

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the description of previous research on writing skills for English language students, specifically referring to Junior High School for eighth grade, such as writing skills of Junior High School students, teaching writing for Junior High School, teaching recount text for Junior High School, teaching recount text using project-based learning with storyboard as media, and assessing writing for Junior High School.

A. Writing skill for Junior High School Students

Writing is considered one of the most important skills in learning English. Ramadhan et al, (2022) states that writing skills have an important role in helping students achieve academic success through writing which will later be used as evidence in fulfilling the learning process. Through writing, students can provide information to other people who need it. Apart from that, students can communicate with someone more deeply from heart to heart in written form as communication. When a person writes a piece of writing, they are not just writing with words, but it is also a process of expressing ideas, opinions and thoughts that cannot be expressed verbally.

As explained in the previous chapter, one of the skills in English that is very difficult to learn is writing skills. Writing is one of the most important basic English skills and must be mastered by EFL students (Firman, 2022). However, many students are less interested in mastering writing skills because they think it is too difficult. This is because they have to understand what they

are going to write. Such as, mastering vocabulary, grammar, language structure, looking for ideas, and so on which they will write into a good sentence. A writing can be said to be good if the meaning contained in the writing is conveyed clearly and fulfils the rules of grammar (Mariana et al., 2018). This means that EFL students should master basic writing skills first, before they write in writing.

In conclusion students can improve and develop their writing skills by knowing the basic structure or basic aspects of writing itself. Writing skills in English are not only useful for academics, but also non-academics. The purpose of writing is to establish synchronization between the writer's heart and mind, so that his writing can be well received by readers. Students can be said to be successful in writing, if the writing or message they write can be understood and useful by the reader. In this regard, for someone who wants to have skills in writing, they must be more creative in order to develop the ideas they have in mind, not forgetting to pay attention to the mechanisms in language, such as spelling and punctuation (Mariana et al, 2018). Therefore, through the English language learning provided, students can develop language skills, especially in this case writing skills.

B. Teaching Writing for Junior High School

Teaching is an important term in the world of education. Since the implementation of the 2013 Curriculum in Indonesia, English has become a compulsory subject for EFL students from high school to university level. Teaching is guiding and facilitating learning, enabling students to learn,

establishing conditions for learning. Teaching writing skills is considered more challenging than other skills. Writing itself includes cognitive strategies and involves background from the target culture, where this encourages a teacher to teach many components to EFL students (Amalia, et. al, 2021). Therefore, a teacher must be able to analyze the background of his students' problems, so that can find what solutions or strategies to use next to teach the foreign language.

The English language teaching and learning process requires EFL students to master four very important skills, namely reading, writing, speaking and listening. Based on these four very important skills, teaching English writing skills to EFL students is considered difficult, because it involves deep skills in honing and arranging words correctly (Irnanda, 2021). Teaching writing skills is not just about putting scribbles on paper, but also requires considering several components in it (Amalia, et. al, 2021). This was also related to teachers' inadequate writing skills, inadequate use of English, limited writing resources, and not the presence of feedback from colleagues. Therefore, with regard to writing skills, especially for second language junior high school students, there are still many challenges.

Based on the explanation above, it can be said that, for EFL students to produce effective writing results, they require high skills and mastery of the language. Meanwhile, in reality, writing teaching implemented in Indonesia still uses teacher-centered, which means that the teacher is still the center of attention, and is more active than the students themselves. Thus, an approach

is needed to support the process teaching for EFL students in the classroom, such as good cooperation between teachers and students, there is feedback, which then makes it easier for teachers and students to mediate with each other (Amalia, et. al, 2021). With this approach, it is hoped that teachers can change perceptions and motivate students regarding their interest in learning English. In other words, the learning process is effective and efficient learning. Effective and efficient learning outcomes also depend on the methods and media used during the learning process. In this way, it can be interpreted that the teacher has an important role in managing the class, so that the goals of learning in the classroom can be achieved.

