# CHAPTER II

**REVIEW OF RELATED LITERATURE**

**A. Teaching English as a Foreign Language**

According to Harmer, teaching means to give someone knowledge or to instruct or to train someone.[[1]](#footnote-1) Thus, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process. According to Littlewood, many teachers use the learners mother tongue in this aspect of their work.[[2]](#footnote-2) Therefore, many teachers use mother tounge in learning so the students can undestand the material easier.

It is supported by Harmer, English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.[[3]](#footnote-3) It means that many students just use English for their communication in the school or institution. And then the teacher has to use effective way so the students use English in their daily communication.

In Indonesia, English is learned at schools and people do not speak the language in the society.[[4]](#footnote-4) Consequently, in Indonesia, many people think that English is difficult because they are do not practice to use it in their daily life.

From those theories, the writer concludes that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher’s ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

**B. Writing**

According to Hyland, writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge.[[5]](#footnote-5) As a result, writing is a result that is got by a process to construct some aspects of writing like grammatical and writer knowledge or experience.

Bazerman and Prior state writing is a process of inscription, of inscribing text onto or into some medium[[6]](#footnote-6). We usually think first of writing on paper, but in fact the media can be diverse. People also inscribe text on t-shirts, on electronic media, in stone, into tree trunks, on or in metal, in the dirt, and so on. Tools of inscription include pens, brushes, and pencils, computers and printing presses, lithographs and keyboards, knives and sticks.

Douglas states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to make the product. Besides, there are some of requirements in doing these steps. like what Richards and Renandya state that process writing as a classroom activity incorporates the four basic writing stages-planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teachers; namely, responding (sharing), evaluating and post-writing.

A writer will be said successful in writing if their writing contains some aspects of writing. According to Heaton, there are five aspects of writing:

1. Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
3. Vocabulary refers to the selection of words that are suitable to the content. It begins with assumption that t the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. Language Use refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. Mechanic refers to the use of graphic conventional of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another .[[7]](#footnote-7)

According to Harmer writing process has four main elements : planning, drafting, editing (reflecting and revising) and final version.[[8]](#footnote-8) :

1. The first is planning. Planning is any activity that encourage students to write. It is become a way of warming up writers brain before write. Writers have to think about three main issues. First, they have to consider the purpose of their writing. Secondly, writers think of the audience they are writing for and thirdly, writers have too consider the content structure of the piece.
2. The second is drafting. In the drafting. Writer ‘go’ at text is often done on the assumption that it will be amended later. At this stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.
3. Third is editing (reflecting and revising). In this process, writer read through what they have written to see where it works and where it doesn’t. The teacher does not need to be the only person to give students feedback, their classmate, caregivers, or classroom aides can help students revise. Revising is not only checking for language errors, but also improve global content and the organization of ideas so made clearer the reader.
4. The last is final version. It means that writers have edited their draft and produce their final version. They edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

In short, writing is both of process and product. To produce good product of writing the writer must do it in some stages that is called as a writing process that must keep attention by writer. They are planning, drafting, editing/revising and final version. Beside that, the written form should be unity and coherence. If both of aspects and elements of writing are done well, the writer will produce good writing that can read by readers.

**C. Writing Ability**

According to Jyi-yeon Yi’s view, writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organising discourse[[9]](#footnote-9). It means that someone can be said as the writer if the writing can be understood by the reader.

Siahaan states that writing ability is the skill of a writer to communicate information to a reader or group of readers[[10]](#footnote-10). The writer provides the writing as a form of expression of ideas and thoughts clearly. So that, the reader can receive the message conveyed.

Meanwhile, Elbow in Mutiara says writing ability is the ability to create words or idea of the writer[[11]](#footnote-11). In other words, the writer is able to devote all the thoughts in a writing in order to be a masterpiece.

Tribble states that writing ability is one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire.[[12]](#footnote-12)It means writing is not easy so that the writing ability must be trained step by step. Raimes states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand. Based on explanation above writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order to the readers can understand about the writers’ ideas, thoughts and feelings.[[13]](#footnote-13)

Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing, they are:

1. Content (the ability to think creatively and develop thoughts).

2. Organization (the ability to write in appropriate manner).

3. Vocabulary (the ability to use of word / idiom).

4. Language (the ability to write in appropriate structure).

5. Mechanics (the ability to use punctuation, capitalization, spelling   
 and layout correctly).[[14]](#footnote-14)

In conclusion, writing ability is an ability to produce good writing. To produce good writing, the writer should study hard and practice more so that the readers can understand the written form that is produced. As writing will be useless if it can not understand and give some impression to readers and the readers must paying attention to the five important points of writing such as content, grammar, organization, vocabulary, and mechanics.

