CHAPTER II

LITERATURE REVIEW

A. WRITING

1. Definition of Writing

Writing is one of the four basic skills that must be learned by the students. There are four skills: reading, speaking, writing, and listening. It is obviously a skill and a complex process to get the product. Writing is a process of expressing ideas in written form. There are three basic aspects of writing: content, register, and topic, to be considered (Leo, 2007:1). Writing is not a simple work, not only grammatical patterns but also the rule of writing, such as high degree of organization, in the development of ideas and information, and choosing the vocabularies and sentence structure to make a style which is appropriate to the subject matter.

According to Nunan, (2003:88) Writing is the mental work of inventing ideas, thinking about expressing them, and organizing them into statements and paragraphs that will be clear to the reader. Furthermore, writing is a process and that what we write is heavily influenced by constraints of genres, then this element have to be present in learning activities (Harmer 2004:86). Based on the explanation above we can conclude that writing is a means of communication where the written form is used to express the writer’s purpose, feeling, and though.
2. Importance of Writing

In education most of exams, whether they are testing foreign language abilities or other skills often rely on the students’ writing proficiency in order to measure their knowledge. Writing is important for students because writing can measure a whole knowledge in english which is already learnt by the students. In the future of the students, writing also important, because they should write when they apply job, sometimes they should write formal letters, and for the students who go to the college they should write for their final tasks. If they know how to write in a good way it will be easy for students to write.

3. The Process of Writing

The process of writing has four main elements, planning, drafting, editing, and final version (Harmer, 2004:4-6)

a. Planning

Before start writing, students should make a plan or mind mapping about what they are going to write, there are three main issues in planning, the first is the purpose, then audience or reader, and the content structure.

b. Drafting

In this stage, writer writes down their ideas freely in the form of paragraph, or text. In the other word drafting is the first version of written form.
c. Editing

Before going to final version the writer should recheck and read the draft to make sure there is no something which is inappropriate with draft, if there is something error the writer can revise it.

d. Final version

This is the last process in writing, in final version the text can be different with the planning and drafting because of editing process that could be deleting some inappropriate information, words, event sentences. In this stage the written form can be published to the reader.

4. Aspect of Writing

There are some aspects in writing that have to be considered by the writer. These aspects also can be standard to reflect the quality of writing. Here are the aspects of writing:

a. Content

The meaning of the content is about the material existed in the composition such as topic, explanations, discussion, and the core of the main topic discussed. That kind of thing should be considered well for gaining a good writing.
b. Organization

Organization of writing means that during composing the written text concerning the sequence of each sentence or paragraph is prominent. That should be a good organization among them,

c. Vocabulary

Vocabulary is the collection of word owned by someone. It is an important thing to be used in interpreting what we think into a particular language. Furthermore, the suitable words can be used to explain the concept of writer.

d. Language Use

Language use is all about the construction, structure as well as the components of the language applied in the written text such as grammar and complexity of the sentences.

e. Mechanic

Writing like any other skills, has its ‘mechanical’ components. These include hand writing, spelling, punctuation, and construction of well-formed sentences, paragraph, and text (Harmer, 2004:440).

➢ Handwriting

Writing can be handwriting or type on computer, but handwriting still used in most of written form such as exam writing, postcard, application forms, informal letter, and so on.
- **Spelling**

  Spelling is a complex component, when students know the vocabularies they should know to spell it, so that they can write down the vocabularies correctly.

- **Punctuation**

  The use of punctuation is also important in writing, because writing not only the content, language, grammar, the writer’s handwriting but also the punctuation in written form such as capital letters, comma, full stop, sentences and paragraph boundaries. If the use of punctuation is incorrect, it will make the text difficult to understand.

- **Sentences, Paragraph, and Text**

  To make a good written form, students should know the well-formed of sentences, paragraphs, and text. They can follow a written model first to know the good formed of sentences, paragraphs, and text.

  Nurgiantoro (2001:48)

  The students have to concern for those aspects in order to make a good writing. The aspects also become the criteria for the teacher to evaluate the writing of students.
5. Teaching Writing

Teaching is showing or helping someone to learn how to do something, give instruction, guide, in the study of something, provide with knowledge, cause to know or understand (Brown, 2007:8). Like many other aspect of English language teaching, the type of writing we get to do is depend on their age, interests, and level (Harmer, 2006:80). it means that in teaching writing teacher should consider the level of students’ age and their interests of the students, so that in every level of students the type of the text that will be thought is different. In teaching writing, teacher also has an important role to improve students writing skill. According to Harmer (2004:41-42) there are some teacher taks in writing process, they are :

a. Demonstrating

The teacher should be able to make the students aware of the language used or others to know writing function by using whatever the ways.

b. Motivating and Provoking

The teacher has to motivate and provoke their students to start writing and help them to find out their motivation. As we know that the students sometimes lost their motivation, idea and confidence, especially when they have to write, they suddenly lost their ideas. Therefore, the teacher as the presenter of material has to help them to find their motivation, ideas and confidence back.
c. Supporting  
The teacher has to support the students when they face or get problem in writing and need teacher’s help to solve the problem.

d. Responding  
The teacher has to give suggestion or reaction to the students’ writing draft.

e. Evaluating  
The teacher has to evaluate the students’ task in order to know the students’ understanding and to find out the real condition of their students’ achievement.

