

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### II.1. Nature of the Study

##### II.1.1. The Nature of Writing

Writing is one of the important skills in learning English. Generally, writing becomes important since the students need to know how to write letters, how to put written report together, how to reply advertisement increasingly how to write using electronic media. Ariyanti (2010:91) states that writing is an important skill in taking, retaining, and expressing information. In line with that, Taselon (2010:140) mentions that writing is an important part of language teaching as it also functions as an essential tool for learning in which students improve their knowledge of the language elements in real use. Basically, writing is the act of putting letters, symbol, number, or words on paper or a computer screen. In writing, someone usually expresses and explain his/her own ideas.

##### II.1.2. Writing Ability

Writing is one of the ways in communication by using letters. In writing, we have to consider many aspects in order to send our ideas in a correct form so that our writing is understandable. Writing is a process of putting ideas in a paper for transforming the information. Harmer (1991) states that writing is one of the four basic language skills that is

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categorized into productive skill. It is essential to master English. It is a subject that must be taught in senior high school. In addition, it is one of the skills which is able to enhance students' language and stimulate the student cognitive in learning a language.

Homstad and Thorston (1994) claim that writing has commonly been seen as a supported skill; it is used to affirm the acquisition of grammar. They add that on the second language, writing provides an overview of some major ideas and resources.

Linked to this line, Hoel in Homstad and Thorson (1994) offer that process writing is as a tool to find out and expand the ideas in writing itself. Furthermore, Lindbergh (2008) adds that writing is more than a means to create a document; it can be a method to discover topic and explore ideas.

Furthermore, Oshima and Hogue (1999:3) say that writing is not easy to conduct, since the students need to consider to several process of writing in order to be able to generate a good composition. In line this idea, Mumtaz (2007) adds the ability to write well is not naturally acquired. It is learned as a set of practical and learned experience. Writing also involves composing, which implies the ability to tell information.

Dealing with someone above, it can be concluded that writing is a sort of linguistic aspect which needs a process and procedure in order to generate a good composition. The process can be begun from prewriting

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(brainstorming, clustering, outlining), writing first draft, sharing, revising, and final draft. The process is to help students in generating their writing ideas easily. By considering the process, it is expected that the students are able to do a good writing.

Marcus in Nunan (1999) maintains that process writing really becomes feasible with the development of word processing. It means that every process has a product as a result. So, the process of writing produces the draft. White and Arndt (1991), they view writing as complex, cognitive process that requires sustained intellectual effort over a considerable period of the time. There are some steps to make a good writing, as follows:

- 1) Discussion (class, small group, pair)
- 2) Brainstorming/ making notes/ asking questions
- 3) Fast writing/ selecting ideas/ establishing a view point
- 4) Rough drafting
- 5) Preliminary self-evaluation
- 6) Arranging information/ structuring the text
- 7) First draft
- 8) Group/ peer evaluation and responding
- 9) Conference
- 10) Second draft
- 11) Self-evaluation/ editing/ proofreading
- 12) Finished draft

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## 13) Final responding draft

White and Arnt (1997) point out that process approach is aimed at helping the learner to develop a set of skill. In short, it needs some steps to get the good writing. The students cannot be good writers if they just use their ideas.

Reading, vocabulary, and grammar are parts of writing activity. Reading is to help the writer to get idea, give supporting idea or information. Vocabulary should be mastered because the writer should master in choosing the word in order to the reader get information easily and avoid the ambiguity. Grammar is to help the writer completes the written text based on rule of language.

As a language skill, writing is necessary to be taught to senior high school student. A good writing is a major cognitive challenge, because it can be a test off memory, language, and thinking ability (Kellogg and Raulerson, 2007). It seems that writing is able to enhance the cognitive sciences of someone, since while doing writing there is a process of cognitive in gathering an idea to write. Moreover, through writing the student are able to develop and demonstrate their ability (knowledge) in any academic area. Then, it may help them to discover their own creative abilities, become aware of the beauty, and power of language.

Dealing with some experts' theories explained above. Writing is an important of learning a language because it explores the vocabulary,

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spelling, and sentence patterns. It is able to be a crucial factor of student at high stage. Shortly, it can be implied that writing has essential role for the students, which it may expand their cognitive process, in order to be more independent and productive in any short of academic area.

### II.1.3. Components of Writing Ability

Doing a good composition, a writer should consider to the components of writing itself. Related to this point, Guadiani in Homstad and Thorson (1994) argues that group editing process in writing focused not only on comprehension and accuracy, but also style, organization, and synthesis. Then, Gordon in Griffiths (2008) adds that writing is seen as an extension grammar, therefore, it focuses on accuracy. Moreover, he mentions that good writer should consider to vocabulary, strategies, meaning, grammar, clear, and coherent.

Furthermore, Hughes (1989:100-102) provides five elements in a good writing. They can be seen as follows:

#### 1) Grammar (language usage)

Grammar is essential to be mastered by student, since it is the basic to understand the language. In writing, the use of grammar must be used correctly based on the context of the writing itself.

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### 2) Vocabulary

The ability in choosing appropriate vocabulary in writing is strongly important, since it help the writer in composing their writing well.

### 3) Mechanics

Mechanics cover several matters; punctuation, spelling, and capitalization. Spelling is important in order to find out a meaningful writing. Using wrong spelling influences the meaning of words. Punctuation is for a reader to sum up his/her voice or drop his/her speed and stop reading. It helps the reader understanding the content of the composition itself.

### 4) Fluency (style and easy of communication)

A paragraph is stated fluent when the choice of the structure and vocabulary consistently appropriate

### 5) Form (organization)

It is essential for a paragraph to have form (organization), which means that all the sentences in the paragraph discuss only one main idea.

The students have to use all of these categories to be good writing. All categories have close relation each other. For example, grammar has a close relation to mechanic. So, student should pay attention to them in writing skill.

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Moreover, related to this point Harmer (1991) says that there are special consideration in writing, which are included the organizing of sentences in paragraph, how paragraph joined together, and the general organization of ideas into coherence piece of discourse. Those descriptions show that there are several points in writing that should be paid attention much by writer such as organization, unity, and coherence.

Furthermore, Jacob, et.al (1981) explain some components of writing, which cover content, organization, vocabulary, language use and mechanics. Content covers understanding of the subject, main topic, sufficient details, and interrelationship of the subject. Moreover, organization consists of coherence and cohesion, controlling ideas and relationship of ideas within and among paragraphs. Furthermore, vocabulary covers accurate vocabulary, idiomatic, word from mastery, and appropriate register. Next, language use is related to the use of tense, effective complex construction, number, and word order. At least, mechanics show about spelling, punctuation, capitalization, paragraphing, and handwriting.

