CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is aimed at giving a brief discussion on what is related to the focuses of this study. In this chapter the writer tries to give clear explanation of theoretical frame work which is covering of teaching writing, recount text, STAD strategy and previous study.

A. Teaching Writing

In this unit the writer tries to give clear explanation of teaching writing which is covering the nature of writing, process of writing, Requirements of Good Writing and teaching writing.

1. The Nature of Writing

Writing is considered as a productive skill along with speaking. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language Writing involves communicating a message with a sign or symbol on a page (Spratt, 2005:26). It needs to make series of words or sentences in writing process to communicate in the written language. Writing is one of the important skills that have to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill.

Writing is productive skills; it is one of the four language skills, reading,listening, speaking, and writing. Writing is focused on how to produce languagerather than receive. Therefore, writing has several steps to do. Oshima & Hogue (1997:2) state that writing is a progressive activity which is open with the result of thinking what the writer going to say. After finished writing a text, the writer should read the draft of writing and make corrections.

Writing needs some processes of thinking. It means that students need to gather ideas to write a good story or text. Spratt (2005:27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process. According to Brown(2001:335) states "The one major theme and pedagogical research on writing is the nature of the composing process of writing."

2. Process of Writing

Writing is a never one-step action. There are three steps of writing namely prewriting, writing, and revising.

1) Prewriting

Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. Blanchard and Root(2003:41) state that "Prewriting is a way of warming up your brain before you write, just as you warm up your body before you

exercise".In prewriting step, we gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before write.

a. Brainstorming

Bram (1995:64) state that Brainstorming is a prewriting activity in which we come up with a list of idea about a topic on our own orin small groups with our classmates. In the brainstorming process,we write down every single thing that exists or comes into our minds. We need not then worry about the quality of the idea forthe time being (at least). We simply write down our ideas inphrases or in single words, not in complete sentences. We do this partly to'save time', or rather to be quick. The phrases or words can be verbs, nouns, adjectives, adverbs, or other parts of speech.

b. Clustering

Clustering is another prewriting technique. It is a visual way of showing how our ideas are connected using circles and lines. The steps are:

1) Write the topic in the center of a blank piece of paper and draw a circle around it.

2) Write any ideas that come into our mind about the topic in circles around the main circle.

3) Connect those ideas to the center word with a line.

4) Think about each of your new ideas, and then connect them.

5) Repeat this process until we run out of ideas.

For example suppose we are writing about the television commercials. Using the clustering technique to get ideas, you might end up with the following. (Blanchard and Root, 2003:42)

2) Writing

After we have finished in prewriting, we can continue to the next step (writing). As we write the first draft on our paragraph,we have to use the ideas we generated from prewriting as a guide. As we write, remember to:

a. Begin with a topic sentence that states the main ideas,includeseveral sentences that support the main idea.

b. Stick the topic does not include information that does not directly support the main idea.

c. Arrange the sentences so that the other ideas make sense.

d. Use signal words to help the reader understand how the ideas in your paragraph are connected (Blanchard and Root, 2003:43)

3) Revising

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a

different form of words for a particular sentence. Revising is often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions (Bram, 1995:64).

B. Recount Text

1. The Definition of Recount Text

According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text means the form of the text telling about someone experience in the past, there for the experience of the readers themselves, such astheir adventure and their day's activities. Recount text means telling about one self adventures or the day's activities.

2. The purpose of Recount Text

A recount has social function. Recount "tell what happened".The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

3. Types of Recount Text

In exploring how text work (Derewinka, 1990: 15-17) there are three types ofrecount. They are:

a. Personal Recount

Personal recount is a recount that retelling of an activity thatwriter or speaker has been personally involved in (e.g. oral anecdote,diary entry). Language features of personal recount are:

1) Use of first pronoun (I, we).

2) Personal responses to the events can be included, particularly atthe end.

3) Details are often chosen to add interest or humor.

b. Factual RecountText

Factual recount is a recount that recording the particulars of anaccident. (E.g. report of a science experiment, police report, newsreport, historical recount). Language features of factual recount are:

1) Use of third person pronouns (he, she, it, they).

2) Details are usually selected to help the reader reconstruct the activity or incident accurately.

3) Sometimes the ending describes the out come of the activity (e.g. ina science experiment).

4) Mention of personal feelings in probably not appropriate.

5) Details of time, place, and manner may be need to be preciselystated (e.g. at 2.35 pm, between John st, and Park rd, the mandrove at 80 kpb).

6) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).

