

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides explanation related theories used in this study, such as definition of writing, purposes of writing, teaching writing, Think Pair Share strategy and narrative text and previews study.

A. Definition of Writing

Writing as one of the four skills of listening, speaking, reading and writing. Always formed part of the syllabus in the teaching of English. The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skills in other curricula it is only used, if at all, in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.¹

According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.²

The use of grammar and vocabulary correctly are very required in writing to show how well students' mastery in writing. The students must think about the

¹Kholifa, Yeni. *Improving The Writing Skill Of The Eighth Grade Students Of MTS Darul Hikmah Ngancar Kediri By Using Picture Series*, Skripsi (Stain kediri 2012)p.8

²Jeremy Harmer, *How to Teach Writing journal*, (Longman: Pearson Education Limited, 2004), p112

process and the use of language. They will be interested in writing, if the kind of writing is suitable with their ages, language ability, and interest. The students will enjoy in writing about topics that are familiar with them, such as writing about themselves, their families, their activities, their best friends, and their hobbies.

From definition above, we can conclude that writing is way of produce language and express the ideas, feelings, information and opinions in written form. Writing requires students to use grammar and vocabulary correctly to express what they want to say clearly and easy to understand. Students' writing shows how well they are mastering the language.

B. The Process of Writing

Writing ia a proses through which his or her discover, organize, and write your thoughts to communicate with a reader. When write, we have only words, and punctuation to from message, but must have the opportunity to organize thoughts and words until finished product. Writing is not easy it takes the study and practice to develop this skill. We will study the processes of writing in more detail.

The general steps in the writing process include prewriting, organizing ideas, drafting, revising, editing and making a final draft. As follows:

1. Prewriting is a way of generating ideas, narrowing a topic or a finding direction. Or an activity to help the writer produces ideas for his or her writing assignment..

2. Organizing involves sorting ideas in a logical manner to prepare to write a draft.
3. Drafting is the parts of the writing process in which composes sentences in paragraph from to produce the first copy of essay.
4. Revising one of the most important steps in writing a paper involves smoothing out writing, adding more detail, and making other changes that will help to say what want to say in the best way.
5. Checking for mechanical problems and correcting them is editing.
6. Making a final draft and deciding its ready for intended audience is a step that takes patience and judgment.

C. Narrative Text

A Narrative text is a text which tell a story.³We use narrative writing when we tell a friend about something interesting that happened at work or in school, when telling someone a joke, or if writing about the events of the day in the privacy of diary or journal. Another definition of narrative text is a kind of text which is aimed to entertain reader or listener with the fictive or non-fictive experience. Beside the purpose, it is also deals with problematic event or unusual events.⁴

The narrative text has three parts of generic structures. The first generic structure is Orientation. This first stage is introducing the characters of story, the

³<http://understandingtext.blogspot.com/2008/02/what-is-narrative-text.html> 11agustus2016

⁴Nuraini Eny, "The Effectiveness of Think-Pair-Share to Teach Narrative Text Writing (An Experimental Research with the Eighth Grade Students of MTs Riyadlotut Thalabah Sedan-Rembang inthe Academic Year of 2012/2013)". (Education And Teacher Training Faculty Walisongo State Institute For Islamic Studies Semarang 2013)Semarang, 2013

time and place the story happened (who/what, when, where). Secondly, Complication, that is a series of events which the main character attempts to solve problem. The last one is resolution, in the last stage tells about the ending of story containing the solution.

- a. Orientation, in which a writer tell the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- b. Complication, the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serve to temporally toward them, for reaching their goal. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.⁵
- c. Resolution, in a satisfying narrative a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved although this is of course possible in certainly types of narrative.

D. Think Pair Share Strategy.

Think-Pair-Share is introduced by Dr. Frank Lyman, University of Maryland Instructor and educational consultant. Think-Pair-Share technique has

⁵Kholifa, yeni. *Improving The Writing Skill Of The Eighth Grade Students Of MTS Darul Hikmah Ngancar Kediri By Using Picture Series*, Skripsi (Stain kediiri 2012)p.11

been a foundational tool in cooperative learning; it can be applied such as in many classrooms, workshops, and training rooms.⁶

When the facilitator asks the audience a question, the some few people answer enthusiastically, while the rest just sit passively. Think-Pair-Share increase the engagement of all learners with the subject matter and provides the facilitator time to make better decision. At the same time, it can help to develop communication skill.⁷