In line with this case, O'Malley and Pierce (1996) describe that there are several components in writing which should be scored.

- 1) Idea development (organization).

It concerns on main idea with appropriate elaboration and conclusion.

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## 2) Fluency (structure).

It focuses on how to use a correct verb on variety of tenses, which should be considered on grammatical syntactic structure systems.

## 3) Word choice.

It uses varied and precise vocabulary appropriate for purpose.

## 4) Mechanics.

It concerns on using spelling, capitalization, and punctuations.

From these point of views, it can be clearly seen that in a good composition covers some components of writing such as grammar (language use), vocabulary, fluency, organization (form) and mechanics. It is expected that the students are able to use all of them in their writing in order to generate a good composition.

#### II.1.4. The Way to Measure Writing Ability

In measuring writing, Hughes (1989:100-102) says that there are some aspects or components that should be considered, the writing aspects or components are

The aspect of writing	Scores	Descriptions
Grammar	1	Errors of grammar or word order as severe as to make comprehension virtually impossible
	2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
	3	Errors of grammar or word order frequent; effort of interpretation sometimes required



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		on reader's part.
	4	Errors of grammar or word order fairly frequent; occasional re-writing necessary for full comprehension.
	5	Some errors of grammar or word order which do not, however, interfere with comprehension.
	6	Few (if any) noticeable errors of grammar or word order
Vocabulary	1	Vocabulary so extreme as to make writing virtually impossible.
	2	Vocabulary so limited and frequent misused that reader must often rely on own interpretation
	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
	4	Using wrong and appropriate word fairly frequent; expression of ideas may be limited because of ideas inadequate vocabulary.
	5	Occasionally uses inappropriate term relies circumlocutions, expression of ideas hardly impaired.
	6	Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated native writer.
Mechanic	1	Error in spelling or punctuation so severe to make comprehension virtually impossible.
	2	Errors in spelling or punctuation so frequent that reader must often rarely on own interpretation.
	3	Frequent errors in spelling or punctuation, lead sometimes to obscurity.
	4	Errors in punctuation or spelling fairly frequency; occasional re-writing necessary for full comprehension.
	5	Occasional lapses in punctuation or spelling which do not, however, infer with comprehension.
	6	Natural English, minimal errors, few (if any) noticeable lapses in punctuation or spelling.

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Form / organization	1	Lack of communication so serve that communication is seriously impaired.
	2	Individual ideal may be clear, but very difficult to deduce connection between them.
	3	Little or attempt at connectivity through writer can deduce some organization.
	4	Some lack of organization; re-writing required for classification ideas.
	5	Material well organized; links could occasionally be clearer but communication not impaired.
	6	Highly organized; clear progression of ideas of liked; like educated native writer.
Fluency style	1	A “hotch-patch” of half learned misused structure and vocabulary item rendering communication almost.
	2	Communication of impaired by completely inappropriate of misused structure and vocabulary.
	3	Structure and vocabulary items sometimes not only appropriate but also misused; little sense of ease communication.
	4	“patch”, with some structure and vocabulary items noticeable inappropriate to general style.
	5	Occasional lack of consistency in choice of structure and vocabulary which does not, however, impair ease of communication.
	6	Choice of structure and vocabulary consistently appropriate; like that educate native writer.

In case of adapting writing rubric scores of school, the writer tried to adjust the rubric score of Hughes and rubric score which is applied at school. So, the writing rubric score was like:

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Aspects of writing	Descriptions	Score
Grammar	Few errors of grammar or word order.	4
	Some errors of grammar or do not interfere with meaning.	3
	Errors of grammar of interpretation sometimes required on reader's part.	2
	Errors of grammar make meaning virtually impossible.	1
Vocabulary	Use of vocabulary and idiom correctly.	4
	Wrong words but not interfere meaning.	3
	Wrong words but interfere meaning.	2
	Difficult to understand.	1
Mechanic	Use of punctuation correctly.	4
	Wrong punctuation but not interfere meaning.	3
	Wrong punctuation but interfere meaning.	2
	Difficult to understand	1
Form/organization	Very clear	4
	Quite clear	3
	Clear	2
	Not clear	1
Fluency/style	Very clear	4
	Quite clear	3
	Clear	2
	Not clear	1

To measure the student's ability in writing procedure text, the writer adapted the standard scoring to persuasive writing from Hughes (1974) as seen in table below:

No	Score	Level Ability
1.	80-100	Good to Excellent
2.	60-79	Average to Good
3.	50-59	Poor to Average
4.	0-49	Poor

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## II.2.1. Nature of Reading

Various definitions of reading have been given by many theorists. The definitions are very useful for the researcher in conducting research. In this case, the writers will give some definitions of reading from experts.

Reading is the goal of reading is understanding. In order to understand the texts, the students must be able to decode the words on the page and to extract meaning. Reading is such a pervasive activity that we all know what reading is, yet the term “reading” has not been clearly defined up to date. Reading usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. Widdowson (1979) defines reading as the process of getting linguistic information via print.

In order to understand the text, a reader must be able to identify words rapidly, know the meaning of almost all of the words, and be able to combine sequential unit of meaning into a coherent message. Naturally, the majority of students who are very weak at word recognition will have serious difficulties with comprehension. But, it is recognized that some students who develop adequate word-reading ability and fluency still have difficulty understanding what they are reading (Cain & Oakhill 2006). Thus, a reader who is good at word recognition and fluency cannot guarantee that he is good in reading.

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Nunan (2005:69) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. According to Joseph Bennette (1997) explained reading is a visual process-vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Image are processed into concepts and whole dimension of thought. Reading is the natural passage of idea and concepts from one person to another. In other word, reading as the interaction occurs between reader and writer where texts can be processed into ideas or images.

Cerver (1990) defines reading as a complex process of decoding symbols for the intention of deriving meaning (reading comprehension) and constructing meaning. Reading has three parts, they are language acquisition, communication and sharing information.

Gibson (1991) reading is the processes of getting the meaning from print. It means that there is interaction between the author and the writer in this activity because the writer delivers her/his idea to the readers through the text. The reader can also improve their understanding through reading activity.

Guy (1991) states that reading is the recognition of printed or written symbol that serve as stimuli to recall meanings. It shows that reading requires the ability to recognize a symbols or printed words and to construct a meaning from a text. While William Grabe (2002)

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remarked that reading is the ability to draw meaning from the print page and interpret this information appropriately. In addition, Elizabeth S. Pang (2003) states that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print material and, ultimately, to contribute to that knowledge.