**D. Teaching Writing**

According to Praveen and Patel, “in the beginning the teacher must teach everything by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing. It helps the students to write correct spelling because they have reproduce the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles because effort is not to be made to join letters”[[15]](#footnote-15). Therefore, the teacher must give explanation about how the grammar and the example for the student so the student can easily to practice writing.

According to Beth, writing begins with passion for the subject, passion for the genre, passion for the ideas. Passion is the engine that drives writing. Without it, writers cannot substain the energy to finish. Students do not truly learn to write until they fall in love with a story, a genre, a subject, or an idea and write about it with all their heart”.[[16]](#footnote-16) Likewise, the start of writing is what we love to write such as we love a story, a genre or a subject. That can supply our idea to write.

Based on that statement, the writer assumes that teaching writing is started from the easiest one so the student is easier to understand. Then the student have to know what he or she likes to write.

**E. Genre of Text**

According to Djuharie, there are many kinds of texts that are descriptive, narrative, report, recount, explanation, hortatory exposition, review, spoof, anecdote, news item, analysis exposition and procedure text.[[17]](#footnote-17) It means there are many texts that the students must know.

**1. Descriptive Text**

Pardiyono states that descriptive writing is a type of writing to describe living and non-living things to reader.[[18]](#footnote-18) Thus, descriptive writing is a kind of writing that describe the readers about living and non-living so that the readers can imagine it. Pardiyono says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.[[19]](#footnote-19)

a. Purpose

Description is a type of written text, which has the specific function to give description about an object (human or non human).

b. Rhetorical structure

Descriptive writing has generic structure. They are:

1. Identification: general description about an object.
2. Description: specific description about an object.

c. Grammatical Pattern

1. Use declarative sentence
2. Use simple present tense
3. Use conjunction

In the case point, descriptive writing is a type of writing that describes about an object such as things, places, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

**2. Report text**

Report text is to describe the result of research, observation, or analysis. The data of research usually conclude the characteristic or condition of something.Report text usually found or presented in journals, diary, personal letter, or biography. The organization of report text as follows:

1. General classification, it introduces the topic of the report, general declaration of the report and the classification.
2. Description, it gives the information about characteristic of the topic.[[20]](#footnote-20)

**3. Procedure Text**

Procedure text is any written english text in which the writer describes how something is accomplished through a sequence of action or step goal, it is a purpose of doing instruction.[[21]](#footnote-21) Anderson and Anderson say that a procedure is a piece of text that tells how to do something.[[22]](#footnote-22) It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal.

To arrange a good procedure text, the text organization should be applied in writing procedure text. Derewianka mentions the text organizations of a procedure text as follows:

1. The focus of instructional texts is on a sequence of actions
2. The structure is easily recognized
3. Each stage serves a particular function
4. The text may also include comments on the usefulness, significance, danger, fun, etc.
5. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.[[23]](#footnote-23)

Based on the explanation about the procedure text, the writer concludes that the procedure text is a text that tells about how to do something or instructions through a series of steps. There are three generic structures that should be contains in procedure text, they are goal, materials, and procedure or steps.

**4. Explanation**

The function of explanation text is to explain the process something, theory or culture phenomena. Explanation text also can used to describe or indicate the function of thing or equipment. The generic structures of explanation text are:

1. General Statment.

2. An explanation about the process or how something occurs.

3. Closing.[[24]](#footnote-24)

**5. Narrative Text**

Rebecca says a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.[[25]](#footnote-25) Writing narrative is really just putting what happen to somebody on paper.[[26]](#footnote-26) Based on several definitions narrative text is a story complication or problematic events and it tries to find the resolutions to solve the problems. Diana said that a narrative text usually has description of features and rhetorical steps:

1. Plot

Plot is the sequence of events showing characters in action. This sequence is not accidental but is chosen by the author as the best way of telling his or her story.

2. Characters

Characters are also easy to relate to and believe in. Characters some to life for the readers through what they say, their actions, and what others say about them.

