CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about review of related literature. It includes English curriculum, writing, cooperative learning and think pair share (TPS) technique.

A. Definition of Writing

In learning English, there are four skills that should be mastered those are listening, speaking, reading, writing. Among the four skills, writing is most difficult skill to be learnt. According to Renandya (2002) writing is the most skill for second language to be learners to master. The difficulty is not only in generating and organizing ideas, but also into readable text.

Writing is defined as a task which involves students to make grammatically correct sentences. By manipulation words in the form of a piece of continuous. Writing which successfully communicates the writer's ideas on certain topic (Heaton, 2008:7). This statement shows that the main purpose of writing is to express ideas, thoughts, and feeling clearly is written language form.

Writing can be said to be the act of forming these symbols, marking mark on a flat surface of some kinds. But writing is much clearly than the production of graphic symbols. Just as speech is more than production of sounds. The symbols have to be arranged, according to certain convention, to form words, and words

have to be arranged to form sentences. It means that writing is an activity to arrange words into sentence and arrange sentences into paragraph.

Writing skill is very complex, it includes many things that are used as criteria. A good deal of attention is placed on "model" compositions that students would emulate and how well students' final product is measured up against a list of criteria including content, organization, vocabulary use, grammatical use and mechanical considerations such as spelling and punctuation. According to (Hedge 2003 :302) writing is the result of employing strategies to manage the composing process, which is one gradually developing text. It involves number of activities : setting goals, generating idea, organizing information, selecting appropriate language, making draft, reading and reviewing it, then revising and editing.

B. Teaching Writing

Writing is one of the four skills always formed part of the syllabus in teaching English. There is no doubt that writing is the most difficult skill for learners to master. According to Cahyono (2011:131) writing skill is one of the four important language skills that the students should possess. So, the teachers should focus to the process of writing when teaching writing. Because of that writing teachers need to help students' develop their writing skill such as in editing their written. Editing here it means the teacher should correct the grammatical, Lexical, and other mechanical error in writing.

In addition, the writing skill is complex and difficult to teach, requiring mastering not only grammatical and rhetorical devices but also conceptual and

judgment elements. The following analysis attempts the varied skill necessary for writing good paragraph into four main areas based on Hughes (2003):

Categories	Score
Content	30-13
Organization	20-7
Vocabulary	20-7
Language used	25-5
Mechanic	5-2
Total	34-100

So, teaching writing is an activity to teach the students to develop their ability in written form.

C. Writing process

In teaching writing we must focus on process itself. According to Richard (2000:225) there are a variety of writing process, they are prewriting, writing and revising. All of those steps are important to make our writing better and systematic.

1. Prewriting

Technique is defined as any structural activities oral, written or experiential that influence active students' participation in thinking, talking writing, and working on the topic under focus in a writing lesson, stimulating higher-level thinking as well as writing skill. In prewriting activities generate ideas. It means they encourage a free flow of thoughts and help students' to discover both what they want to say on paper. In other

words, prewriting activities facilitate the planning for both the product and the process. Prewriting is the ways to get started. It is so exploring senses, the facilitate idea gathering based on a topic of interest and brainstorming and free writing (Richard, 2000:226).

2. **Writing**

Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of syllabus in teaching of English. When writing, student frequently have more time to think than they do in oral ativities. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing outs into their minds (Harmer 2004:31).

3. **Revising**

Revising is important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. in this step we have to ensure that the paragraph is coherent and improve the grammatical accuracy. And we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic. (Harmer, 2004:05)

D. Cooperative Learning

Cooperative Learning is a teaching strategy that places each student working together in small group of mix students, in term of ability and gender to complete certain task.

1. **Definitions of Cooperative Learning**

Cooperative Learning is interesting because it helps students develop skill in oral communication and enhance students' satisfaction with their learning experience. Slavin (2005:8) says that Cooperative Learning is teaching strategy in which the students will learn together in small teams, each teams has 4 members and then learn the lesson that presented by the teacher.

Based on the above definitions, we can conclude that cooperative learning is an activity involving a small group of learners who work together as a team to solve a problem, complete task, or accomplish a common goal.

