

## CHAPTER II

### RIVIEW OF RELATED LITERATURE

An essential step in any research project is literature review<sup>1</sup>. In this chapter, the researcher presents the review of related literature. It concern with theoretical frame work underlying this study, which is presented in detail . this chapter consists of cooperative – TWT , process of writing, Descriptive text, and The Important of Teaching Writing.

#### **A. The Nature of Writing**

There are four basic skills in learning language. i.e. reading, listening , speaking and writing. Writing is one of those skills which have to be mastered by the learners in order to mastering the language. Writing is a basic language skill, just as importance as speaking, listening and reading. It means that learners need to know how to write well just as they need to know how to pronounce spoken English in appropriately.<sup>2</sup>

Writing is a process of thinking in writing form, where the writer can express his or her ideas experiences though and feeling. Writing is also a skill of arranging the words to form sentences, paragraph so that those ideas, opinions, experiences and expression can be communicated to others in form of material.<sup>3</sup>

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<sup>1</sup> David Nunan, *Research Methode in Language Learning*, (Cambridge University, 1992,).216

<sup>2</sup> Jeremy Harmer, *How to Teach English*, (England; Person Education, Inc, 1998), 79

<sup>3</sup> Robert Lado, *Language Testing*, (London: Longman Group.Ltd), 143

## **B. The process of writing**

Writing is a creative process in which the writer starts writing things from to him. Writing is not easy, it takes the study and practice to develop this skill.

She also stated that writing is a process : prewriting, planning, writing and revising drafts, and writing the final copy to hand in. those are described as follow:

1. Prewriting is an activity to help the writer produces ideas for his or her writing assignment.
2. Planning, in the planning stage writers organized the ideas by brainstorming into and outline.
3. Writing and revising drafts, there is not piece of writing is ever perfect at the first time. Each time the writer writes a new draft he or she will refine and improve his or her writing.
4. Writing the final copy, writing is continuous process of discovery.
5. Therefore, while the writer is writing, he or she will think of a new idea that may not be on his or her brainstroming list or in his or her outline.<sup>4</sup>

## **C. The importance of teaching writing**

Learning language is not just learning learn about grammar or structure of language. Language learns should master the language skill of language namely the productive skill and the receptive skill. Receptive skills

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<sup>4</sup> Alice Oshima and Ann Hogue, *Writing Academic English Thira Editions*, ( New York : Addison West,1999),11

are the ability to understand the spoken language ( listening ) and the ability to understand the written language ( reading) while the productive skills are the ability to produce a language speaking and writing.

As one of productive skills, writing has to be taught in teaching language. Moreover , they goal of language learning is to communicate. Writing skill can be helpful in variety of situations. Having a good writing skill can help someone to do assessment, applying job etc. these prove that writing skill is very importance to increase students' language ability.

Three important aspects of teaching and learning writing English hat must be remembered, those are :<sup>5</sup>

1. Writing as channel of EL learning ; that is the development of writing skill alongside listening, speaking and reading in the process of the language and developing command of the language.
2. Writing as a goal of FK learning; that is development of writing skill to fulfill such purpose as note-taking, summarizing, narrating reporting and replaying require for various real- time situations.
3. Writing with cohesion; that is employing the various linguistic means by which the part of any written text are made to relate to another and constitute a continuous, organized whole.

The use of writing alongside listening, speaking and reading in the process of learning important elements of the language and developing command of the language . therefore , both teacher and students should be

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<sup>5</sup> Geery Abbot, et all, *The Teaching of English as an International Language a Practical Guide*,( New York: William Collins Sons and Co.Ltd,1989), 139

aware of the powerful role of writing ability for their success in language learning.<sup>6</sup>

Writing is often difficult to be learned by the students, so that the teachers has to be able to guide and create an interesting way to teach writing based on this explanation , the writer chooses visual aids of situational picture to help the student in to express their idea. Writer tries to use cooperative – TWT for teaching writing. All of those features will be explained then.

#### **D. Descriptive text**

A descriptive text is a type of text that describes the features of someone, something, or a certain places. A factual description is to describe particular person, place or thing. The purpose of this text is to describe its feature without including personal opinions. The writer can also uses the description to create the setting for a story , to illustrate ideas, to help clarifying, definitions or comparisons to make the complexities of the process be more understandable.