3. Setting

Setting informs the reader of where the story is taking place, the setting falls into the background and the reader is not particularly aware of it.

In addition, Anderson and Anderson explain five steps in constructing a narrative text. They are:

1. Orientation

2. Complication

3. Sequence of events

4. Resolution

5. Coda

**6. Recount Text**

Recount is a kind of genre used to retell events for the purpose of informing or entertaining.[[27]](#footnote-27) Thus, recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount text has several elements, one of which is the generic structure. Generic structure of recount text is as follows:

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and through use the words (who, what, when, where, and why).

2. Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.

3. Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topics importance or offering personal comment or opinion.[[28]](#footnote-28)

**7. Hortatory Exposition**

The purpose of hortatory exposition text is persuade the readers or listeners that something should or should not be the case. The generic structures are:

1. Thesis, it is about stating an issue of concern.

2. Argument, it gives reason for concern.

3. Rocommendation, stating what ought or ought not to happen.[[29]](#footnote-29)

**8. Review**

The social function of review text is to give a critique an art work. The generic structure of review text as follows:

1. Orientation, background information of the text.

2. Interpretative recount, concluding statment.

3. Evaluation, summary of art works including character and plot.

**9. Spoof**

According to Jonathan spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.[[30]](#footnote-30) It can be assumed that spoof to tell an event with a humorous twist and entertain the readers. The generic structure of spoof as follows:

1. Orientation

2. Events

3. Twist[[31]](#footnote-31)

**10. Anecdote**

Anecdote is such a recount text, that is report an event or experience, but in the end of the story, it has funniest case. The organization of this text as follows:

1. Abstract

2. Orientation, the beginning of the story, tell about shape, place, and time.

3. Events, it is tells what happened it that story.

4. Crisis, there is problem in this section.

5. Reaction, it is an action from the problem.

6. Coda, it is the changing of the shape and message from the story.

7. Re-orientation, it is the concluding of the story.[[32]](#footnote-32)

**11. News Items**

News item is a type of the text that has the main function or communicative purpose to Inform readers or listeners or viewer about events of the day that are considered newsworthy or important.[[33]](#footnote-33) Thus, news item is inform the readers, listeners of viewers about event of the day which are considered news worthy or important. Generic structure:

1. Newsworthy event(s): recounts the event in summary form.
2. Background events: elaborate what happened to whom in what circumstances.
3. Sources: comments by participants in witness and authorities expert on the event.[[34]](#footnote-34)

**12. Analytical Exposition**

Analytical exposition text is a text that elaborates the writer’s idea about the phenomenon surrounding. To persuade the reader or listener that there is something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.[[35]](#footnote-35)

Social function of it is to give the readers an argument or opinion from writer about the topic. The organization of it as follows:

1. Thesis, it usually includes a preview argument or opinion.

2. Arguments, it consist of a point and elaborate sequence.

3. Reiteration, testate the position more forcefully.[[36]](#footnote-36)

In this research will focus on the Descriptive Text. Descriptive text is kind of writing that describe the readers about living and non-living so that the readers can imagine it. In addition, the Descriptive Text includes in the syllabus at the second semester of the tenth grade.

**F. Descriptive Text**

Stanley mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In this kind of text, the students are required to ”list the characteristics of something and usually deals with the physical appearance of the described thing.[[37]](#footnote-37)

Descriptive text is one of kinds the text that students learn in the school. The students also should be mastered how to make descriptive text well. Descriptive is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer’s point of view.[[38]](#footnote-38) The meaning is the students describe about something, person, thing, animal, and place. In descriptive text, the students must describe what is look like the object details. As the result, the readers will get information about object or picture clearly. the students also learn about generic structure. Beside the students know about definition of descriptive text, the students also know about generic structure of descriptive text. Without generic structure the students can not write about descriptive paragraph correctly.

Descriptive text consists of generic structure in range as:

1. Identification, introducing the subject or thing that will be described.
2. Description, describing aspects of the subject such as characteristic of psychology, behavior, physical, etc.[[39]](#footnote-39)

Descriptive text also has dominant language features as follows:

1. Using simple present tense
2. Using specific noun
3. Using relational verbs
4. Using action verbs
5. Using adjectives
6. Using adverbs[[40]](#footnote-40)

According to explanation above, the example of Descriptive text is as follows:

**KAMEN RIDER BUILD**

**Kiryu Sento Kamen Rider Build ( Rabbit – Tank Form)**

Figure 1. Example of Descriptive Text

**Identification:**

Sento Kiryu is a genius theoretical physicist who made experiment with Fullbottles to further enhance his abilities as Kamen Rider Build to fight against the evil Smash organisms.