2. **Cooperative Learning Techniques**

Cooperative learning techniques can be loosely categorized by the skill that each enhances (Barkley, Cross and Major, 2005), although it is important to recognize that many cooperative learning exercises can be developed to fit within multiple categories. Categories include: discussion, reciprocal teaching, graphic organizers, and problem solving. Each category

includes a number of potential structures to guide the development of a cooperative learning exercise.

a) Discussion

A good give-and-take discussion can produce unmatched learning experiences as students articulate their ideas, respond to their classmates' points, and develop skills in evaluating the evidence of their own and others' positions (Davis, 1993, p. 63).

- **Think-pair-share**: As probably the best known cooperative learning pexercise, the think-pair-share structure provides students with the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions. Its simplicity provides instructors with an easy entry into cooperative learning and it is readily adaptable to a wide range of course constructs

- Three-step interview: This structure can be used both as an ice-breaker which introduces students to one another and to provide students with a venue for soliciting opinions, positions, or ideas from their peers. Students are first paired and take turns interviewing each other using a series of questions provided by the instructor. Pairs then match up and students introduce their original partner. At the end of the exercise, all four students have had their position or viewpoints on an issue heard, digested, and described

b) Reciprocal teaching:

In a review of hundreds of studies, concluded that students who give each other elaborated explanations (and less consistently, those who receive such explanations) are the students who learn most in cooperative learning (Slavin :1996).

- **Note-taking pairs**: Poor note-taking leads to poor performance. Designing an exercise which requires students to summarize their understanding of a concept based on notes taken (with directed questions such as what is the definition of a concept, how is it used, what are the three most important characteristics of a topic) and receiving reflective feedback from their partner provides students the opportunity to find critical gaps in their written records.

- **Jigsaw**: For more complex problems, this structure provides students the opportunity to develop expertise in one of many components of a problem by first participating in a group solely focused on a single component. In the second stage of the exercise, groups are reformed with a representative from each expert group who together now have sufficient expertise the whole problem.

c) Graphic organizers

Graphic organizers are powerful tools for converting complex information in to meaningful displays. They can provide a framework for gathering and sorting ideas for discussion, writing, and research (Barkley: 2005)

- Group grid: Students practice organizing and classifying information in a table. A more complex version of this structure requires students to first identify the classification scheme that will be used.

- Sequence chains: The goal of this exercise is to provide a visual representation of a series of events, actions, roles, or decisions. Students can be provided with the items to be organized or asked to first generate these based on a predetermined end goal. This structure can be made more complex by having students also identify and describe the links between each of the sequenced components.

d) Problem solving

Research by mathematics educators Martin (2004) shows that groups are able to solve problems more accurately than individuals working alone.

- **Send-a-problem**: Students participate in a series of problem solving rounds, contributing their independently generated solution to those that have been developed by other groups. After a number of rounds,

students are asked to review the solutions developed by their peers, evaluate the answers and develop a final solution.

E. Think Pair Share (TPS) Technique

Think Pair Share (TPS) is a relatively low-risk and short collaborative learning structure, and it is ideally suited for instructors and students who are new to collaborative learning.

1. Definition of Think Pair Share Technique

The teaching-learning process will be more attractive there will be more fun (Kagan, 2009). So, it will give positive influence to students in understanding the material given by the teacher. The think, pair, share strategy increases the kinds of personal communication that are necessary for students to internally process, organize, and retain ideas, sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority.

Think-Pair-Share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussion need to be held in whole group setting, and it has built in procedures fir giving students more time to think and to respond and to help each other. The whole pattern of think pair share are divided into 3 steps, which are thinking, pairing, and sharing

Step 1- Thinking: The teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer of the issue. Student need to be taught that talking is not part of thinking time.

Step 2- Pairing: the teachers ask students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than five minutes for pairing.

Step 3- Sharing: in the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the m from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

2. The Advantages and Disadvantages of TPS Technique

There are advantages and disadvantages of using TPS as one of teaching techniques by Lyman (1981). Teaching English using TPS Technique has many advantages, they are:

1. Instructors find they can have a format change during lecture that only takes a small amount of class time. Preparation is generally easy and takes a short amount of time.