Furthermore, Johnson (2008) explained that there are four definitions of reading:

1. Reading is the practice of using text to create meaning. The two keys words here are creating and meaning, it means that if there is no meaning being created, there is no reading will be.
2. Reading is a constantly developing skill. We get better at reading by practice, like any skill. If we do not practice, we will not get better.
3. Reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual information in your head to create meaning.
4. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

Based on the theories above, it can be concluded briefly that reading is an interaction and a thinking process of transferring printed

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letters into meaning in communicating of message between the writer and the reader. It means that the readers have to discover ideas from the text based on their background knowledge about the texts. The readers also should pay attention about supporting ideas in the text. It will be useful for them to understand the content of the text as whole. Therefore, the readers should be the active reader to get the factual information of the texts.

**II.2.2. Reading comprehension**

The major goal of reading for senior high school is comprehension. The students are expected not only to read but also to comprehend what they read. Burner and Pages (1985) stated that comprehension is the process where background knowledge or the words in the texts is to generate an understanding of an author's message. Therefore, the readers should have more concentration in reading activity in order to get better understanding.

Brooks (2004) states that the process of reading comprehension is viewed as the reader's ability to restate the text. So the reader tries to comprehend text being read, he attempt to use his/her knowledge to conclude his reading. Nunan (2005:71) pointed out reading comprehension refer to reading for meaning, understanding, and entertain. It involves high order thinking skills and is much more complex than merely decoding specific words. In conclusion, when

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person reads with higher order thinking skill he will get his own purpose of his reading.

To comprehend the text they read, they must have some important aspects, such as to filter, interpret, organize and reflect that incoming information. Interpreting the text there are some points readers should have, generally skills of word combination, prior knowledge of new information, the strategies used such as how to locate main ideas, make connection, question, infer and predict.

McCardle et al. (2002) suggest that comprehension processes draw on many cognitive and linguistic abilities; most notably, vocabulary, recalling background knowledge, sentence processing, verbal reasoning, knowledge of print conventions and working memories. It means the writer assumed that in the process of comprehending texts involved two main points, specific cognitive skill and linguistic abilities such as vocabulary, how to recall prior knowledge, sentence processing, and more.

Incapability of reading comprehension might cause the students disengage from the task of interpreting the texts. Effective readers are able to put information together, make connection, remember and retell the fact, evaluate what they read, and substantiate their opinion, conclusion and prediction. According to Ricketts et al. (2008) weak readers are unable to connect ideas together as they read, and they remember very little of the details after they have read a passage. Weak



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readers also do not think deeply about what they are reading, do not interact cognitively with the information, and do not monitor their own level of understanding.

Based on the definition about reading comprehension, in short it can say that comprehension is thinking deeply about passages which relate the experience and background knowledge of the reader. Reading without understanding cannot be called as reading comprehension.

King and Stanly in Darlis (2004) have argued that reading has 5 components contained in reading texts, which is appropriate with senior high school curriculum, they are as follows:

a. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer.

b. Finding the detail information

Detail information requires readers to scan specific details. The detailed information question is generally prepared for students and those, which appear with WH question. There are many types of question: reason, purpose, result, time, comparison, and more in which of the answer can be found in the texts.

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- c. Finding meaning of vocabulary in context

It means that the reader could develop his/her guessing ability to the word, which is not familiar with him/her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

- d. Identifying reference

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it, moreover for native English, they hate redundancy so much. Instead of repeating words or phrase several time, after it has been used we can usually refer to it that repeat it. For this purpose, we use reference words. Recognizing reference word and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, he, she, they, this, etc.

- e. Making interferences

Interference is a skill where the reader has to be able to read between lines. King and Stanly divided into two main attentions. Draw logical interferences and make accurate prediction. Prediction can be made by correctly interpreting the sig a writer's gives.

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There are many reasons why getting students to read English texts is an important part of teachers' job. According to Harmer (1998:68-69), the reasons are as follows:

- a. Many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure.
- b. Reading is useful for other purposes too, for example any exposure to English (provided students understand it more or less) is a good thing for language students. At least, in some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.
- c. Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.
- d. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.
- e. Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

In addition, Holy Quran Surah Al- A'laq [96] Verse 1-5 states that

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿٢﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٣﴾

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اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿١﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٢﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٣﴾

In the name of Allah, The most beneficent, the most merciful (1) Read in the name of your Lord who created. (2) Created man from a clinging substance. (3) Read, and your Lord is the most generous. (4) Who taught by the pen. (5) Taught man that which he knew not. Reading is the first verse which Allah SWT sent to Muhammad (PHBU), we are commanded to read. Reading becomes an important part of life that is to read is not only to vocalize the sequence words in a sentence, a paragraph or a discourse, but also to engage and understand the meaning inside those words. So that a reader can interpret every word, every sentence, paragraph and even a discourse appropriately. Being able to read is important. The success in reading is the most necessary because it is the basic tool of education. By reading, the students are expected to absorb and keep up with the development of science, technology, language and art.

### II.2.3. Teaching English at Senior High School

According to Curriculum 2013 (K13) (Depdiknas, 2013), there are several kinds of texts which are taught at Senior High School, as follows:

#### 1) Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences.

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It also uses the temporal conjunction such as first, second, then, next, finally, etc.

Other definition:

A procedure is a specified series of actions or operations which have to be executed in the same manner in order to always obtain the same result under the same circumstances (for example, emergency procedures). Less precisely speaking, this word can indicate a sequence of tasks, steps, decisions, calculations and processes, that when undertaken in the sequence laid down produces the described result, product or outcome. A procedure usually induces a change. It is in the scientific method.

Some of language Features of Procedure Text, we use in writing Procedure Text, and they are:

- a) Simple Present Tense. And:
- b) Use of imperatives (e.g.: cut, don't mix)
- c) Use of action verbs (e.g.: turn, put, mix)
- d) Use of connectives (e.g. : first, then, finally,...)
- e) Use of adverbial phrases (e.g. : for five minutes, 2 centimeters from the top)

Generic Structure of Procedure

- a) Goal: It contains the purpose of the text. (e.g : How to make spaghetti)

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- b) Material or ingredient : it is contained of the materials that used in the process. (e.g : the materials to cook omelet are egg, onion, vegetable oil, etc)
- c) Step: it contains of the steps to make something in the goal. (e.g : first, wash the tomatoes, onion, ....., second cut the onions becomes slice...)

## Purpose of a Procedure Text

An anticipated outcome that is intended or that guides your planned actions. A particular course of action intended to achieve a result. Also to help us do a task or make something. They can be a set of instructions or directions.

