

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

Writing is one of the productive skills in learning English. The existence of writing is very important which makes students hard to master it. In writing people can express their ideas, thought, and feeling in written symbol.

2.1.1 The important of writing

English is an international language which has been used for communication by most of people in the world. It covers four skills that must be mastered while someone wants to success in English. One of them is writing skill. Most of people consider writing as difficult thing, especially as a foreign language.

According to Massi (2001), writing is a way of communicating a message to a reader with a purpose. The purpose of writing depends on the writer, to express his/her feeling, to provide information for reader, to persuade the reader, or to create a literary work. When people want to write something they should have a lot of information, ideas, and thought in their mind so they will be able to express them into sentences, paragraphs, and even text McCrimmon (1983:3).

Writing is a complex activity. It requires the writer to express ideas, thoughts, and feeling to other people in written symbol and make them understand the ideas in his/her writing (D' Angelo, 1980:5). It means that writing used to communicate or give information for the reader in a written form. In writing, people can express their

ideas and feeling to someone else through word accurately and clearly so the reader will understand their writing easily.

Writing is different from speaking. In writing, the text has to carry all the meaning because the writer never around to explain. Brereton (1982;2) said that writing is different from speaking in which the listener will tell the speaker that he/she does not understand and the speaker will explain it. Moreover, in speaking, the speaker can use tone of voice or body language to help in explaining some points, while in writing, it cannot do. So they should write the text carefully. In writing, there were some steps such as plan, write, then read it over for sense, and then review for clarity.

2.1.2 Writing process

Producing a good writing product should follow a various classroom activities which involving some steps applied in writing process. Lindsay and knight (2006;94) said there are three stages in writing: pre-writing, writing stage, and post writing.

1. Pre-writing stage

In this stage, the students can prepare for what they will write. In order to prepare for a writing activity, the students are be able to choose the suitable topic for their writing, think about the reader, brainstorm, gather information, decide on the content about what to include and not include, look at the mode, text and write an outline or plan.

2. Writing stage

In this stage, the students are able to write the first draft. They develop the outline into good paragraph. They need to reread their writing to know whether they have included the information to support the ideas or not. Here, they also need to check and make sure that their writing is grammatically correct such as in spelling, punctuation and grammar.

3. Post-writing stage

In the last stage here, the students are able to revise and rewrite their final draft. Lindsay and knight (2006:86), the students need to revise and rewrite for several times so that the text is coherent and clear. So, the reader can understand it easily and know whether it has few or no mistake. Here, the teacher will be able to give feedback for the students' writing. It is important since the students want to know that they are improved in their writing.

2.1.3 The process of teaching writing

Teaching writing for students means to teach them to produce written text with different kinds of purpose. Fergenson and Nickerson (1994:4) said that students may feel that writing is difficult because they have to find the ideas, write it in the right order, use the right word and use correct grammar, spelling and punctuation. In order to be able to produce a good writing, the students should have much practice because writing is skill that acquired through study and practice. Writing activities in the classroom are used to develop writing ability and as part of the process of language learning (Lindsay and Knight, 2006:93). It means that writing also used to

develop some aspect in learning a language. They are vocabulary, punctuation and grammar.

2.1.4 The importance of teaching writing

Parida (2007:110) said that teaching English has four general goals. It enable student to hear and understand spoken English, to understand written English, to speak in English and to write in English.

One of the aims of teaching English for junior high school students is to develop their writing competence. Based on standard competence, the teaching of writing for junior high school students involves the teaching of text. The junior high school students are expected to be able to produce many kinds of functional text in the form of procedure, descriptive, recount, narrative and report.

2.1.5 Problem in teaching and learning writing

One of the difficulties in teaching writing is on how to motivate the students to write. Ikeguchi (1997) said that the students often feel bored when they are asked to write. It may be caused by they have low motivation or lack of confidence in doing it. D'Cruz (2001) added that motivation is the biggest power in learning process. Teacher will be able to deliver the material easier when students have high motivation. It also makes them enjoy in the learning process.

To overcome it, Ebata (2008) suggested the teacher to find way to stimulate students' interest in writing. The teacher should also be able to find method which is suitable for them and can motivate them. It is a hope that the teacher can improve the

students' writing. The students should have many exercises to write in order to develop their writing ability.

2.2 LINCS strategy

LINCS (List, Identify, Note, Create and Self-test) strategy is strategy that make students be more active when they learn about vocabulary in writing.

2.2.1 Definition of LINCS strategy

LINCS strategy is effective strategy for student vocabulary while vocabulary being the important aspect in writing. If student have low vocabulary automatically their writing have low too. In teaching learning process, teacher use this strategy to help students learning the new word and memorizing vocabulary easier. Based on Reid and Linemann (2006:220), LINCS is a keyword in which has acronym L stand for "List the part", I stand for "Identify a word", N stand for "Note a linking story", C stand for "Create a linking picture", and S stand for "Self-test".

Ellis E.S (2000) said LINCS strategy will be able to make students be more active in learning the vocabulary needed to acquire and express content. In writing, students are hoped to mastery their vocabulary when create a sentence or paragraph. Writing has many genres of text such as narrative, descriptive, persuasive, and expository form of writing.