**Description:**

He is a man with no memory of his past, and fights to find the truth about himself. Sento is a highly intelligent and sarcastic young man. He likes to praise himself for his works, and has a somewhat child-like curiosity when learning new things. Additionally, when he gets excited, a part of his hair sticks up. On the other hand, Sento is generally composed and calm while fighting.[[41]](#footnote-41)

**G. Descriptive Text Writing Ability**

According to Tribble, writing ability is one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire.[[42]](#footnote-42) It means writing is not easy so that the writing ability must be trained step by step. Raimes states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.[[43]](#footnote-43)

From the explanation about writing ability is the ability to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the readers by paying attention to the five important points of writing such as content, grammar, organization, vocabulary, and mechanics.

Oshima and Hogue said, Desriptive writing appeals to the sense, it tells how something looks, feels, smells, tastes and sounds.[[44]](#footnote-44) It means that descriptive text is the writer should be able to make the reader understand the subject in his/her mind as clear as the writer sees, hears, smells, touches, and tastes.

It can be concluded that Descriptive Writing Ability is the ability to produce or compose a text that describes the characteristics of an object; it can be a person, a place or thing, which fulfills such criteria of a good writing as content, organization, vocabulary, language and mechanics.

**H. Web Blog**

**1. Definition of Web blog**

Starting from shared-media in digital-world, it becomes a new application today. Many people call web blog or blog. Web blog provides a space in storing data. It can be used in the learning process. Some experts give the definition of web blog. A blog (a contraction of the term "web log") is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a web blog.

Web blog, which is a form of internet publishing, has become established communication tools and has been used by millions of users for variety purposes. The existence of blog has opened up a space for writers to share articles or materials in the weblog that are open for view to the audience with an internet access.[[45]](#footnote-45) This has given language learners the opportunity to express and share their ideas to the unlimited internet community in the World Wide Web.

Web blog is one of the application of computer network technology that has been utilized besides multimedia, email, electronic journals, database, World Wide Web, chat, audio and video conferencing etc.[[46]](#footnote-46) Web blog is interactive so it allows the students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language. There are many features that can be used to support the teaching and learning process.

 Blogging is one technique for learning, as it can allow a quieter student, for example, to feel heard online. Those shy and quiet students feel less pressure when they need to “speak” in their blog or when giving peer feedback, as they are discussing the text on their own terms.[[47]](#footnote-47)

There are many features that can be a technique and used to support the teaching and learning process. Ali Zaki states the parts of web blog[[48]](#footnote-48). They are as follows :

a. Web blog Post

It is the basic features of web blog. Everyone can share everything such as short writing, link, picture, video etc. to all friends. It is displayed in chronological order.

b. Web blog Comment

The teacher can use it to make many kinds of comments from the material and ask the students to make comments. It is a tool for interaction in web blog.

c. Subscription / RSS

This part provides entry subscriber by giving notifications if there are something new. RSS gives up to date news for the people.

Based on explanation above Web blog is one of the application of computer network technology, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. In learning activity blogging can be a technique, it can helps a quiet and shy students to express their idea because web blog offer opportunities for students to develop their communication skills through writing in web blog. It means Web blog is like self note tool and you can share anything to internet and everyone can read your note, in learning process it can be a inovation to improve student motivate in learning especially in writing. The picture below is the example of web blog:

