

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents about review of related literature which contains of definition of writing, writing process, definition of blended strategy, characteristic of blended strategy, the implementation of blended strategy and previous of the study.

#### **2.1 Writing**

##### **2.1.1 Definition of Writing**

Writing is the way to express the ideas or opinions by using words. Meyers (2005:2) said that writing is the way to produce language which is not naturally as like people speak. It means that writing is more difficult than speaking. According to Brown (2000: 335) writing is a written product which is completed after the process of thinking, planning, drafting, and revising from generating ideas, organizing them coherently, revising the content for a clearer meaning, and editing for accurate grammar into a final product. According to Harmer (2004: 7), writing is the skill that can produce the real product that can be readable and keeping for long time. When the spoken form of language is an act of here and now world, the written one involves time and also space. In writing, people must get everything right.

Writing is different with speaking. When speaking, people can clarify and explain directly in order to make the message clear if they do mistake. In writing, people should use appropriate and clear word without creating any confusion and

misunderstanding, (Harmer, 2004: 8). Sokolik, (2003) describes writing is the idea that be expressed and organize into sentences and paragraph that will be clearer to the readers. Based on Olshtain (2001) and Reid (2002) writing is the process of documenting thoughts and experiences. Based on Hylan (2003) writing is a product that made by writers that should pay attention to the structure and linguistic feature.

From those definitions above, writing is the tool of communication in written form that is used to express and organize the ideas into clear sentences and paragraph. Writer also pays attention to deliver their ideas using appropriate vocabulary, generic structure and also grammatical.

### **2.1.2 Writing Process**

Based on Nation (2009:114) to make a product of writing which is needed several steps as parts of a process. It is not only arrange the words into a sentence and then arrange the sentences into a text, but it is a guideline to start the writing until finish. Those are several steps in writing based on Harmer( 2004):

#### **1. Planning**

Planning is very important step in writing because the writer should decide the topic that they want to write. After the writer selects the topic, they should brainstorm their ideas about all of the things that related with the topic and also they could take a note some ideas. Then, the writer makes outline and also writes the points and sub points that they want as like their plan.

#### **2. Drafting**

This step, the writers begin to write. The outline that they made in planning will be guided for them to write their idea and develop into paragraph. The paragraph that they made should be coherent between one paragraph and the others.

### 3. **Editing**

The writers check their paragraph, if there are some mistakes, they can change. The writer can change the sentence, grammatical, and vocabulary become well than before. They can change and improve the content of their paragraph.

### 4. **Final Draft**

The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers and the result of the writing process.

According to Lindsay and Khigh (2006: 94-95) the steps of writing are divided into:

#### a. Preparation:

Determine about the topic, then think about the content and decide about the layout.

#### b. Drafting:

Put the ideas into draft form.

#### c. Editing and Rewriting:

Write several times for your text until the text is coherent and clear for the reader to understand.

### **2.1.3 Teaching Writing In Senior High School**

In teaching, the teacher should know and consider who will be taught. Have to know about the age of the learners that will be taught. There are three categories of learners: children, teens and adult. The senior high school students are including in teen categories because their educational age are between fifteen until eighteen. According to Brown (2001:91-92), teenagers are they have age between twelve and eighteen, they are between childhood and adulthood. In this age, the students start to recognize about something and they can use logical thinking to solve the problem that they faced. So, in teaching teenager, the teacher should be able to provide a set of teaching writing which is appropriate with their age and also involve their intellectual skills.

As we know that in senior high school there are so many types of text that should be mastered by the students. The students should be able to write English text by using their own word. One of the goals of teaching English in senior high school is to improve the communication skill both speaking and writing. In teaching learning process, teacher should more pay attention to the students about their characteristics before teaching learning started. All of the elements in writing should be mastered before teaching writing started.

Based on the explanation above, teaching writing in senior high school students is more difficult than lower level. The material in senior high school are more complicated although they have been got in the before level. As we know that writing is considered as the most difficult skill to be mastered. According to the fact, the teacher should consider how they treat the students in teaching

writing. The teacher should use strategy which can cover senior high school students' materials.