There for the description should kept short. And including enough detail so the readers can understand easily.<sup>7</sup>

The generic structure of this text is divided into two main components, they are : 1. Identification : identification of someone, or place which is going to be described.

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<sup>6</sup> Ibid,140

<sup>7</sup> Mark Anderson and Anderson Kathy, *Text Type in the English* ( Australia: Mc Millan Education Australia PTY.Ltd, 1998),26

Description: describe the characteristics of the someone, something, or place, for instance its material, it's about color, hobbies, size, etc.

Descriptive text also has language feature which focuses on describing certain thing, they are ; present tense, nouns ( student, my bike), noun phrase ( she has beautiful eyes ), action verb ( his friend helps his father to repair the car ), figurative speech ( he is very smart like Einstein ), thinking verb and feeling verb ( a beautiful young actress ).

### **E. Cooperative learning method**

Cooperative learning refers to a variety of teaching method in which student work in group to help one other learn academic content. In cooperative classrooms student where expected to help each other to discuss and argue with each other, to asses each other current knowledge and fill in gap in each understanding. In cooperative work really replace teacher instructions but rather replace individual seatwork study, individual study , and individual drill. It meant that we could also give student a social understanding. On working in groups, they can learn how to solve a problem to gather in a group not alone. These situations can help student in his or her personal life with his or her social life.<sup>8</sup>

Cooperative learning is not a new idea in education and it can be used in every grade, level and subject. Cooperative learning methods that can be used effectively at every grade or level or to teach every type of content, from

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<sup>8</sup> Robert R Slavin , *Cooperative Learning Theory, Research and Practice second Edition*,(Massachuserts,1995),2

math to reading , from writing to science and from basic skills to complex problem solving.

There are many kinds of cooperative learning, five principal of student team learning method have developed and extensively researched. There are three general cooperative learning method adapted to the most subject and grade levels; STAD, TGT, TWT ( think write and talk), and jigsaw II.

There are many reasons for cooperative learning to enter the mainstream of educational practice. One of them is the research based on supporting the use of cooperative learning to increase student achievement, as well as such other outcomes as improved inter group relations and increase self-esteem. Another reason is the growing realizations to think, to solve the problem, integrate, and apply knowledge and skill.

#### **F. Cooperative – TWT**

TWT is a cooperative learning model that has four important steps in the implementation, four important steps are as follows:<sup>9</sup>

- 1) Step 1 -thinking. Students are given the opportunity to think about the material.
- 2) Step 2 - write. At this stage students are asked to write in their own language and the thought of learning outcomes and group discussions were obtained.
- 3) Step 3 - a discussion. After organized in groups, students are directed to engage in a discussion group on the worksheet provided.

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<sup>9</sup> Sutusia. *Peningkatan Minat Belajar Siswa Melalui Pembelajaran Think, Write ,and Talk* ,2006.

- 4) The results of students' writing exhibited to be shown in front of fellow colleagues as well as providing an opportunity to the students to correct the work of other groups.

For students in thinking skills can be achieved by either when connected to the topics students are known. Therefore, in order to encourage students to think, teachers should be able to link the material presented by the things that are known and close to the students. Learning goals of critical thinking is to create a spirit of critical thinking that encourages students to question what they hear and examine their own thoughts to ensure there is no logic inconsistent or erroneous.

According to Mansour in Sutusiyah (2006). The next component in the model think, write, and talk is the discussion. Scientific discussion is a conversation that contains an exchange of opinions, ideas appearance, and testing conducted by the opinion of some people who joined in the search for truth; decision; conclusions, and solving of a problem. Many problems that occur in the environment of students who require more than one course discussion, especially problems that require cooperation within a group. Thus, a discussion of the solution which gives the possibility to obtain the best settlement.

De Potter in Sutusiyah (2006), the method of discussion in the teaching and learning process means a method of expression in a group to obtain the conclusion of a joint decision. Cooperative learning measures included in this stage of phase 3 and phase 4, the teacher explained to the

students how to learn and how to form a group to help each group to make the transition efficiently and lead study groups as they work on the task. In cooperative learning occurs communication. Students submit which means he related questions and express findings orally. By doing so, students learn and teach each other in the discussion process. Through discussion that there are several advantages found as follows.