When Think-Pair-Share is implemented in the classroom, it has three steps in the learning process. The first step is “*Thinking*”; this learning begins with the teacher gives students a question or issue related the topic of learning. Then the teacher give a chance to them to think the answer. The students should take a few minutes just to think about the question. The next step is “*Pairing*”; in this step, the teacher asks students find their partner to discuss the topic in pair. They can express their answer through discussion to a question or topic that is given by the teacher.⁸

They compare their thoughts and identify the responses that they think and select the best, most convincing, or most unique. From this discussion, it is expected to enhance the quality of their answer that has been thought before. The last step is “*Sharing*”; the students share the result of their discussion with their partner to the whole class. In this activity, it is expected that it can encourage the

⁶Dr. Tiur Asih S. *improving Students achievement on writing descriptive text through rhink pair share.* (IJLLALW, volume 3 (3), July 2013;30-43)

⁷Nuraini Eny, “*The Effectiveness of Think-Pair-Share to Teach Narrative Text Writing (An Experimental Research with the Eighth Grade Students of MTs Riyadlotut Thalabah Sedan-Rembang in the Academic Year of 2012/2013*”. (Education And Teacher Training Faculty Walisongo State Institute For Islamic Studies Semarang 2013) Semarang, 2013

⁸<http://technique-teaching.blogspot.com/2008/02/think-pair-share-strategy.html> 10 August 2016

students to find the structure of the knowledge that has been learnt. The flexibility and power of Think-Pair-Share make it easy to implement and use it in the classroom. The student can sit everywhere in the classroom. Sometimes, the teacher stops their discussion to ask question or invite their response to measure the students are actively or passively involved with the lesson. To enhance individual accountability, the teacher can vary the way the responses are shared within the classroom.⁹

Think-Pair Share has some advantages over the traditional questioning structure. The Think-Pair-Share concept incorporates the important activities need to be developed among students during their learning process¹⁰. It allows all students to develop the answer, not necessarily a short answer but longer and more elaborate answers as well. The advantages can be gained from Think-Pair-Share technique are. Firstly, It is quick to do since it does not take much preparation time. Second, the personal interaction motivates the students with little intrinsic interest in the subject taken. Third, it engages the entire class and allows quiet students to answer question without having to stand out from their classmates.¹¹ Fourth, multiple kinds and levels of questions can be asked. Last, is teacher can assess students understanding by listening on several groups during the activity, and by collecting responses at the end.¹²

⁹ Nuraini Eny, "The Effectiveness of Think-Pair-Share to Teach Narrative Text Writing (An Experimental Research with the Eighth Grade Students of MTs Riyadlotut Thalabah Sedan-Rembang in the Academic Year of 2012/2013)". (Education And Teacher Training Faculty Walisongo State Institute For Islamic Studies Semarang 2013) Semarang, 2013

¹⁰ Dr. Tiur Asih S. *improving Students achievement on writing descriptive text through think pair share.* (IJLLALW, volume 3 (3), July 2013; 30-43

¹¹ <http://technique-teaching.blogspot.com/2008/02/think-pair-share-strategy.html> 10 August 2016

¹² Rukmayadi, "the applications of cooperative learning: think pair share in improving students reading comprehension." (Bandung, Faculty of UPI 16 August 2011) p 28-29

From the statements above Think-Pair-Share is a technique of cooperative learning that aimed to improve the quality of thinking by providing “thinking time”, “work inpair”, and “share” their work and give every learner an opportunity to respond.

E. Teaching writing using Think Pair Share

As a professional educator, teacher should be able to select an appropriate teaching method that can motivate students to learn. One of the greatest enemies of successful teaching is student boredom. So, the process of learning should bring the students to achieve a lot of skills that enable them to actualize themselves. In addition, knowing about methods and technique of teaching theoretically and practically is really important for teacher in order to create a possitive climate in learning process.

Teaching writing by using *ThinkPair-Share* is very interesting activity to use almost any classroom situation. As a technique of cooperative learning. TPS is advantageous strategy that could be used as an active and interactive process in teaching writing. Think-Pair-Share has some stages. The first, is giving a topic about narrative to the class, telling them to think silently for a minutes. Then pairing them with the other students, and asking them to exchange opinions. In this step, the teacher has opportunities to check for understanding by listening in pairs discussion and can note the ways in which pairs share their responses.

The teacher also instructs the students to practice writing with their pair work about narrative text, and the last stage is sharing the result of their discussion to the whole class. With some stages of Think-Pair-Share above,

students are promoted to a technique of cooperative learning which is able to improve students' academic performance in writing narrative text.¹³

¹³[http://technique teaching.blogspot.com/2008/02/think-pair-share-strategy. html](http://technique%20teaching.blogspot.com/2008/02/think-pair-share-strategy.html) 10agustus2016