## **2.2 Procedure Text**

Anderson and Anderson (1997:50) define that procedure text is a text that gives us instruction to do something. The purpose of procedure text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done. Gerot and Wignel (1994:86) state that the social function of procedure text is to describe how something is done through a sequence of action or steps. It can be said that in constructing a procedure text, the writer should write the actions in chronological order.

### **2.2.1 Structure of Procedure Text**

Gerot and Wignel (1977:55) explain that the generic structure of the procedure text consist of three points. They are:

1. Goal

The goal of procedure text is an introductory statement giving the aim or goal. The goal may be the title of the text or sometimes it can be an introductory paragraph.

2. Materials

Materials are the list of materials that will be needed for completing the procedure. The materials can be a list of or a paragraph.

3. Steps

There are series of steps listed in chronological order that should be done to achieve the goal.

According to Anderson and Anderson (1997:60), language feature of the procedure text are:

1. using simple present tense, especially imperative sentence  
(e.g.: cut, stir, add, boil, grind, chop, etc)
2. using action verb  
(e.g.: turn, put, mix, etc)
3. using temporal conjunction  
(e.g.: first, secondly, finally, then, next, etc)
4. using adverbial phrase  
(e.g.: for five minutes, 2 centimeters from ..., etc)

## **2.3 Blended Learning Strategy**

### **2.3.1 Definition of Blended Learning Strategy**

Blended learning strategy in teaching English foreign language is very interesting for teachers in the world. Blended learning consists of two words, they are blended and learning. Blend means combination of two approaches (face to face and computer) that be used in teaching learning and can increase the teaching learning quality. Learning is the activity to get knowledge, so blended is the combination of learning that combines face to face and technology in teaching learning process. Blended strategy is using traditional learning (face to face) and technology based. According to Graham (2006) blended learning as “the combination of two different education models. They are traditional learning and

e-learning". The combination that is used is a combination of the kinds of education technology, for example: video, CD-ROM, film, internet with face to face interaction.

Blended learning can also be defined as combination between face to face learning and electronic learning using difference learning theories, methodologies and techniques in the same place and supporting the learning with kinds of online technologies during the learning process in the classroom. On the other hand, Throne (2003) said, blended learning is an educational model which integrated e-learning and which is followed with new technology development and provide traditional learning in the classroom interaction. Based on Morgan (2002) blended learning is conducted to combine the best aspects of online learning and face to face learning.

According to Bersin (2004) blended learning is a learning approach formed with the combination of the different learning environments and activity types for a certain group with the addition of electronic sources to the face to face learning. Based on Dudeney and Hockly (2007), there are three combinations of blended learning: the first is learning which conducted 100 per cent is online. The second, 75 percent is delivered online and 25 percent is face to face. The last is face to face lesson with additional online materials where used to support the face to face lessons. To design the blended learning there is no specific recipe for mixing ingredients of the blend (Hofmann, 2006).

So, based on those experts above, the researcher concludes that blended learning is a combination of traditional learning (face to face) which is used technology (internet) to support the material resources in the classroom.

### 2.3.2 Characteristics of Blended Strategy

Based on Huang, Zhou and Wang (2006) they explained that blended learning has three characteristics, they are:

1. It is flexible to provide the learning resources.
2. It supports for different learning. Every learner has different learning style, learning proficiency, learning ability. So, blended learning can help the students who have individualist learning style.
3. It is increasing the students' experience in e-learning.

There are some characteristics of blended learning by Al Fiky (2011: 23-24):

1. Teacher center learning becomes student center learning.
2. It makes more opportunity between teacher and student, student and student.
3. Integrated evaluation techniques for teachers and students.
4. Support the information and resources to students.

### 2.3.3 Kinds of Blended Strategy

According to Staker and Horn (2012), there are four kinds of Blended:

1. Rotation : This model, students rotate through different types of learning activities, with one of the activities being online instruction. Some the online instruction will take place in the actual classroom or it will occur in a computer lab. One special type of rotation model is the flipped classroom. The flipped classroom, students participate in online material resources.