C. Teaching Recount Text for EFL Students

One of the texts in English that junior high school students must master is recount text. Recount text is a collection of texts that usually tells an event in the past sequentially according to the chronology of the event (Chadafi and Syarifudin, 2021). Recount text can be divided into three parts, including orientation, events, and reorientation. Recount text also have types according to their use, such as personal recount, historical recount, factual recount, and imaginative recount. These types of recount text have a writing structure according to the rules. This aims to improve English text writing skills, in this context recount text, so that the resulting text is more structured. In this regard, students need to receive special action from the teacher to receive writing lessons so that students can quickly, easily and purposefully improve their writing skills well and correctly. Therefore, teachers be able to determine

strategies, such as appropriate learning methods, to be used before carrying out learning activities so that the material and learning objectives to be achieved can be conveyed well.

In writing recount text, many students still have difficulty developing their imagination and expressing their ideas into good sentences. Based on research conducted by Hasna (2016), it was found that students often make mistakes in terms of grammar, idea development and organization, as well as students' lack of vocabulary. Apart from that, one of the factors that prevents students from being able to understand recount text is how learning is carried out in class (Jamiluddin, 2020). In this regard, teachers must be able to approach students, so they can find out what obstacles students experience in learning English. Thus, it is hoped that this method will be effective enough to attract students' interest in participating in the learning process in the classroom.

D. The Use of Project-Based for EFL Students

Writing in English is a difficult lesson for EFL students and it takes quite a lot of time to process it so that it becomes a form of good writing. In this case, the teacher plays an important role in helping students to develop their writing skills. So, the teacher should be able to apply a strategy or method that supports the application in teaching writing. Project-based learning is an appropriate method in this research (Argawati et. al, 2020). Project-based learning is one of the methods teacher use to teach junior high school students at school. By using project-based learning, students can observe, analyze, and describe an object which then gain knowledge from the object they observe,

so that later they can produce a new product. This can form the basis of learning and assignments given by the teacher to students. Furthermore, Riswandi (2018) state that project-based learning is one of the recommended methods to implement.

Implementation of project-based learning is able to facilitate students to develop writing skills. So that it will be beneficial for students to further improve their ability to think critically, be more creative and innovative in finding ideas both individually and in groups. Project-based learning can enhance learning skills such as teamwork, high-order thinking and presentation skills, and self-confidence which promotes students' autonomy focusing on the process of learning. This will make students get a meaningful writing learning experience for EFL students.

In project-based learning, students are required to actively participate in learning content according to their writing skills. Project-based learning is generally divided into three stages, namely planning, implementing, and presenting. At the planning stage, students choose topics, conduct literature studies, find the sources of information needed, and arrange the sources needed. Then at the implementation stage, students begin to develop ideas, collect data, and create projects. Furthermore, at the presentation stage, students present the results of their projects, then they will receive direct feedback from the teacher or other students as individual reflections.

Research on project-based learning methods has been carried out by many researchers. Each researcher can also sometimes find other stages according to their own version. However, furthermore the researcher also found some results of research on project-based learning stages which were also suitable to be applied to junior high school students. In addition to the stages of the method described by Essein, (2018), researcher also found other methods proposed by Rezeki et. al, (2019). Based on the description above, researcher used the method from Rezeki et. al (2019) which will be explained further as follows.

In this section the researcher will explain the stages of learning activities using project-based methods that have been carried out by other researcher. Based on research conducted by Rezeki et. al, (2019) the first stage of learning activities begins with the teacher giving directions regarding the method to be used in writing descriptive text material, namely using the project-based learning method. Then, the teacher gives a question (start with the question). At this stage, the questions posed by the teacher relate to everyday life students related to the material, which then the teacher can give assignments to students to carry out an activity.

The second stage is planning the project (design a plan for the project). At this stage the teacher provides motivation and explains the purpose of learning. Develop a project plan including the division of tasks, rules of the game, and preparation of tools and materials needed to complete the project. This is done so that students feel they have a responsibility for the project.