Based on Wilson and Bladnick (2011:128) LINCS is writing strategy that promotes learning of content vocabulary that is particularly challenging for student. From explanation above, this strategy is very effective to teach students in writing

because in learning activities of this strategy are be able to improve students' knowledge by making connection with word in the sentence or paragraph. When the students make a sentence or paragraph they must have many vocabularies. Not only is that, students also hope can mastery the vocabulary because student needs to improve their writing ability to express their own ideas and thought.

This is a sample of LINCS strategy for writing lesson. Students should drawing four smaller boxes. In box 1, students write about the topic, in box 2, write about the definition of the topic. In box 3 student identify about the topic and write down and in box 4 student write the sentence based on box 2 and 3 and also students add picture under of the sentence. When students finish it, teacher will give self-test which require them to make a paragraph using this word behind of the card.

LINCS (List, Identify, Note, Create and Self-test) strategy also can solve the difficulties of writing process in a class. It means that LINCS strategy could be made students' interest and fun when they learn their writing subject. Giving the interest materials and good model in LINCS strategy in the class and doing writing process is important.

2.2.2 Principle of LINCS strategy

The step by step approach aim to build the student's active and creative to make a sentence or paragraph. This strategy will be able to help student easily when they create their ideas because before students make a sentence or paragraph they have to understand about the true meaning of the word. When students do writing, they will try to find out their ideas and thought. But when students are given a guide

to start their sentence or paragraph, it will be easier. LINCS strategy will be given opportunity to explore students writing that is enjoyable.

This picture draft for teach the writing skill using List, Identify, Note, Create and Self-test strategy to make students creative and easy in developing their writing ideas.

Table1.

Draft of LINCS (List, Identify, Note, Create and Self-test) strategy

<p>Patrick</p>	<p>starfish in film “spongeBob square pant”</p>
<p>Lazy Stupid Slow to think</p>	<p>Patrick is a starfish that has pink color, lazy, stupid and slow to think</p>

The strategy consists of framework for assisting students with formulating ideas in writing process. With framework such as picture above will be able to make students feel easier before making a paragraph or story.

2.3.3 Implementation of LINCS strategy

According to Reid and Linemann (2006:220) describe about the implementation of LINCS (List, Identify, Note, Create and Self-test) strategy:

1. Fold the LINCS paper into four squares.
2. Give number 1 until 4 in each square.
3. List the topic based on theme that had given by teacher in the box 1.
4. Write the definition of the topic in the box 2.
5. Identifying the words or characteristic of words. Student should think and choose the appropriate words based on the topic and write down in box 3
6. Write the definition and identifying become a sentence in box 4.
7. Next create your own picture based on your topic and character that you just have write under of sentence in box 4
8. And the last is Self-test. Here teacher asked students to make a paragraph based on the word that have written behind of the paper

From the implementation above, the reseacher modifies the LINCS strategy steps.

The reseacher do it in order to make students feel more interest toward the strategy.

2.2.4 Advantages of using LINCS strategy

List, Identify, Note, Create and Self-test has advantage to ease students arranging their ideas in a written form. Some of the advantages of LINCS strategy are:

1. LINCS strategy is enabling students become active in their vocabulary in writing ability.
2. This strategy gives students a package of memory devices to aid their memories.

3. This strategy facilitates student's memories by making connection between words with a paragraph in written form.
4. LINC strategy is making students most understanding about the word that they use.
5. Not only understanding about the word, students can develop their creativities with make picture based on their story who has they make before.

2.3 Previous Study

The researcher tried to find another research about LINC (List, Identify, Note, Create and Self-test) strategy. The previous research of LINC (List, Identify, Note, Create and Self-test) strategy was conducted at elementary school of 4th grade students entitled "Modifying Learning Strategies for Classroom Success" by Chris O'Brien. The result show if the researcher tried to modified Identify reminding word to Invent a sentence. Here the purpose of the steps is similar but the researcher just change the name of the step. In this research, the researcher focus to test the vocabulary of students and this strategy can improve their student's vocabulary.

Another study was from Amanda Williams entitled "The Missing LINC of Vocabulary Acquisition". The result of this research is the researcher comparing LINC strategy with Semantic Mapping. From the research, the researcher show if the LINC strategy is better than Semantic Mapping. The subject of this research show if LINC strategy made student be more active and creative. The last research was done by Shelby Brooke Haines entitled "Effect of a Modified LINC Learning Strategy on the Achievement of 4th Grade Students with Learning Disabilities". The

results of this research were to increase independent learning, memorize key vocabulary, provides a sense of control over learning and to promote motivation about learning new strategies.

All of previous research showed if LINCS strategy used in vocabulary learning and at elementary grade. All of the research showed if this strategy will be effective for students. Not only increase students active and creative, but also increase their motivation when students learn vocabulary. The differences between this present research with all of the previous researches is subject and focus. The subject of this research is Junior High School and it focus on writing. The researcher chose writing because the researcher wants to develop LINCS strategy in skill. It might cause when the students made words in written form they usually make a sentence then in word-by-word. The writer tried to develop this strategy in descriptive text.

The similarity of this research with those three previous studies is on the success of LINCS (List, Identify, Note, Create and Self-test) strategy improving student's ability vocabulary in writing. It means that students will have a great chance to practice their English writing in order to increase their writing ability. So, in this study the researcher will conduct a quantitative about enhancing student's writing ability by using LINCS (List, Identify, Note, Create and Self-test) Strategy.