Based on the explanation above we can conclude that in teaching writing the teacher has to give stimulus, guidance, direction, and motivation the students to encourage the students to be active inside and outside the class.

B. Announcement

1. Definition of Announcement

Announcement text is a text that describes a notification about an event that will be held. Announcement text is an official notification about something. Announcement can be shared by using two ways. Those are directly (spoken) and indirectly (written); it depends on who makes the announcement and for what the announcement is, but in this study the researcher only focus on the written form.
2. The Purpose of Announcement

That purpose of making announcement is for delivering important information to the public in order to make the public know that information. However, the purpose of making announcement depends on a certain kind of announcement. For example: school event announcement, for informing the students that there will be an event at their school.

3. Kinds of Announcement

There are two kinds of announcement, those are informal and formal announcement.

a. Informal announcement

Informal announcement is unofficial announcement because it is made for informing a certain society and personal.

The way to make informal announcement:
1. Mentioning event/activity
   At first, the announcer has to mention the event which will be held.
2. Explanation
   Give information about the place, time, and the event.

b. Formal announcement

Formal announcement is official announcement because it has to be admitted by the head of a certain institution. For example: announcement of meeting for students’ parent from the head of the school, announcement of attending a meeting from the head of company and etc.

The way to make formal announcement:
1. Letter head
   It contains the name of a certain institution or company and the address of its company or institution.
2. Opening paragraph
   It mentions the purpose of the announcement itself

3. Body paragraph
   It explains the time and the place which an event happens.

4. Closing paragraph
   It usually contains the additional information or just saying thanks.

5. Signature and stamp
   Formal announcement needs to be admitted by the head of a certain institution / company for showing the legality of the announcement.

4. The Example of Announcement
   a. Informal announcements

   ANNOUNCEMENT
   Pay attention!
   Our school will have a Debate Competition
   Participants: All students in our school
   It will be held from 10a – 12a August 2008
   Prizes: I Rp. 2.000.000,-
   II Rp. 1.500.000,-
   III Rp. 1.000.000,-
   Please join us!

   event
   explanation

   Are you ready?
b. Formal announcement

PT SUMI INDO KABEL Tbk.
(“The Company”)

ANNOUNCEMENT
TO ALL THE SHAREHOLDERS

This is to inform the shareholders of PT. SUMI INDO KABEL Tbk. ("Company") that the Annual General meeting of shareholders ("meeting") shall be held on Monday, September 10, 2012.

The invitation for the meeting shall be announced on Thursday, August 9, 2012 in (two) newspapers.

Those who are entitled to attend or wish to be represented at the meeting by proxies and eligible to vote at the meeting are shareholders whose names are recorded in the Company’s register of shareholders on Wednesday, August 8, 2012 at 4 p.m.

Shareholders who will submit their proposal to the agenda of meeting in accordance with the Company’s Articles of Association must send it to the Directors at the latest 7 (seven) days before invitation of meeting.

Tangerang, July 25, 2012

PT. SUMI INDO KABEL Tbk
Director

C. GROUP INVESTIGATION (GI)

1. Definition of Group Investigation

Group investigation (GI) method is one kind of cooperative learning (CL) that is more than having students work in group; it is a fundamental shift than from teacher as information provider and sole source of truth. It involves the use of tasks whose completion requires the combined efforts and skills of the individual group members.

Furthermore, Sharan stated that group investigation is a method which is explored students’ individual interest and give them more control over their learning than other cooperative methods do. In group investigation,
the students are required to applying their interpersonal and research ability to design a specific objective of learning (Sharan, 2012 : 166).

In group investigation, the students take an active part in planning what they will study and how. They from a cooperative group according to common interest in a topic. All group members help plan how to research their topic. Then, the members divide the work among themselves, and each group member carries out his or her part of the investigation. Finally the group synthesizes and summarizes its work and presents the result in front of the class.

2. The main component of Group Investigation

The unique characteristic of group investigation is on the integration of four fundamental components such as investigation, interaction, interpretation, and intrinsic motivation (Sharan, 2012 : 167).

The further explanation about those four components of group investigation as follow:

a. Investigation

The first component of group investigation which refers to the general orientation of learning that taken by teachers and students. The class is a community of research when the students having their group investigation project. Then, the students’ role is a researcher that coordinating their research with the learning objectives. In the same way, Thelen in Sharan stated that the class
can be called as a community of research or community of researcher (Sharan, Shlomo 2012: 167)

The investigation starts when the teacher gives a challenging problem to the students. While doing their research, the students building their knowledge, instead of receive the information from the teacher. The investigation process emphasize on the students’ initiative.