After preparing a plan, the next step is to create a schedule of activities (create a schedule). At this stage the teacher gives students the opportunity to explore something new in accordance with the project objectives. Furthermore, the teacher and students make an agreement about the schedule of activities in completing the project. The time for completing the project must be clear, students are given directions by the teacher to manage the available time as well as possible.

The next stage is to supervise students during the process of making projects (monitor the students and the progress of the project). At this stage, the teacher is responsible for supervising student activities while completing the project. Monitor by facilitating students in each process. Here the teacher also monitors the activity of students when carrying out the project. Monitor the extent to which progress is realized and guide if experiencing difficulties.

The next is to test the results or assessment of the products that have been made (assess the outcome). Assessment is carried out by the teacher to help measure standard achievement, provide feedback on the extent to which students have achieved understanding and assist teacher in developing strategies for further learning. Assessment is carried out when each individual or group takes turns presenting their product results in front of the class.

At the end of learning, teacher and students evaluate and reflection (evaluate the experience). The teacher evaluates by asking orally what students have achieved. At this last stage students are also asked to express

feelings about today's learning and share their experiences when completing the project.

Based on the statement above, it can be concluded that learning using the project-based learning method can improve the writing skills of junior school students. In addition, the teacher gets several stages from Essein's previous research (2018) learning about writing skills to make it easier to implement for students. In addition, using the project-based learning method makes the learning atmosphere not boring.

E. The Use of Storyboard Media for Teach Writing Recount Text

As a foreign language teacher, specifically in this case we teach writing recount text in English. Strategy and creativity in teaching are really needed. Teacher must be clever at racking their brains, so that the foreign language material they teach to students can be easily understood, so that efforts during the teaching process produce satisfactory results for teacher and students. Based on this explanation, it can be concluded that teacher must have effective teaching strategies and methods to develop students' writing skills. In this case, the teacher uses image media as supporting teaching material to develop students' writing skills. Therefore, through this research, researcher tried to test the effectiveness of teaching English writing using storyboard as teaching media.

Storyboard are a learning media that is presented in the form of a series of pictures attached to a board or foam in sequence based on the generic structure

of the recount text. The series of images presented does not only consist of one theme. Each theme consists of six to seven series images. For each series of images, the teacher has given instructions on how to use them. Next, using the storyboard teaching media, students are given directions by the teacher to create a recount text sentence according to the activities contained in the series of pictures. In making these sentences, there are rules that students must pay attention to.

Based on the brief description above, it can be concluded that images not only function as beauty, but are also useful as a learning media. Because, pictures can attract students' attention and motivate them to learn. In this case, the researcher used pictures as a supporting media for the project based learning method that the researcher explained above in terms of improving recount text writing skills. Based on previous research conducted by Vanesa (2021), learning outcomes using image media are the right media to develop students' writing skills. Apart from that, the application of the image media active learning model in learning has a positive impact on increasing student learning achievement, Achmad (2018). Therefore, researcher want to try to collaborate on learning strategies or methods that can attract students' interest, especially in this context, namely writing recount text in English, namely by using storyboard as a media to support learning in research.

Before that, researcher should prepare steps before forcing learning on students. There are several stages that teacher must take in using storyboard as a media in class to teach writing skills to students, in this context writing

recount text in English. These stages include pre-teaching activities, teaching activities, and post-teaching activities.

1. Pre-teaching activities

This first stage can be a preliminary activity. It could be said that preliminary activities are the basic stages that teacher must go through every time they carry out a learning process. The aim of this activity is to create an effective learning atmosphere, so that students will follow the learning process well. The steps in the preliminary activities are as follows:

- 1) The teacher says greetings to students.
- 2) The teacher invites students to lead the prayer.
- 3) The teacher asks about the student's condition and readiness to learn.
- 4) The teacher checks student attendance.
- 5) The teacher gives students a motivation
- 6) The teacher invited the students to doing an ice breaking.
- 7) The teacher gives apperception to students.
- 8) The teacher conveys the learning objectives of the recount text.