2. The personal interaction motivates students who might not generally be interested in the discipline.

3. You can ask different kinds and levels of questions.

4. It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.

5. You can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end.

6. The fluid nature of group formation makes this technique very effective and popular for use by instructors of large classes.

7. Full class discussion is generally more fruitful after a think-pair-share and throughout the semester as the frequent use of such activities generally improves student comfort levels and willingness to participate throughout a class period

By considering the advantages of Think Pair Share (TPS) technique as explained above, the teacher can apply this technique in teaching writing in order the students' writing skill.

In other hand, there are still disadvantages to use TPS Technique in teaching writing, they are:

1. It can be very noisy.

2. Put time pressure on some.

3. It is a hard job because the teacher will be busy preparing the material and classrooms management, beside takes time.

4. Some students are slow thinker and have trouble creating a good report for their group.

By knowing the advantages and disadvantages of using TPS technique in teaching writing process, the teacher can prepare themselves more appropriately to teach writing by using TPS technique.

F.   Procedure Teaching Writing Using Think-Pair-Share

The first stage is thinking. In this stage the students are given a limited amount of time or "wait time' ($\pm$ 10-15 minutes) to think of their own response or answer to the questions given by the teacher. The time for this stage should be managed by the teacher based on the knowledge of the students, the number of the question, and the time allocated for the lesson, so that the teaching and learning process will run effectively and efficiently. This stage helps the students to formulate their own thinking and idea. The second stage is pairing. In this stage the students work in pairs to share their ideas and try to reach consensus on a response or answer to the question. It builds a process of transferring thinking and idea among students. It is important since it can promote discussion and increase the students' involvement in this class. It is in line with Ledlow (2001:70) who says that Think Pair Share technique is a technique to get many students actively involved in the class. The last stage is sharing. In this stage the students present their responses or answers which have been discussed in pairs to the whole class. They can present in front of the class individually or together with their partners. It helps the students to improve their confidence in verbalizing their ideas to others (Buehl, 2001:90). Think-Pair-Share also has the specific action in writing.

The following are steps in teaching descriptive writing by using Think-Pair-Share (Sari:2014).

Step 1: the teacher tells students about what they would learn, and then poses a topic about descriptive writing and give some question.

Step 2: the teacher explains to the students about the technique of cooperative learning and the instruction on its' learning process.

Step 3: student think privately about the topic for a given amount time, usually one to three minutes.

Step 4 : the teacher divide the students in a group; each of them included 2 students in a group and then they are discussed in pairs about the question, allowing students to clarify their thoughts.

Step 5: Next, each pair has an opportunity to share their answers with the another pair in whole class.

Step 6: every group has to understand the text about descriptive and present it in front of class and other groups had to ask some question to present.

Step 7: the teacher call the students at random to explain the text of descriptive text that had been explained by every groups.

G. Previous Study

The researcher has found two relevant studies which related to this research. The first study was taken from Fatimatuzzahro' (2011) said that, Think-Pair-share can increase student's writing skill in SMAN 1 Durenan. The researcher using quantitative research method. Its aim to know whether the students' writing skill effective or not when Think Pair Share are implemented in the class. The different point is the research was take place in Senior High School and that is different with this research which takes place on junior high school. Fahlefi (2010) The findings of this study are expected to give meaningful contribution to students, teacher, and the writer herself. For the students, it is expected that use of Think pair share method is profitable in term of the students to be actively involved in learning activities, encourage students to communicate in English, improve students' speaking skill ability in English. For the teacher and institution, the use of think pair share method provide them with, references of using think pair share method to improve students' ability, real model of teaching speaking to be a real class setting, method of teaching suitable with the students' need and interest. This study uses classroom action research to know how far the method influenced the students. The differences points of this research it are focused research design classroom action research. Listiani (2014) said that, think pair share method can increase motivation of reading comprehension. Think Pair Share technique could make the students become active and significantly improve their reading comprehension. The differences point of this research is focus on the skill, in this research using writing ability.