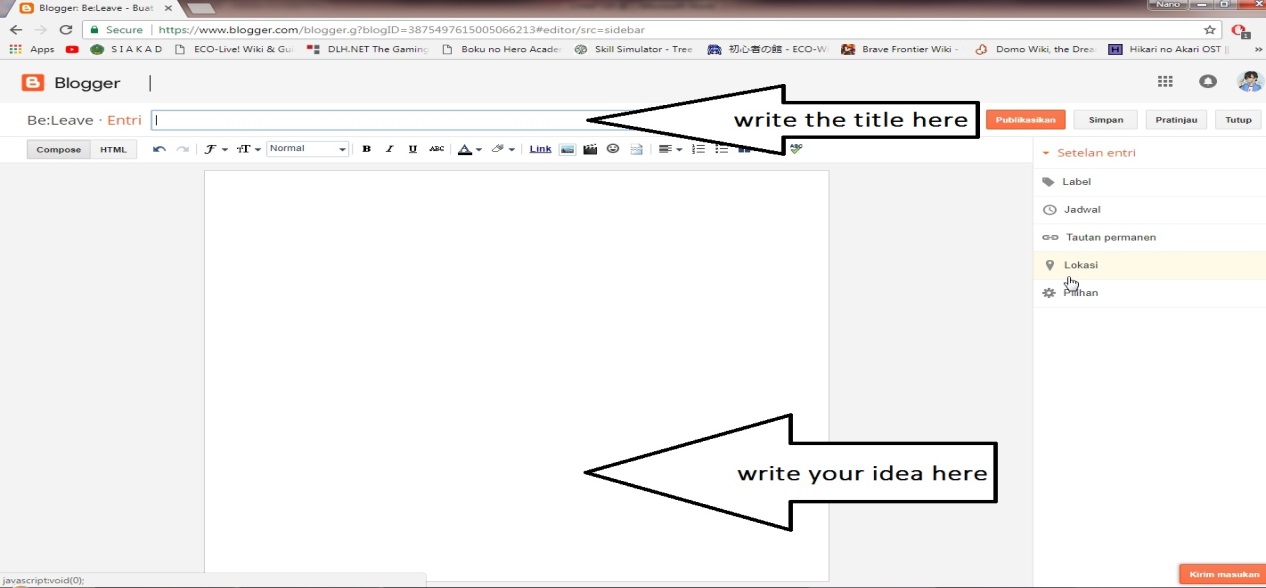


Figure 2. Example of Submit Web Blog Content 1

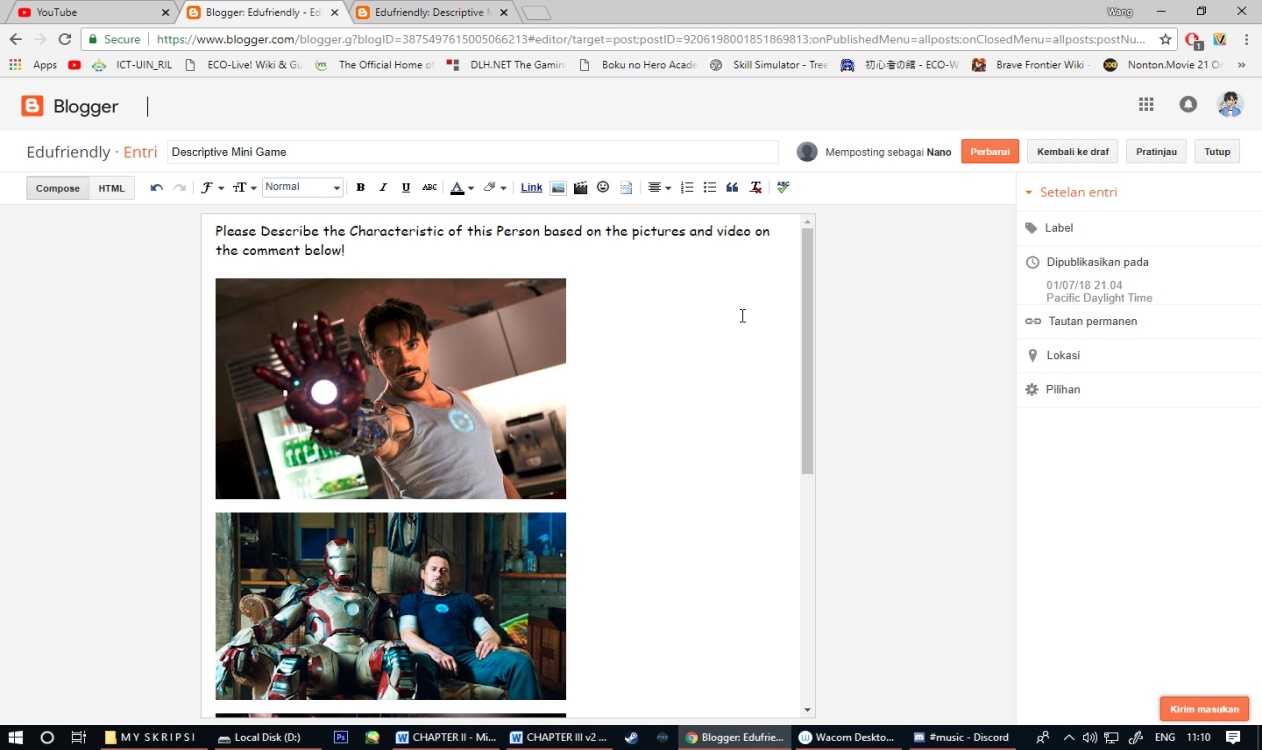


Figure 3. Example of Submit Web Blog Content 2

**2. Procedure of Teaching with Web blog**

Students can write blogs that fit any genre from diary entries to reading journals, from reflective comments to literary analysis and more. Any genre that a student can write with pen on a piece of paper can also be written online as a blog entry.

1. Make sure that all students have e-mail accounts, which are needed to set up accounts with blogging sites.
2. Review [Common Blog Features](http://www.readwritethink.org/lesson_images/lesson1113/features.pdf) and some example blogs with students.
3. Teacher already prepared the materials of writing in the writer own blog.
4. For the pre-test students using comment section for write based on materials that provided in teachers’ blog.
5. For the post-test students must have their own blog to publish their writing.
6. The teacher check students’ writing in web blog.
7. Then the teacher give the feedback by using comment section for correct students’ writing.

Based on the Explanation above, the writer can take a conclusion that there are some procedure that can be followed by the teachers when they are going to teach descriptive text by using web blog. Those procedure can help the teachers teach easily.[[49]](#footnote-49)

**3. Advantages and Disadvantages of Using Web Blog**

**a. Advantages**

1. Publishable, it is easy and cheap to post materials, and also able to access in everywhere.
2. With the availability of blog apps, blogging has become very simple and accessible to our students. They can blog from anywhere about anything whenever they are in the mood to reflect. They are not tied down to a desk and feel more free using this writing media.
3. Blogging gives students an opportunity to become published authors and showcase their writing skills. In addition, blogs give students the ability to improve communication and collaboration through the commenting feature. Peer review and feedback become an invaluable part of the writing process. Students from other parts of the world can also comment and provide a new cultural perspective to our own students’ thoughts and opinions. Students’ writing skills are vastly improved through the blogging process, since they have to work harder to hold the readers’ attention. To do that, every word, phrase, sentence, and even punctuation mark must add something to the posting.