7) The passive voice may be used (e.g. the breaker was filled with water).

8) It may be appropriate to include explanations and satisfactions

C. The Role of Student Teams Achievement Divisions (STAD)

STAD is one of the simplest of all cooperative learning methods and is a goal model to begin with for teachers who are new to the cooperative approach.

1. The Component of STAD

a) Class presentations

Material in STAD is initially introduced in a class presentation. This is most of them direct intruction or a lecture – discussion conducted by the teacher, but could audiovisual presentations. This most often direct instruction or a lecture – discussion conducted by the teacher, but could include audiovisual presentations. Class presentations in STAD different from usual teaching only in that they must be clearly focused on the STAD unit. In this way, students realize they must pay careful attention during the class presentation,

because doing so will help them do well on quizzes, and their quiz scores determine their teams scores.

b) Teams

Teams are composed of four or five students who represent a cross – section of the class in terms of academic performance, sex, and race or ethnicity. The major function of the team is to make sure that all team members are learning, and, more specifially, to prepare its members to do well on the quizzes. After the teacher presents the material, the team meets to study worksheets or other material. Most often, the study involves students discussing problems together, comparing answer, and correcting any misconceptions if teams mates make mistake.

The team is the most important feature of STAD. At every point, emphasis is placed on team members doing their best for the team and on the doing its best to help its members.

The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as inter group relations, self-esteem, and acceptance of main streamed students.

c) Quizzes

After approximately one to two periods of teacher presentation and one of two periods of team practice. The students take individual quizzes, student's are not permitted to help one another during the

quizzes. Thus, every student is individually responsible for knowing the material.

d) Individual Improvement Scores.

The idea behind the individual improvement scores is to give each student a performance goal that can be attained if he or she works harder and performs better than in past. Any student can contribute maximum points to students best work. Each students is given a "base" score, derived from the student's average past performance on similiar quizzes. Students then earn points for their teams based on the degree to which their quizz scores exceed their base scores(Slavin,2008:26)

e) Team Recognition

Team may earn certificates or other rewards if their average scores exceed a certain criterion. Student's team scores may also be used to determine up to 20 percent of their grade. This make the connection between doing well and receiving recognition clear to students, and in trun increases their motivation to do their best. (Slavin,1995:80)

2. Preparation for Using STAD

a) Material

STAD can be used with materials adapted from textbooks or other published sources or with teacher made materials.

b) Assigning students to Teams.

STAD teams represent a cross sections of the class. A four person team in a class that is half male, half female, three quatters white, and one quarter minority might have two boys and two girls and there white students and minority student. The team would also have high performer, a low performer, and two average performers. Of course, high performer is a relative terms it means high for the class, not necessarily high compared with national norms.

The teacher may take likes, dislike, and "deadly combinations" of students into account in assigning students to teams, but do not let students choose their own teams, because they will tend to choose others like themselves. Instead follows these steps:

1) Make copies of team summary sheets. Make one copy of team sumarry sheet for every students in class.

2) Rank students. On a sheet of paper, rank the students in class from highest to lowest in past performance. Use whatever information the teacher have to do this; test scores are best, grades are good, but teacher own judgment is fine. It may be difficult to be exact in teacher ranking, but do the best teacher can.

3) Decide on the number of teams. Each team should have four members if possible. To decide how many teams you will have, divide the number of students in class by four. If the number is divisible by four, the quotient will be the number of four- member teams teacher should have.

4) Assign students to teams. In assigning students to teams, balance the teams so that (1) each team is composed of students whose performance level range from low to average to high, and (2) the average performance level of all the teams in the class is about equal.

5) Fiil out teams sumarry sheets.

c) Determining initial base scores.

Base scores represent student's average scores on past quizzes. If teacher starting STAD after she have given three or more quizzes, use student's average quiz scores as base score

d) Team buliding.

Before starting any cooperative learning program, it is a good idea to start off with one or more team- building exercises just to given teams members a chance to do something fun to get to know one another

3. Implementing Lesson Using the STAD

Having planed for instruction, identified group membership, planned for team building and team study, and calculated the student's base scores, the teacher are ready to implement STAD with their students. (Edggen,1995: 289). And then, determining initial base scores, base scores represent student's average scores on past quizzes. Before starting any cooperative learning program, it is a 'good idea to strart off with one or more team − building exercise just to give team members a

chance to do something fun and to get to know one another. (Slavin,1995:75). There are the phase implementing lesson using the STAD cooperative - Learning Model:

Phase 1 : Instruction.