Example of Procedure:

**How to make a sandwich**

← (aim/goal)

**Material:**

- a) 2 slices of bread
- b) peanut butter
- c) a banana
- d) honey

Materials

**Steps:**

1. Take two slices of bread
2. Spread peanut butter
3. Cut up a banana onto small slices and put them on one of the slices
4. Pour some honey over the bananas
5. Put the other slice of bread on top
6. Finally, delicious sandwich ready to be served

Steps

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#### 2) Narrative text

Purpose: To amuse/entertain the readers and to tell a story.

Generic Structure: (1) Orientation (2). Complication (3). Resolution (4). Reorientation. Dominant Language Features: (1). Using Past Tense (2). Using action verb (3). Chronologically arranged.

#### 3) Recount text

Purpose: to retell something that happened in the past and to tell a series of past event. Generic Structure: (1). Orientation (2). Event(s) (3). Reorientation. Dominant Language Features: (1). Using Past Tense (2). Using action verb (3). Using adjectives.

Narrative and recount in some ways are similar. Both are telling something in the past so narrative and recount usually apply past tense; whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is found in story book; myth, fable, folklore, etc while recount text is found in biography.

The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure.

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## 4) Descriptive text

Purpose: to describe a particular person, place or thing in detail. Dominant Generic Structure: (1). Identification (2). Description. Language Features: (1). Using Simple Present Tense (2). Using action verb (3). Using adverb (4). Using special technical terms.

## 5) Report text

Purpose: to presents information about something, as it is. Generic Structure: (1). General classification (2). Description. Dominant Language Feature (1). Introducing group or general aspect (2). Using conditional logical connection (3). Using Simple Present Tense

## 6) Analytical exposition

Purpose: To reveal the readers that something is the important case. Generic Structure: (1). Thesis (2). Arguments (3). Reiteration/Conclusion. Dominant Language Features: (1). Using modals (2). Using action verbs (3). Using thinking verbs (4). Using adverbs (5). Using adjective (6). Using technical terms (7). Using general and abstract noun (8). Using connectives/transition.

## 7) News item text

Purpose: to inform readers about events of the day which are considered newsworthy or important. Dominant Generic Structure: (1). Newsworthy event(s) (2). Background event(s) (3). Sources. Dominant Language Features: (1). Short, telegraphic information



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about story captured in headline (2). Using action verbs (3). Using saying verbs (4). Using adverbs : time, place and manner.

### II.3.1. Communicative Language Teaching

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as *a* foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. Richard (2006:45) states that Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning.

### II.3.2. The Nature of Communicative Language Teaching

Wood (2011:231) states there are many interpretations and definitions of CLT. Savignon (1984) says that CLT means different thing to the different people who practice it. Longman Dictionary of Language Teaching & Applied Linguistics defines the Communicative Approach or Communicative Language Teaching as is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. Brown (2007) gives his definition of CLT as “an approach to language teaching methodology that emphasizes

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authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes”.

Brown (2000:43) also offers six interconnected characteristics of CLT:

- 1) Classroom goals are focused on all of components of CC (communicative competence) and restricted to grammatical or linguistic competence.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.
- 3) Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) In the communicative classroom, students ultimately have to use language, productively and receptively, in unrehearsed context outside the classroom.
- 5) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning

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6) The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

The origin of Communicative Language Teaching (CLT) dates back late 1960s. Until then, Situational Language Teaching represented the major British Approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. But just as the linguistic theory underlying Audiolingualism was rejected in United States in the mid-1960s, British applied linguists began to call into question the theoretical assumption underlying Situational Language teaching (Richards and Rodgers 2001).

American Linguist Noam Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristics of language -the creativity and uniqueness of individual sentences. Then, British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time -the functional and communicative potential of language. They saw the need to focus in language teaching

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on communicative proficiency rather than on mere mastery of structures.

As the scope of Communicative Language Teaching has expanded, it was considered as an approach rather than a method, which aims to;

- a) Make communicative competence the goal of language teaching
- b) Develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. (Richards and Rodgers 1986).

Nunan offers five features to characterize the Communicative Language Teaching.

- a) An emphasis on learning to communicate through interaction in the target language
- b) The introduction of authentic texts into the learning situation.
- c) The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- d) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- e) An attempt to link classroom language learning with language activation outside the classroom. (Cited in Brown 2004).

Brown (2000:46) mentions CLT contrasts with teacher-centered, and has receive various recent interpretations. Learner-centered instruction includes:

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- a) Techniques that focus on or account for learners' need, styles, and goals.
- b) Techniques that give some control to the students (group work or strategy, training, for example).
- c) Curricula that include the consultation and input of students and that do not presuppose objective in advance.
- d) Techniques that allow for student creativity and innovation.
- e) Techniques that enhance a student's sense of competence and self-worth.

Because language teaching is a domain that so often presupposes classrooms where students have very little language proficiency with which negotiate with the teacher, some teachers shy away from the notion of giving learners the power associated with a learner-centered approach.

**II.3.3. Other activities task in CLT**

Richard (2006:19) mentions many other activity types have been used in CLT, including the following:

1. Task-completion activities: puzzle, games, map-reading and other kinds of classroom tasks in which the focus was on using one's language resource to complete a task.
2. Information gathering activities: student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information.

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3. Opinion-sharing activities: activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.
4. Information-transfer activities: these require learners to take information that is presented in one form, and represent it in a different form. For example they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.
5. Reasoning gap-activities: these involve deriving some new information from given information through the process of inference, practical reasoning etc. for example, working out a teacher's timetable on the basis of given class timetables.
6. Role-plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clue.

Richard (2006:20) emphasizes on pairs and group work, additionally he says that most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

- a) They can learn from hearing the language used by other members of the group.

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- b) They will produce a greater amount of language than they would use in teacher-fronted activities.
- c) Their motivational level is likely to increase.
- d) They will have the chance to develop fluency.

Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

### **II.3.4. Ten Core Assumptions of Current Communicative Language Teaching**

Richard (2006:22) points out ten core assumptions of current Communicative Language Teaching, as follow:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use

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and organization, as well as by those involving language analysis and reflection.

6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

**II.3.5. Advantages and Disadvantages**

There are some advantages of communicative learning teaching approach. They are:

- 1) The students can learn from hearing the language used by others member of the group



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- 2) The students will produce a greater amount of language than they would use in teacher-fronted activities
- 3) Their motivational level is likely to increase
- 4) The students will have the chance to develop fluency

In addition, the communicative approach of teaching also has the following three advantages:

- 1) The interaction between students and teachers. Communicative teaching is becoming increasingly clear feature is the change in the way as the internship; students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship.
- 2) To impart the basic knowledge and ability to skillfully combine the development. Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval "scholastic" teaching methods inherited One consequence of the neglect of student ability. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.