1. Classroom atmosphere more lively, because the student directs his thinking to the issues being discussed.
2. Students are trained to think critically to consider the opinions of his friends, and then take a stand, accept, and reject.
3. Raise the achievement of individual personalities, such as tolerance, democratic attitude; critical attitude; think systematically, and so on.

In addition to the advantages mentioned above, through discussions also found that some deficiencies, such as:

1. discussion is generally dominated by students who love to talk;
2. for students who do not participate actively, there is a tendency to escape from responsibility and;
3. a lot of time spent, but the results are sometimes not as expected.

During this time the traditional teaching techniques always ignore the truth that writing is an important activity in the learning process that involves the brain component. Write only considered as activities to recopy the material that has been read or heard so easy to make students feel bored. This is not always true, because writing can actually be a fun activity for the



students if the teacher can present in different forms. In this study, students were asked to write down the things that are obtained when the learning takes place, whether it's problems, how to solve problems, as well as other findings obtained during the learning process. Writing activities that are presented in this form is no longer expected to be a tedious activity for students but rather an activity that can give birth to new ideas from students.

The success of the learning process is influenced by the methods and learning strategies are designed by a teacher. Methods and strategies in the learning process is very diverse which each has advantages and disadvantages. Methods and strategies that teachers selected to achieve the desired learning objectives.

One innovation learning model is think, write, and talk that aims to improve and develop the creativity of students in critical thinking, work and communicate actively through group discussions, presentations, and visit members of the group.

Siberman (2004), said that that I hear, I forget. I have heard and seen, I remember little. I hear, see, and question or discuss with other people, I began to understand. From what I hear, see, discuss, and apply, I gain knowledge and skills. I teach it to others I mastered. (Active learning, 15:2004)

The above opinion is what makes the basic learning models and innovation think, write, and talk, so that students can truly master the concepts well.

### G. The Advantages of Using TWT

There are some advantages of using TWT.

1. Students self-esteem can be increased

One of the TWT outcomes is its effort on students self-esteem. TWT increase students self-esteem. Students believe that they are importance and they feel that they linked with their group. Through TWT ,students are working as a group or team, feel more successful in their academic work and they achieved more than they individually.

2. Increase student relationship of different ethnic background.

Interactions between students of different ethnic are typically competitive and superficial. TWT can solve that kind of problem , Cooperative learning is an ideal solution to the problem of providing students of different ethnic groups.<sup>10</sup>

3. Increase the students liking classmate

TWT increase the contact among the students, involving the students'pleasant activities together. An ask them to work toward common goal. In other words, TWT increases positive effect among students.

Overcome barrier of friendship and interactions between academically handicapped students and normal progress students.

If member work cooperatively together in group , the academically handicapped students together with normal progress students can contribute

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<sup>10</sup> Robert R Salvin, *Cooperative Learning Theory* p 51

to group's success. In other words, the barrier between both of them have been broken down as they work cooperatively in order to gain the team or group goal.

## **H. Procedure of cooperative TWT to increase the first years students MTsN**

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There are some procedures in TWT to increase First years Students' writing skill , they are class presentation and team work.

#### **1. Class presentations**

A class presentation is the most often direct instruction or a lecture discussion conducted by the teacher. The material of the lesson is introduced in class presentation at first. In this activity student has to find out information's or learn to concepts by themselves before the teacher give the lesson. Teacher explains the material about the de3scriptive text,TWT as the learning method, and also situational as teaching aid. In this presentations concept,student has to tend more for the lesson because it will help them to get good result .

#### **2. Team Work**

Team work is the main character on TWT. All of this time, each of the team member has to do the best for the team member. That team implies friend motivation to get the best result,their understanding and scoring. The teams provide the peer support for academic performance that is importance for learning,and provide the mutual concern and respect that

are important for such outcomes as intergroup relations, self-esteem, and acceptance of mainstreamed students.<sup>11</sup>

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<sup>11</sup> Slavin, *Cooperative Learning*, 71