4. Provide collaborative learning environment and promote communication skills in some aspects. Blogs create a common goal of participation and help learners develop social skills about group consensus and compromise. Students are encouraged to being authors and develop communication skills, especially in writing and reading, while class activities take place in virtual setting rather than traditional classroom.[[50]](#footnote-50)

Based on the advantages above, there is no doubt that web blog will be very helpful for teachers and learners in the learning process.

**b. Disadvantages of Using Web Blog**

1. Time consuming and involves a lot of efforts to maintain the quality of the site quality and keep it on task.
2. Hard to grade and assess. It can be overwhelming for educators to grade either too many or too few entries are posted by students.
3. Users can be distracted easily. Once the students get connected with blogs, they also have access to the entire virtual world and can get diverted away from their tasks easily.
4. Lack of listening and speaking skill training. The activities are mainly conducted in text writing. Not all language skills can be comprehended in blogging related coursework, especially in listening and speaking. Writing may be more casual than traditional assignment and can lead to sloppy writing similar to email or text messaging.[[51]](#footnote-51)

To solve those problems the teacher gives solution such as: (1)   
the teacher prepares teaching seriously materials in web blog before teach the student (2) the teacher must put more effort to asses (3) the teacher gives attention to the students’ activity when the students do a tasks (4) more using English language in speaking in the class.

**I. Guided Writing**

**1. Definition of Guided Writing**

Guided writing is the process where teachers develop and guide students’writing through discussion, join text construction and evaluation of their independent writing.[[52]](#footnote-52) It means that guided writing involves a teacher working with a group of learners on a writing task.

Tyner defines guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice.[[53]](#footnote-53) Based on theory above Guided writing is activities help students learn to write by providing them with a partially completed draft or some other form of assistance.