The students design their own investigation by making some of questions dealing with the topic, finding the resources of the topic and summarizing the result of their work. In the stage of investigation, the students cooperate with their partner to find the information. Then, the students will process the information and ideas into a new knowledge through the interpretation process.

b. Interaction

Group investigation taken place in a class which is deal with social context including the process of having conversation, helping each other and supporting each other. In every steps of the investigation, each student has the same opportunities to have an interaction with the others. The students discuss their research plan, compare their information and ideas, and decided how to summarize and merging their findings. Then, the students plan how they will present the result of their works in front of the class.
Interaction is effective in small group discussion that needs the knowledge of the nature of group work and discussion skill. Interaction among the students is important in group investigation. Through interaction, the students are able to support each other, evolving their ideas, and helping each other to focus on their work. The students process their ideas and information through social and interaction while doing the investigation (Sharan, 2012: 170)

c. Interpretation

The students are cooperating with their partner to make an interpretation of their investigation result. The interpretation of investigation result is a negotiation process between their personal knowledge and the new knowledge that they learned. In this context, the interpretation process is a real social-intellectual process. The cooperative interpretation of the information is improving the students’ research skill.

d. Intrinsic motivation

The group investigation is motivating the students to be active in deciding what they will learn and how. In this case, the students are free to make individual choices and group choices based on the problems that will be observed.

The students sharing their experience in school, so that they dispose to give more efforts in learning than when they are required to learn something and informed how to learn it (Sharan &
Shaulov in Sharan, 2012 : 172). The group investigation technique is enhancing the students’ interest to find the information what they need.

3. The Advantages and Disadvantages of Group Investigation

There are many advantages of Group Investigation, they are:

a. It allows students to use inquiry skills that many educators believe will better prepare learners for the future than will more traditional teaching learning strategies.

b. It provides opportunities for more intensive investigation of a study or problem.

c. The strategy is conducive to developing students leadership in teaching the skill of discussion and group processes.

d. It enables the teacher to give more individual attention to teach pupil’s learning needs.

e. It allows pupils to become more actively involved in their own learning and to participate more freely in this discussion. Students tend to participate more actively in small group situations.

f. The method can be use in schools employing a variety of the class arrangements, groupings and schedules.

g. It provides opportunities to develop respect for other students whose work helps the group progresses in reaching its goals.

h. Increase the students confidence.
There are many disadvantages of group investigation, they are:

a. This technique spends much time.

b. Teacher is difficult to maintain students’ discipline.

c. The reference is incomplete.

4. The Stages of GI in Teaching Writing Announcement Text.

The implementations of learning method using group investigation in teaching writing announcement text:

a. Identifying the topic to be investigated and organizing the students into groups.
   - The teacher presents a topic to the whole class. The topic is about announcement text.
   - The teacher explains about announcement text will produce subtopic that will be investigated.
   - The teacher divides students based on their interest in subtopic. Each group consists of 5-6 students.

b. Planning the investigation in group
   - Upon joining their respective groups, the students turn their attention to the subtopic of their choice. Together they formulate a researchable problem and plan their choice.
   - The teacher circulates among the groups, he or she can offer help to those who need it.
c. Doing investigation

- The students collect, analyze, and evaluate the information, make summary and apply new knowledge on what they investigate.

d. Preparing the final report

- Group plan their presentation.
- Each group divides their member as a leader, moderator, and recorder in presented the report.

e. Presentation

- The leader of each group presents the report in front of the class.
- The students who do not present their report, give question and suggest about the topic that is presented.

f. Evaluation

- The teacher and students collaborate in evaluating students learning.

D. BASIC ASSUMPTION

Writing as one of the four major skills has always formed part of the syllabus in the teaching of English. The basic competence of writing is that the students must be able to express their ideas into text by letters and using particular linguistics aspect which consist of word, spelling, sentence structure, punctuation, etc.

The purpose of writing is to express oneself, to creat a literary work. Concisely, writing is the ability to communicate using good sentences or
paragraph so the readers know and understand the purpose of the writer himself.

To teach writing, the teacher should be creative in using method to motivate the students because not all the methods can be applied in a material. There are many kinds of Cooperative Learning method that can be used in a class. Group Investigation is one of Cooperative Learning method that makes students active, improve their achievement with emphasizing in social interaction among them. Group Investigation can help the students to make announcement easily, the students do investigation to find out kinds of announcement, so in this research assumes that Group Investigation is an affective to teach writing announcement text.

E. HYPOTHESIS

Based on the basic assumption, it is hypotesized that group investigation method will be effective for teaching writing announcement.