clearly. <sup>21</sup> In learning techniques writing by using Short Note student can try out the main idea to thinking something than they may be more interested to increase the effectiveness of learning writing.

Success or failures of students in teaching and learning activities are determined by teaching techniques. In this case, the teacher has to be able to select and apply appropriate teaching techniques according to the circumstances of their students. These are the criteria to form an effective writing.

#### 1. SHORTNESS

It means that writer use only the words needed to say it. The writer use short word, short sentence and short paragraph.

### 2. SIMPLICITY

It means that the writer must know their subject so that you can discuss it confidently and naturally. Keep closely related parts of a sentence together.

And connect sentences so the reader can follow you from one to another without getting lost.

### 3. STRENGTH

It means that the writer use words that stand for things the reader can see, touch, hear, taste and feel. Use active verb.

#### 4. SINCERITY

<sup>&</sup>lt;sup>21</sup> Craigh Harkins Daniel, A Guide for Writing Better Technical Papers......p.65

It means that the writer must write a natural and conversational writing.<sup>22</sup>

Skills are a pattern of activity that aims to manipulate and coordinate the information that has learned. Skills that are distinguished the two kinds of psychomotor and intellectual. Psychomotor skills are physical skills such as cycling, dancing, etc. While the intellectual skills are reasonable such as do the problem, make writing etc. Any learned skill requiring repetition of previous learning activities. While the problems encountered in learning the skill is difficult to maintain attention and interest of the students continued to learn these skills 23

## D. Understanding Short Note

Short Note is a learning strategy to make a good writing in the form of questions and answers.24 Researchers interpret Short Note as the expression of one's feelings in the form of questions and answers written in the form of short notes to create conversation or dialogue. So they can interact to communicate with each other as message. To communicate effectively, people must constantly adjust their speech to suit their purpose to audience. This same idea is true for writing. When you write for other, it is crucial to know both your purpose for

<sup>&</sup>lt;sup>22</sup> Alexander Hilton, An Executives Guide to Effective Writing, (England: Instituted Incorporated, 1985), p.2-3

<sup>&</sup>lt;sup>23</sup> Nana Sudjana, Cara Belajar Siswa Aktif Dalam Proses Belajar Mengajar, (Bandung: Sinar Baru Algensindo, 1996), p.17

24 Tim Action research, Penggunaan Teknik Short Note untuk meningkatkan keterampilan Menulis

siswa SLTP di Mojokerto, (Mojokerto: Departemen Pendidikan Nasional, 2002)

writing and the audience who will be reading your work.<sup>25</sup> Ouestioning in writing is strategically planned. Questioning also can engage students in learning by helping them in reflect on readings, develop problem-solving skills, form concepts, or simply practice foundational skills. Moreover, questioning focuses attention and guides study, such as reading, writing, communication, visualization, design, development, and other learning activities etc.<sup>26</sup>

Make brief notes to help students to better understand the reading or about what he heard from the previous explanation. Make a note can also as an actual process to help authors appreciate in their writing. In this activity students could benefit recorded as an increase in our memories as planting the idea in order to deepen our memories. Written briefings are usually done in the form of briefing notes. A briefing note is a short paper that quickly and effectively informs a decision-maker about an issue. A useful briefing note distills often complex information into a short, well-structured document.<sup>27</sup> In learning techniques writing by using short note that student can try out the main idea to thinking something than they may be more interested to increase the effectiveness of learning to write. Because of this literary technique functioned as one way to attract writing from an early age.

<sup>&</sup>lt;sup>25</sup> Alexander Hilton, An Executives Guide to Effective Writing,,,,p.14
<sup>26</sup>. (http://ets.tlt.psu.edu/learningdesign/effective\_questions, accessed on July 12, 2011)

The design notes should be continually updated as more information becomes available.<sup>28</sup> Make a short note as possible, usually a single word or short phrase is enough to help us keeping in an important idea with determine what we have noted, have a basic idea to be written and include all important information. In this *short notes*, student is given the opportunity to express their ideas in the form of questions and answers in the form of dialogue written and performed alternately between ones student with other students.