2. Teaching activities

In this second stage we enter the teaching and learning process or the core learning activities. Teaching activities or core activities can be said to be planned activities, so that students can learn effectively and efficiently while carrying out learning activities. In accordance with the learning

method used by researcher in the research, namely the project-based learning method, in this phase there are six steps, including the following:

- 1) The teacher gives a simulation in the form of a video about personal recount text to students.
- 2) The teacher asks students several questions about the video that has been played.
- 3) The teacher explains the recount text material in detail, such as meaning, social function, text types, generic structure, and language features.
- 4) The teacher gives students the opportunity to ask questions about recount text material that they do not understand.
- 5) The teacher continues learning by giving an example of personal recount text to students.
- 6) The teacher appoints one of the students to read an example of personal recount text in front of the class.
- 7) The teacher and students identify examples of personal recount text, namely identifying the type of text, generic structure and language features in the example of recount text that have been shown.
- 8) The teacher gives students the opportunity to ask questions about example of recount text that have been identified if they do not understand them.
- 9) The teacher introduces and explains how to use storyboard teaching media to students.

- 10) The teacher explains how to create recount text to students using storyboard as teaching media.
- 11) The teacher gives students the opportunity to ask questions about the use of storyboard as a teaching media if there are those who do not understand.
- 12) The teacher gives exercises in the form of quizzes to students regarding the recount text material they have studied.
- 13) The teacher gives students the opportunity to ask questions about recount text practice questions that they do not understand.
- 14) The teacher divides students into groups.
- 15) The teacher distributes student worksheets in the form of a series of pictures with a holiday theme to each group. Each picture has been provided with each first form of verb according to the activity in the picture, students just need to change the verb into the second form of verb (past tense).
- 16) The teacher wants students to do their assignments in groups.
- 17) The teacher monitors the student's work process and helps the students if the students experiences difficulty in working.
- 18) The teacher asks students and their groups to demonstrate the results of their assignments in front of the class.
- 19) The teacher asks other groups to provide comments regarding their friends' work.
- 20) The teacher comments on each student's work.

21) The teacher asks students to collect the results of their assignments.

3. Post-teaching activities

The final stage or closing activity in learning is an activity carried out by the teacher to find out the extent to which students have achieved their goals and understanding of the material they have studied. The closing activity steps are as follows:

- 1) The teacher and students re-evaluate the recount text material that has been implemented.
- 2) The teacher gives students the opportunity to ask questions about all the material they have studied if there is something they do not understand.
- 3) The teacher briefly explains the material that has been studied.
- 4) The Teacher and students pray together
- 5) The teacher says greetings at the end of the activity.

F. Writing Assessment for EFL Students

Assessment is part of the class activities carried out by the teacher for students to determine the student's ability to understand or master the material taught by the teacher. Assessing students' second language (SL) presents a bit of a challenge for teachers (Phetsangkhad et al., 2022). In addition, writing requires perspective assessment to evaluate students' writing results. This can be a reference for students to improve their writing skills. Thus, it can be

concluded that assessment is very important to use to determine improvements in student learning outcomes in terms of writing skills.

In the assessment system, teacher have several categories that must be used to assess writing assessments. There are five categories that need to be evaluated in the writing process, namely organization, logical development of ideas, grammar, punctuation, spelling or mechanics, as well as style and quality of expression. This is the basis for assessing student writing, namely that there are component aspects, values and requirements that students must understand in writing. However, in this study, researcher will only take three of the five assessment categories, such as organization, logical development of ideas, and grammar. These three categories have their own assessment rubrics in accordance with the researcher's provisions. Furthermore, this aspect has scores including 10-8 very good, 7-5 good, 4-3 fair, and 2-1 poor. Therefore, if students want satisfactory assessment results, they should master several aspects mentioned above.