2. Flex : This model, students engage in online instruction while they are in the classroom. Students can work at their own pace while teachers are available for individual help or guidance.
3. Self-Blend : This model, students receive face to face instruction for most of their classes, but they may take one or two classes completely online.
4. Enriched Virtual : This model, students complete most of the work for the class online, but they do have a few face to face.

From all kinds of blended strategy above, the researcher will apply the flipped because in this model, teaching learning process occur in the lab which use the computer technology to support online resources that appropriate with the material.

#### **2.3.4 Flipped**

Bishop & Verleger (2013) stated that in the flipped classroom students follow the lectures in the classroom with the online material and do interactive discussion. Bergmann and Sams (2014) said that the flipped learning model established less lecturing and more activity in the classroom; usually group activity was conducted in the classroom to build an interactive and active learning. The learners have a great time to exchange and elaborate their idea during the face to face discussion.

Two strong elements in the flipped classroom are using technology media as the instruction and establishing interactive and communicative learning inside the class (Zappe, Leicht, Messner, Litzinger& Lee, 2009). Bergmann and Sams

(2014) stated that now days, the flipped learning becomes an instructional method that begins to be applied in schools throughout the world. The flipped classroom is very flexible to be adopted whether by teachers or lecturers. It can be applied to any level of education, but it depends on the learners, resources and time available (Milman, 2012). Many researchers and educators argue that the flipped classroom is using technology media as the instruction of learning and especially video which is used traditional lecture in the classroom (Overmyer, 2012). In this case, the video or material that will be used, it can be adopted from free website. Based on Raths(2014) said that many educational video provided in the free sites such as YouTube.

### **2.3.5 Edmodo**

Edmodo is one of learning system management that be used in education nowadays. Basori (2013) state that edmodo is an application that similar with facebook but it is used in the education and makes the teacher and students interested. Edmodo is a social media platform which is designed as like facebook but it is for education and appropriate with teacher and students need (Suriadhi, 2014). From those definitions above, there is a same definition that Edmodo can be used for the learning media for all subjects. There are some sections in Edmodo that can be used in the learning implementation. Those sections are: Group, this fiture is used the teacher for make a group class in Edmodo. Note, in this fiture is used to write the note and teacher can upload the file. Alert, it has similar function with note but in this fiture cannot upload file. Assignment, this fiture is used the teacher to give the assignment to the students. Quiz, the function is to give daily

quiz. Polling, it is used the teacher to know about the students' opinion. Library, the function is to save the files.

### **2.3.6 The Implementation of Blended Strategy in Teaching Writing**

According to Bath and Bourke (2010) describe a five phase design for blended learning as a systematic approach, starting with:

1. Preparing the material of the course (brainstorming).
2. Developing both of the material and activities for classroom learning oriented and internet learning oriented.
3. Implementing the blended learning design. Teacher uploads the materials to the blog then it is downloaded by learners.
4. Reviewing (evaluating) the effectiveness of blended learning design.

Based on the study of Septiana (2015), the stages in implementing blended strategy are:

1. Planning the materials and its activities for face to face learning and virtual learning.
2. Teacher prepares and uploads materials to the internet platform.
3. Downloading the materials from forum or group online by the learners.
4. Do the assignment by the learners.

According to Prayitno (2015) the steps of blended strategy are:

1. Prepare the material
2. Upload the material to the platform, such as: edmodo, facebook, etcor access material from blog.

3. Ask the learners to download the material from that site and read it.
4. Give the question to the learners and ask them to discuss.
5. Ask them to present the result of discussion.

Based on those previous studies above, the researcher modifies the step of blended implementation. Because from those steps, the online activity just download from platform. In this study, the researcher adds to give more online activity. The researcher expands the procedure into here:

1. Teacher prepares learning materials about procedure text online.
2. Teacher uploads the materials into several platforms, such as: Edmodo and free weblog.
3. Teacher asks to the learners for access the online materials from the sources that have been provided.
4. Teacher gives some question to the learners and asks them to discuss it.
5. Teacher asks the learners to present the result of their discussion.
6. Teacher instructs to the learners for writing a procedure text individually.