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- 3) Greatly enhanced the student's interest. Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

The communicative approach of teaching has the following disadvantages:

CLT does not focus on error correction. This is a disadvantage as learners are forced to practice with classmates who are not fluent in English. They do not like talking with students who make mistakes. They want to learn to say things correctly and be corrected by the teacher whenever they make an error. They find it frustrating to 'chat' with learners from different countries because they find their accent, pronunciation and speech unintelligible.

The students cannot see the value of CLT, become de-motivated and are often reluctant to participate in activities. Yet when these same students are given a role-play situation which relates to a meaningful context, they struggle because they cannot do it.

Another disadvantage is that the CLT approach focuses on fluency but not accuracy. The approach does not focus on error reduction but instead creates a situation where learners are left using their own devices to solve their communication problems. Thus they may produce incoherent, grammatically incorrect sentences.

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The weaker learners who struggle and cannot use the target language continue to make mistakes and eventually give up. The stronger students tend to lose patience with the weaker learners and hesitate to participate because they do not see the benefit. They don't feel challenged.

During pair and group work activities I focus on accuracy through error correction because learners need to understand their mistakes. If errors are not corrected at this level, mistakes soon fossilize, causing problems with intelligibility. Through error correction, students become more aware of their weaknesses and soon start to listen and correct each other.

Fluency practice is provided to some extent when learners have grasped the language forms and vocabulary taught, allowing for a student-centered approach. This enables learners to 'try out' the language in real life situations, without feeling overwhelmed. They can still ask me for assistance while I monitor the groups, assesses individual needs and provide assistance if necessary. This way both accuracy and fluency are practiced.

The CLT approach is great for Intermediate –Advanced learners, but for beginners some controlled practice is needed. Many of the Pre-Beginners students I have taught in the past lack basic language and literacy skills. Some are able to recognize letter sounds when reading while others cannot. As a result, a lot of emphasis placed on language form and the mechanics of learning all four skills. Task activities require

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structural focus so that learners are able to practice grammar and lexis in relation to meaningful contexts. Uncontrolled practice is not productive at this level.

The CLT approach is effective in linking language forms with language functions in real life situations. However there should be a balanced approach to different learning styles and needs of learners. For those students who are used to a traditional approach to teaching and learning, tasks can be designed in such a way that they can be taught with CLT.

#### II.4.1. Small Group Discussion

Small group discussion or group work is arrangement of students into small group to participate in a range of activities to develop thinking or to complete practical task. In the small group discussion, the students can learn how to work together in a small group. This technique is appropriate to be applied since the cooperation aspect is better than the competition aspect in the teaching and learning process. The small group discussion is applied in order to help the teacher dealing with the large class that contains of more than 10 students. Additionally, this technique also helps the students who have some self-esteem problem (McKeachie,1994).

This technique will make them to be more active since they have the responsibility to do the task well. It is quoted by Deutsch in Cohen (1999:

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17) that the students tend to be more helpful after a cooperative task assigned. They also show the responsible behavior on the group task and progress (Brown, 1994:174). They understand that they are responsible for the group task as the same as their friends in group. Hence, they will not be passive and not engage themselves during the teaching learning process. They will be more active and brave enough to explain their ideas.

Through small-group literacy lessons, teachers explicitly teach students what they need to know about reading, and keep them engaged and motivated through hands-on word-work activities that promote inquiry and critical thinking (Williams, Phillips-Birdsong, Hufnagel, Hungler, & Lundstrom, (2009). Small group discussion is a technique that is implemented by using communicative language teaching (CLT). The small group discussion technique allow the students share the knowledge, ideas or experiences to each other particularly when they have to choose word, organizing text, punctuation, spelling, and finding main idea, reference, inference and more in procedure text correctly.

Sometimes, a discussion may develop spontaneously during the lesson period. Such discussion is a successful discussion, but it cannot be planned. In order to be successful, small group discussion must be carefully structured and the students must receive support as well. Harris (2007) offers some useful hints to make group discussion work well. They are as follows: (1) Group size: ideal Group size is from 4-6; (2) Teaching

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philosophy: make sure that the students understand why the teacher uses group discussion; (3) Group member selection: if you are planning to have students work with the same group throughout the semester, select group members carefully. Strive for a heterogeneous group member from different level of ability, race, and genders; (4) Icebreaker: make sure the students know each other before they begin a group activity, (5) Scaffolding the group work: If the student do not have a lot of experience with group work, give them clear instructions and directions; (6) Self and peer evaluation: Consider having students write a confidential mid-term and final self and peer evaluation; (7) Assigning roles: some faculty member have had success with assigning students different roles within the group and switching those rule on a regular basis; (8) Reflection on group work. Students may have concern about the amount of learning that can make place using group work. To help them understand how effective group learning is, have them write a reflection on what they have learned.

Through a well-planned process as suggested above, a small group discussion offer the opportunity for the students to be more active participants, making them partner in educational process. Another benefit of small group discussion is that it can improve independent thinking, problem solving, interaction with peers and the teacher. These benefits are in line with the purpose of small group discussions given by Carlton (1997). He mentions that purpose of small group discussion are: (1) to encourage participation in a non-threatening environment; (2) to maximize

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success; (3) To develop collegial practices; (4) To arrive at shared understanding; (5) To share knowledge; and (6) to allow for focused teaching.

Haugen (2008) gives general concepts for leading small group discussion: (1) Formulate clear objective. The useful objectives relate to what the students should know, understand, be able to apply, or use effectively by the end of the program; (2) Develop clear expectation for what you expect from the students and how they will be tested. These expectations should follow logically from the formulated objectives. Students need to understand what they will have to know, how well they need to know it, and how well they have to demonstrate what they know; (3) Help students learn to think in term of the subject matter by giving them practice in thinking; (4) Develop motivation for further learning; (5) Provide positive feedback for participation, for example by building ideas or sentences based on what the students said (6) Do not forget about non-verbal communication. Smiling and nodding are very positive reinforces. Look at the student who is speaking to show that you are listening and appreciate his or her contribution.

Burke (2011) mentions six advantages to working in a group, they are:

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1. Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.
2. Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.”
3. People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993).
4. Decisions that students help to make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.
5. The students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help hem better evaluate their interpersonal behavior.
6. Team work is highly valued by employers. Well developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates (Graduate Outlook Survey, 2010).