## E. Short Note for learning strategy in writing

Writing skills are language skills are considered to be quite difficult to the student, therefore teachers need to use certain ways to deliver teaching writing to students. Therefore we need techniques that can explore the ideas of the students and one of these techniques is a *short note*. In this technique can be obtained from students' ability in completing an idea or a good idea in an article. Noting briefly automatically required in expressing the essence of writing is the basic idea of the theme.

Assumptions that the designer has made should be state as such, along with information on how and-when those assumptions can be verified.<sup>29</sup> The function communicative language or speech referring to the hundreds of people to communicate both verbally and written. In brief, this explains is summarized

<sup>28</sup> Opcit.... p.66

<sup>29</sup> Ibid.p.66

as: lack of information, find the intellectual and emotional side. That means the functional approach to the teaching of national languages would determine before the intended use of the language, then what's the meaning contained and eventually form the language (semantic-grammatical). Teaching language needs to be directed to the use of language in real situations. From here can form a good use of language on students in grammar, vocabulary and structured. The real situation is determined by various factors such as:

- Topic discussion
- Means discussion
- The purpose of the discussion
- Feelings that are going on in the discussion. 30

The first stages in the writing process planning helps you uncover, explore, and evaluated a topic. Whether you are assigned a topic by your teacher or are free, to accept any topic that occurs to you, planning helps you located and produce information in writing.<sup>31</sup> Its means that topic is important to make a writing, than in this study also given by the topic. When writers have determined their purpose, they know what kind of information they need how they want to organize and develop that information, and why they think it is important.<sup>32</sup>

<sup>&</sup>lt;sup>30</sup> Josh Daniel Parera, Linguistik Edukasional edisi kedua, (Jakarta: Airlangga, 1994), p.70-71

<sup>31</sup> Jeremy Hamer, The Practice of English Language Teaching Forth Edition....p.36

<sup>&</sup>lt;sup>32</sup> Trimer and Sommers. Writing with a Purpose (USA:HOUGHTON MIFFIN COMPANY,1984), p.23

In Technique writing using brief note is addressed to communicate their ideas clearly. For example:

Topic Theme

: Kind of Sport

Learning Activities

: Showing pictures about sport then asked some

questions that exist in sport, either orally for

example:

1. What kind of sport is this?

2. What sport do you like? The goal for students to create questions and answers, either in the form of a dialogue about what can be switch in

sport through the image is written by using Short Note or brief notes.

From here students can build and develop the idea of what has been written in mind to make a good question in the form.

After you use your strategy in your technique you will need to answer two questions:

- 1. How much information I produce about this topic in writing?
- 2. How can I use information to create an interesting piece of writing

You ca answer after you have try out various strategy. You can answer the second question by testing your information.<sup>33</sup>

In Short Note each student can be applied this technique with ease, provided that what we apply in accordance with the material or its topic in order

<sup>&</sup>lt;sup>33</sup> Ibid. p.37

to facilitate students in expressing their ideas. The techniques of learning to write for example in the capture of images in order for students to write quickly on the basis of image viewed. For example, a teacher showed a picture of a Sport from the images students can make writing coherently and logically based on the image. Tools needed are the images which vary according to the topic of learning. This technique can be run in groups. If we want more to apply to the increase in the manufacture of good questions in the form of dialogue then you should create a more focused instruction for students' ideas in making the dialogue about sport. And seek the image given to accordance with the theme topic of learning that is taught in that week. Teachers can select the images that match the characteristics of the class. 34

Thus it can be concluded that students not only have the ability to express their ideas, but also capable to communicate with other students with written media when they use Short Note.

<sup>34</sup> Suyatno, Teknik Pembelajaran Bahasa dan Sastra, (Surabaya: SIC, 2004), p. 81