The lesson is introduced by specifying the goals, presenting, explaning, and modeling the skills or applications of concepts, principles, generalizations, and rules, and providing for guided practice.

Phase 2 : Transition to teams.

Obstacles to smoothly functioning cooperative lessons are often logistical. When first introducing team study, teachers should thoroughly explain how cooperative learning works and the spesific procedures to be followed. When introducing students to cooperative learning, the initial directions need to be very detailed. In make the teams have some steps:

Phase 3 : Team study and monitoring

As students work in their groups, teachers need to carefully monitor their work to ensure that they are functioning smoothly, but they need to be careful about intervening too soon. One of the goals of cooperative learning is to teach students to work together, and like many types of learning, this process isn't always smooth; more often it is characterized by fits and starts and uneven progress. Early intervention may actually be counter productive,as students aren't working together, one is dominating a group or someone isn't participating, intervention may be necessary. Again, when to intervence is a matter of professional judgment.

Phase 4 : Testing

Testing serves several functions in STAD Cooperative – Learning model. From a tradional assesment point of view, it provides both the teacher and students with feedback about learning progress. From a motivational perspective it can provide incentives for work and effort. The key to the first fuction – evalution and feedback – is a well – designed test that accurately assesses important concepts and skills. (Eggen,1995:289-292).

4. Recognizing Achievement

Result from tests and quizzes can also serve as strong motivators when intregrated into a scoring system based on improvement points. The basic idea behind an improvement scoring system based on improvement score. (Eggen, 1995:289). Improvement Points. Students earn points for their teams based on the degree to which their quiz scores (precentage correct) exceed their base scores:

Table 1.1

Quiz score	Improvement score
More than 10 point below base score	5
10 points below to 1 point below base score	10
Base score to points above base score	20
More than 10 points above base score	30
Prefect paper (regardless of base score)	30

Team Scores. To figure a team's score, record each team member's improvement points on the team summary sheet and divide team members' total improvement points by the number of team members who were present, rounding off any fraction. Three levels of awards are given. These are based on average team scores, as follows:

Table 1.2

Criterion (Team Average)	Award
15	GOOD TEAM
20	GREAT TEAM
25	SUPER TEAM

Not that all teams can achieve the awards; teams are not competing with one another. These criteria are set so that to be Great team most team members must score above their base scores, and to be a Super team most team members must score at least ten points above their base scores. (Slavin,1995:81). And regular discussions with in groups about how well they are working to.

D. Previous Studies

1. Mufidah (2013) studied by the title: "The Effectiveness of Student team Achievement Division (STAD) Technique Reading Comprehension to the Eighth Grade Students at MTs aswaja Tunggangri Kalidawir" for fulfilling the requirements for the degree of post graduate program in English Education Department which presented to State Islamic Institute Tulungagung. The sample of this research is the second grade students of MTsN Kunir.

The result of the researcher was successful. It was proven that Sig.Asymp was higher than t-table in significant 5%. It can be seen (1.725>0,05). It means that the alternative hypothesis which states that there is any significant difference between the student's reading skill before and after being taught by using STAD is accepted.

2. Sumianto (2012) studied by the title: the Effectiveness of Teaching Reading Comprehension by Using STAD of Second Year Students` of MA Islamiyah Bulurejo" for fulfilling the requirement for the degree of graduated program in Students of Kediri Islamic University Faculty of Teacher Training and Education English Department. The sample of this research are Second Years Students of MA Islamiyah Bulurejo.

The result of the research, means of variable before being taught by using STAD is 61,36 and after being taught by using STAD is 66,21 it means there is significant different score before and after being taught by using STAD. And the result of using T test is 4,848, with degree of freedom 32. Then it is consulted in t-table in significance 5%. The significance of level 5% is 2,03. From those data, it is known that 2,848 > 2,02. The result shows that t-Test is higher than t-table. So, there is significant difference before and after being taught by using STAD.

3.Saputri (2014) research entitled "Improving the writing recount text by using picture series for the eighth grade students of SMP Muhammadiyah 2 Kalasan". This research had purpose to solve student's problem in writing lesson and to improve students skill in writing recount text. After getting the data, this research finds out that the use of picture series gave positive effect in students to writing recount text. Picture series increased fun writing teaching learning and motivated students to writing recount text.

In this case, the researcher wants to use STAD as strategy in teaching writing, whether this strategy is effective or not in teaching writing and the researcher also focus on writing recount text at eight grade students in SMPN 6 Tulungagung.