In addition Dunigan states that guided writing is a step by step recipe for writing that include splanning, writing, editing, revising and publishing.[[54]](#footnote-54) Seeing some explanations above through guided writing, students are supported during the different stages of the writing process.

Guided writing is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing.[[55]](#footnote-55) It means that guided writing help students to improve their writing and to work with increasing independence.

From the definitions mentioned above the writer concludes guided writing can be fully exploited by providing learners with the language they need to complete the task together with the teacher and through guided writing, students are supported during the different stages of the writing process.

**2. Procedure of Teaching Guide Writing**

Dunigan states several steps of guided writing activity:

1) Planning:the students identify,collect and organize the ideas.

2) Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.

3) Popping: using the established rubric, the teacher and individual student conference on paragraphs.Popping ideas andwords in,out,or around.

4) Polishing: the students polish their writing project,with assistance as needed to compose a final draft.

5) Publishing: the students shared their completed work.[[56]](#footnote-56)

Based on procedure above guided writing focused on the needs of the group, the teacher is able to observe and respond to the needs of individual of the group, provides the teacher with the opportunity to extend and challenge the groups of student. Guided writing can take place at any stage of the writing process.

To apply guided writing in teaching Descriptive text, the procedure of guided writing as follows:

1. Teacher explains about descriptive text.
2. After explaining about descriptive text, the teacher explain about guided writing.
3. Then, the teacher explains and gives the example of making descriptive text by using guided writing.
4. The teacher asks the students to make descriptive text.
5. The teacher guides the students in gathering ideas to make descriptive text.
6. The teacher asks the students to collect the descriptive text they made.
7. The teacher and the students check the result together.
8. The teacher gives feedback to the students.

Based on the Explanation above, the writer can take a conclusion that there are some steps that can be followed by the teachers when they are going to teach descriptive text text by using guided writing. Those procedure can help the teachers teach easily.

**3. Advantages and Disadvantages of Guided Teaching Writing**

**a. Advantages of Guided Writing Technique**

1. Facilitates teaching and learning of individual students.
2. Provides the teacher with the opportunity to extend and challenge more able groups of students.
3. Builds the confidence.
4. Encourages the students to be active participants in discussions about writing.[[57]](#footnote-57)

By using guided writing gives the chance in teaching and learning individual students, group students, active students in discussion, confident about writing what have been written.

**b. Disadvantages of Guided Writing Technique**

1. The teacher takes a long time in the learning process.
2. Teacher needs more difficulty in guiding learners who need guidance.
3. The big class needs many teachers in the learning guidance.[[58]](#footnote-58)

**J. Frame of Thinking**

Teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. In learning English, the students are going to learn about the four skills. They are listening, speaking, reading, and writing. Most of students say that writing is the most difficult skills in English.

Writing becomes the difficult skill because it contains of some component of the language that should be mastered by the students such as spelling, grammar, punctuation, and others. Besides, writing is also the way to communicate with other people through piece of paper. In writing, the students are going to write about their idea, minds, feelings, and others in order to communicate or give the information.

The students’ problems related to writing ability covers the students motivation toward writing, language accuracy and poor organization. There are no media in teaching-learning process so the students are not motivated. The students’ motivation will be improved first because writing activity needs motivation to express the idea. The low motivation will obstract students’ interest to write. Then the researcher will improve the language accuracy. Language accuracy which covers mechanics and grammar error plays important role in writing.

In order to help the students in writing, an English teacher must have a good technique to teach. In this case, the teacher is going to teach the students by web blog in teaching writing especially in writing descriptive text. Same as other writing, descriptive text also need an idea and knowledge to write. By using web blog the students can learn more actively and more creatively to get idea.

Web Blog can help the students to improve their motivation to writing, generate idea, focus and engage themselves more deeply in writing their idea with their impression about the object and the writer hopes that the students will improve and increase their creativity in learning English especially in writing descriptive text.

**K. Hypothesis**

Based on the theories and the problems of the research, the writer proposed the hypotheses as follows:

H0 : There is no a significant influence of using Web blog towards students’ writing descriptive text ability at the first semester of the Multimedia Classes of eleventh grade of SMK N 5 Bandar Lampung in the Academic Year of 2018/2019.

Ha : There is a significant influence of using Web blog towards students’ writing descriptive text ability at the first semester of the Multimedia Classes of eleventh grade of SMK N 5 Bandar Lampung in the Academic Year of 2018/2019.

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