### **2.3.7 The Advantages of Blended Strategy**

The benefits of blended learning strategy according to Al Fiky (2011: 24-26) are:

1. Increasing the students' interaction and participation.
2. Developing the students' learning and performance.
3. Developing independent learners and motivation to learners.
4. Increasing student learning outcomes.
5. Reducing paper and photocopying costs.

### **2.3.8 The Disadvantages of Blended Strategy**

In application of blended learning, there are some difficulties that will be faced and it will influence the quality of teaching. Based on Hofmann (2011) describes that the difficulties that will be faced in application of blended learning are:

1. The participants should use technology successfully.
2. Blended is not effective like traditional teaching.
3. Monitoring the participants' progress.
4. The participation may will be frustrated, confuse, angry, anxiety and similar emotional which may be associated with the interaction and will be influence the productivity, learning and also social relationship.

### **2.4 Previous Study**

Those are some previous studies. For the first, the title of the study was “A Blended Approach to Enhance College Students' Vocabulary Learning” it was done by Djiwandono (2013), this study was to investigate the effectiveness of blended learning vocabulary lessons and to identify the respondents' opinions about the blended learning experience. The participants were 21 students. Pre-test and post-test were used by the researcher as the instruments. The result of this study showed that this strategy can improve the students' vocabulary, there was a large enough gain on the mastery of new words. From the questionnaires showed that most of the respondents favored the new approach.

The second study is from Kazu (2014), he was done the journal entitled “Effect of Blended Learning Environment Model on High School Students’

Academic Achievement”. The researcher conducted blended strategy in biology courses of Diyarbakir Anatolian High School students. The result of this study showed that the experiment group more successful than the control group by usage blended learning and also the female students have turn out be more successful than the male students. Based on Meihua (2013), she did research in academic writing course in Tsinghua University, Beijing. The title of this research is Blended Learning in a University EFL Writing Course: Description and Evaluation. The subject of this research is students of writing course. This research was an experimental research design. Meihua only test the effectiveness and impact of the blended strategy in learning academic writing English. The finding of Meihua’s research proved that blended strategy increased the student’s English writing ability and motivated the students become more independent learners.

The title of the study was “Effect of Using Mobile Devices in Blended Learning for English Reading Comprehension.” It was done by Kim (2014). He applied blended strategy in an English reading course. The results from the study indicated that all the participants improved their reading comprehension after the experiment. Most of the students in the experimental group considered it were useful and helpful to use mobile phones for English learning. Based on Zahedi (2015) he was done his study entitled “The Effect of Blended Teaching on Reading Strategy Use by Iranian EFL Learners.” He applied blended strategy in reading on Iranian EFL learners. The results of t-test between pre-test and post-test showed that there is a significant difference between the experimental group and the control group in using the reading strategies. The findings of this study

could help EFL teachers and syllabus designers gain insights into the processes learners go through when reading.

The last is about the unsuccessful blended strategy by Tosun (2015), he was done his study entitled “The Effects of Blended Learning on EFL Students’ Vocabulary Enhancement”. He used blended strategy in learning vocabulary. The participants of this study were 40 students from two classes as control group and experimental group. Pre-test and post-test were used the instrument of this study. The result of this study showed that blended learning strategy did not improve the students’ vocabulary achievement; the students did not want to spend time studying new vocabulary items outside the classroom due to their lack motivation.

Those are some previous studies which related to researcher’s variables. From those previous studies the researcher finds the similarities and differences. The similarity of that study is about the implementation of blended strategy and use experimental design. It also has some differences between the previous study and this study. The first, those previous studies focus on the biology course, vocabulary, and reading skill. The second, the subject is the students of university and senior high school. Then this study, the researcher tries applying the blended strategy in MA. Ma’arif NU Sidomukti for the tenth grade of Senior High School. More ever the course in the previous study is biology while the course that use in this study is English writing in procedure text.