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On the other hand, although working in groups has its advantages, there are also times when problems arise. Beebe and Masterson (2003) list four disadvantages.

1. There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.
2. An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process.
3. Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011). One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.
4. It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

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Overall, effective student participation in group work is an important learning outcome for higher education courses (Elgort, Smith & Toland, 2008). Although many students feel as though they can accomplish assignments better by themselves rather than in a group, instructors find that group work helps the students apply knowledge (Elgort, Smith & Toland, 2008). However, merely assigning a group does not itself create critical thinking outcomes. Therefore, the instructor must be cognizant of how best to facilitate effective collaborative learning environments.

## II.5. Review of the Related Studies

To avoid same title in the research and to see relevant researches related to the title in this study, some relevant researches are presented in this research.

1. **Maghfuroh (2015)** from State University of Surabaya conducted a research entitled “*Developing Descriptive Writing Skill by Using Small Group Discussion for Tenth Graders*”. This research discussed about improving students’ achievement in procedure text. The subjects of this research were 37 students of class XB and XC at SMAN 1 Sukadana. The research was a quasi-experimental research. The research found that most of the students were interested in the use of small group discussion as a technique to teaching writing descriptive texts. In the implementation of small group discussion can be used to teach writing descriptive text, the teacher seemed active in every

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moment to help the students who needed more help in teaching descriptive text using small group discussion and successfully make this technique in the classroom.

In this research, the researcher used small group discussion to improve students' writing ability in procedure texts. The researcher used small group discussion to improve students' writing ability in procedure texts. Because from the findings, it has proven that the use of small group discussion improve students' writing ability. The similarities were using the same strategy, while the difference was the text that was taught by teacher.

2. **Edy Rahmat (2013)** conducted a research entitled "*Improving students' achievement in procedure text writing through small group discussion*". The purpose of the research was to find out the students' responses toward to the implementation of small group discussion and analyzed students' composition toward the implementation small group discussion, in addition to assessing the effectiveness of this teaching technique. The subject of this research was the students of the tenth grade at SMAN 1 Menganti, Gresik. This study used the qualitative research by designing the descriptive model of the research design. In this result of students' responses, most of the students were interested in the use of small group discussion as a technique to teaching

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writing descriptive text. They were more active and confident enough to state their ideas.

It could be seen that most students stated that the small group discussion was interesting for the teaching writing descriptive text. In analyzing the students' responses toward the implementation of small group discussion as technique to teach writing descriptive text, the researcher could make a conclusion that most of students enjoyed small group discussion to apply as a technique to help them in getting ideas when they composed written descriptive text. From this study, it showed that the use of small group discussion gave improvement to students' writing ability in writing descriptive text, therefore, it is possible to another researcher to apply this strategy toward different kinds of the texts.

3. **Siti Muthoharoh (2006)** conducted a research entitled "*The use of small group discussion in teaching writing (narrative texts) to senior high school students*". The participants were the Tenth grade students of SMA Walisongo Pecangasan Jepara in academic year of 2006/2007). To obtain the data, the writer carried out three steps in implementing the step, they were pretest, giving treatment, and posttest. Based on the data analysis, she used the students' result that was completed by the mean score of experimental group and control group to know the

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difference between the two groups. The result showed that the difference between the two groups was 1.71, the t-test showed that this difference was not significant. The analysis was done based on product moment formula to know whether the instruments were reliable or not.

Referring to her experience in conducting this experimental research, she offered several suggestions; first teachers should use small group discussion as their teaching technique or strategy. Second, teacher should be able to convince their students to improve their performance in academic achievement. Then, she also suggested that there should be further studies on teaching English using small group discussion.

4. **Ian A.G. Wilkinson and Irene Y. Y. Fung (2002)** conducted a research in *International Journal of Educational Research* 37 (2002) 425–447 entitled “*Small-group composition and peer effects. This research discussed about grouping of students within classes and its effects on learning*”. Primary consideration was given to grouping and mixing students by ability, though consideration was also given to grouping and mixing students by ethnicity and gender as well as to research on the effects of group size. This research found that as the results of meta-analyses of grouping show a small but meaningful advantage of forming

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students into groups for instruction as compared to using whole-class instruction.

Regarding to my experience in conducting this research, the writer suggested that in teacher-led, homogeneous ability groups, peer effects result from the normative environment to the extent that peers contribute to norms for behavior, constructed through cycles of reciprocal teacher–student interaction. In peer-led, heterogeneous ability groups, peer effects stem directly from group interactions and discourse among students that lead to cognitive restructuring, cognitive rehearsal, problem solving, and other forms of higher-level thinking. Similarly, in groups of different ethnic and gender composition, peer effects stem from interactions among students according to their perceived status and relative influence within the groups. We argued that these peer influences interact with instructional processes to mediate the effects of group composition on students’ learning.

5. **Dedi Efrizal (2012)** conducted a research published by International Journal of Humanities and Social Science Vol. 2 No. 20 [Special Issue – October 2012], entitled “*Improving Students’ Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*”. This research aimed to know the improvement of teaching English speaking by using

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Communicative Language Teaching method. The respondents of this research were VII A students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu that consisted of 25 students. The method of this research was a classroom action research (CAR). Based on result of data analysis, it indicated that the using of Communicative Language Teaching method could improve students' speaking achievement at the first year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 20011/ 2012.

This study mostly discussed about using Communicative language teaching toward speaking ability, which was also used by the writer in current study, however in the current study, the writer tried to combine CLT through small group discussion as strategy. Another difference was this study focused on speaking ability, while this current study was focused on reading comprehension and writing ability.

6. **Jyi-Yeon Yi (2009)** conducted a research on Pan-Pacific Association of Applied Linguistics 13(1) pp. 53-69, entitled "*Defining Writing Ability for Classroom Writing Assessment in High Schools*". This study aimed at exploring the definitions of writing ability according to three approaches to the teaching of writing. The participants of this study were 6 English teachers at various high schools in Korea. The procedure and data analysis

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of this research was the respondents had interviews with the researcher individually and all the interviews were recorded and transcribed. As a result, it was found that even though the respondents employed writing assessment system in their evaluation system, all of them had either vague or extremely biased ideas of writing ability. This could be a serious problem because it may lead them to have unsystematic, inconsistent and invalid assessment scheme.

Referring to this research, the writer gave some suggestions; First, it was important that they made sure that they established definitions which were compatible with at least one of those frameworks commonly recognized and agreed by researchers on writing. Otherwise their assessment systems might loose faced validity amongst students and consequently construct validity amongst other stakeholders and testing experts. It is because students may be unwilling to commit themselves to such writing tests and thus it may create further possible problems with validity, as inferences about their writing ability based on their performance in such tests would not be valid.

7. **Umiyati (2011)** conducted a research entitled “*the effectiveness of using small group interaction in teaching reading comprehension*”. The objective of this research was to find out the empirical evidence of the differences between students’



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achievement in learning reading which is concerned with descriptive text by using small group interaction and whole class teaching. The population of this study was 92 students from the seventh grade of SMP Sunan Bonang. Both experimental and control classes were taken 20 students from attending list using purposive cluster sample. The study was an experimental research. The writer taught two different classes employing two different teaching techniques. The result was the use of small group interaction was more effective in teaching reading descriptive text than whole class teaching.

In line with current research, the writer also conducted an experimental research design, however the previous study had three variable; 2 independent variables (X), they were small group interaction and wholes class teaching, 1 dependent variable (Y) reading descriptive text. While, the current study, the write used three variables; consist of CLT thorough small group discussion as independent variable (X) and students' reading comprehension and their writing ability on as dependent variables (Y).

8. **Chandra Gusta Wisnuwardana (2013)** conducted a research entitled "*Improving the students' reading comprehension through cooperative learning at VII G class of SMPN 1 Sewon in the academic year of 2012/2013*". The purpose of this research

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was to improve the students' reading comprehension through the use of cooperative learning. The subjects of the research were the students of VIII G class of SMP N 1 Sewon. This action research was conducted in two cycles involving cooperative learning methods such as pair-read, think-pair-share, numbered heads together, round table brain storming and group discussion followed by quiz as the main activities. The results showed that the students' reading comprehension improved through the use of cooperative learning. The students made a good improvement in some aspects of reading skills such as finding the main ideas, finding the required information, guessing the meaning without using dictionary, skimming and scanning during their reading.

Referring to the process of the collecting data of this study, there were some inspiring ideas which could be applied during the class, such as giving some incentives (prizes) to the students who could achieve the goal of the lesson. Although this current study was limited on reading comprehension, but this idea could be used as a tribute to students who succeeded with their lesson. In contrast, this study was class action research, while the current study was an experimental research. This current study focused on students' reading comprehension and writing ability. Another difference was the participants of this study chosen by simple-random sampling, which was based on

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individual ability, while this current study used cluster-random sampling which both of the groups had homogenous ability.

9. **Faradina Primarini Noorhaya Sari (2016)** carried out a research entitled “*The Effect of Small Group Discussion in Reading Class on Students’ Reading Comprehension*”. The aims of this study were to investigate the effect of small group discussion in reading class on students’ reading comprehension and the difficulties that students face on comprehending a text. This research was conducted at SMAN 1 Kalianda in 2015/2016 academic year. The subjects of this research were 24 students of grade XI MIA 2 who were taken by using random sampling. The design of this research was one group pretest-posttest design. The instruments of this study were reading comprehension test and interview.

The first result of this research showed that t-value was higher than t-table ( $10.270 > 2.032$ ) and the value of significant level was  $0.00 < 0.05$ . The difference of the mean score between the pre-test and post-test was 15.375 (from 69.79 to 85.16). It meant that there was an effect of small group discussion in reading class on students’ reading comprehension. It could be concluded that small group discussion technique was a suitable and effective technique which could improve students’ reading

comprehension and resolved the difficulties on comprehending a text.

This research was very useful for this current study especially in applying small group discussion Strategy in the classroom. There were 24 students of grade XI MIA 2 who were taken by using random sampling, while the current research consisted of 72 students of the first level at SMAN 1 Kampar Timur. The difference was the current research used small group discussion toward reading comprehension and writing ability. In addition, this current study only focused on Descriptive text while this study focused on procedure text.

**10. Amalia Khusnu (2008)** carried out a research entitled “*The Use of Small Group Discussion in Teaching Written Procedure Text*”. The aims of this experimental research were to find out how well small group discussion gave contribution to teach procedure text and to determine whether there is significant difference in the achievement between the students who were taught procedure text by using small group discussion and without using small group discussion. The population of this research was the tenth graders of SMA Islam Sultan Agung 3 Semarang. This was an experimental research design. The results showed the mean score difference between the two groups that was 1.90. The t-test showed that this difference was significant

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because the critical value obtained was 4.919. It was higher than the critical value on the table ( $4.919 > 1.966$ ).

Referring to the experience in conducting this experimental research, the writer offered several suggestions. First, the teachers should use small group discussion as their teaching technique in teaching written procedure text. Second, the teachers should be able to convince their students to improve their performance in the academic achievement especially in written procedure text. Then, the writer also suggested that there should be further studies on teaching English by using small group discussion.

This study mostly discussed about using small group discussion in procedure at Senior High School which was very suitable with the participants of this current study, the first year students of SMAN 1 Kampar Timur. The difference was this study had only one skill reading comprehension, while this current study focused on reading comprehension and writing ability.

Therefore, by considering the concept of nature both of writing and reading, CLT through Small Group Discussion, and the review on related researches about the implementation of CLT through Small group discussion in the teaching of writing and reading. It can be assumed that the implementation of CLT through Small group discussion in this study would help the students to improve their ability in writing and reading in procedure texts.

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## II.6. Operational Concept and Indicators

### II.6.1. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular word in order to make it easy to be measured. Operational concept was the concept used to clarify the theorist used in the research.

Importantly, this research was an experimental group which focused on gaining effect of CLT through small group discussion toward students' writing ability and their reading comprehension. Therefore, in analyzing the problem of this research, three variables were used. They were Variable (X) and variable (Y1 & Y2). Variable X was using CLT through small group discussion and variable Y1 was students' writing ability, while Y2 was students' reading comprehension.

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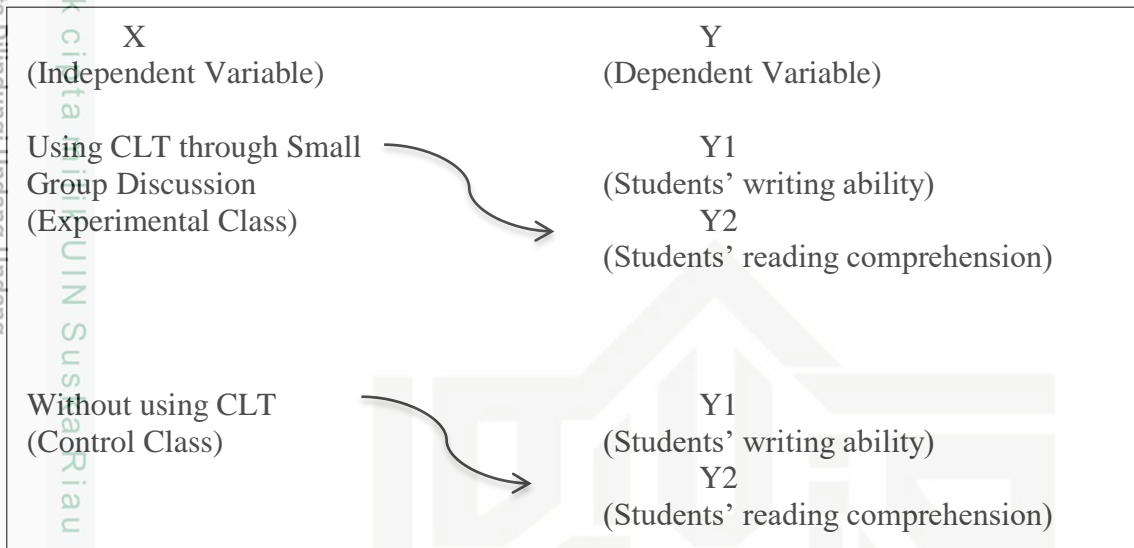


Figure 1

## II.6.2. Indicators of X Variable

### II.6.2.1. Experimental Class

Indicators of X variable CLT, they were:

- 1) Teacher introduces the idea of procedure (how to do/make something) to students
- 2) Teacher divides students into groups of 5 by teacher
- 3) Teacher asks students to discuss “how to make something” in groups and T monitors and assists them during the discussion
- 4) Teacher asks students to share their experiences which are similar to situation when they are making something
- 5) Teacher asks students to retell and explain what they have understood about procedure text after performing the discussion.
- 6) Teacher gives more example of procedure texts

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- 7) Teacher guides students to generalize the function and grammar feature of procedure text
- 8) Teacher guides students to apply what they have learnt in writing
- 9) Teacher asks students to write their own procedure text about certain topics
- 10) Teacher asks students to share their writings to other groups and students will have to read and check the writing
- 11) Teacher asks students to return to their seats and asks them to individually make a procedure text and submit it to teacher once they have finished writing it.
- 12) Teacher assesses and evaluate students' writing ability
- 13) Teacher asks students to give conclusion.

**II.6.2.2. Control Class**

Using non CLT or traditional/Conventional Method:

The classrooms in the control group used traditional method. These included the use of a basal reading series with related workbook and follow-up worksheet activities.

**II.6.3. Indicators of 'Y' Variable****II.6.3.1. Students' writing ability**

The indicators of students' writing ability (writing procedure texts) were as follow, the students are able to:



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- 1) Use correct grammar (use imperative word, connective, simple present, action verbs and adverbial phrases).
- 2) Choose appropriate vocabularies.
- 3) Use correct mechanic (spelling, punctuation, and capitalization).
- 4) Arrangement fluency or correct structure in order to make composition easy to understand.
- 5) Form organization of the texts.

**II.6.3.2. Students' reading comprehension**

According to Barret Taxonomy (Clymer, 1968) cited in Reading in a foreign language, Alderson & Uquart, Longman. 1984, it designed originally to assist classroom teacher in developing comprehension question and or test questions for reading, is especially useful for classroom questioning in other content areas as well. There were five indicators of students' reading comprehension, they were:

No	Indicators
	<b>Literal comprehension</b>
1	Students identify information directly stated.
	<b>Reorganization</b>
2	Students organize or order the information a different way than it was presented.
	<b>Inference</b>
3	Students respond to information implied but not directly stated.
4	<b>Evaluation</b>

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Students make judgments in light of the material.

**Appreciation**

5

Students give an emotional or image-based response

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According to table indicator above, the researcher omits indicator of appreciation due to procedure text generic structure reason. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures. These points are not available on procedure texts. So, the indicators of students' reading comprehension (reading procedure texts) were as follows, the students were able to:

- 1) Identify information directly stated (literal comprehension).
- 2) Organize or order the information a different way than it was presented (reorganization).
- 3) Respond to information implied but not directly stated (inference).
- 4) Make judgments in light of the material (evaluation).

**II.7. Assumption and Hypothesis****II.7.1. Assumption**

In the research, there are many strategies that can be used by teacher in teaching and learning process. Furthermore, Maggfiroh (2015) stated

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that most of students were interested in the use of small group discussion as a technique to teaching writing. In addition, Ian A.G. Wilkinson and Irene Y. Y. Fung (2002) mention that in peer-led, heterogeneous ability groups, peer effects stem directly from group interactions and discourse among students that lead to cognitive restructuring, cognitive rehearsal, problem solving, and other forms of higher-level thinking. Based on that explanation, it was assumed that Communicative Language Teaching (CLT) through small group was appropriate technique which used to increase students' writing ability and students' reading comprehension at SMAN 1 Kampar Timur.

### II.7.2. Hypotheses

“Hypothesis is researcher’s tentative prediction of the results of the research findings” (Gay, 2009: 71). It means hypothesis states researchers’ anticipation which concerns on the relationship between two variables in the research problem. According to Creswell (2009:134-135), there are two kind of hypothesis, they are Alternative hypothesis and Null hypothesis. Therefore, the hypotheses were formulated as below:

H <sub>0</sub> 1	There is no significant difference of students’ reading comprehension pre-test mean scores between an experimental group and a control group at SMAN 1 Kampar Timur.
H <sub>a</sub> 2	There is significant difference of students’ reading comprehension post-

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test mean scores between an experimental group and a control group at SMAN 1 Kampar Timur.

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H<sub>a3</sub> There is significant difference of students' reading comprehension between pre-test and post-test mean scores of the experimental group by using CLT through small group discussion at SMAN 1 Kampar Timur.

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H<sub>a4</sub> There is significant difference of students' reading comprehension between pre-test and post-test mean scores of the control group at SMAN 1 Kampar Timur.

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H<sub>o5</sub> There is no significant difference of students' writing ability pre-test mean scores between an experimental group and a control group at SMAN 1 Kampar Timur.

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H<sub>a6</sub> There is significant difference of students' writing ability post-test mean score between an experimental group and a control group at SMAN 1 Kampar Timur.

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H<sub>a7</sub> There is significant difference of students' writing ability between pre-test and post-test mean scores of the experimental group by using CLT through small group discussion at SMAN 1 Kampar Timur.

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H<sub>a8</sub> There is significant difference of students' writing ability between pre-test and post-test mean scores of the control group at SMAN 1 Kampar Timur.

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