

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of definition of writing, purpose of writing, types of writing text, process of writing, teaching writing in junior high school, definition of brainwriting 6-3-5 technique, advantage and disadvantage of brainwriting 6-3-5 technique,the implementation of brainwriting 6-3-5 technique, think-pair-share technique, advantage and disadvantage of TPS technique, the implementation of think-pair-share, definition of descriptive text, generic structure of generic text, language feature of descriptive text, and previous research.

A. THEORITICAL REVIEW

1. Writing

a. Definition of Writing

Writing can be medium of communication to express ideas, express feeling and share information. Related to this Finocchiaro (1974) stated that students should encouraged to express their ideas, feelings, thoughts and also their experienced in written form. Brown (1993) explained that writing is somethingimportant in lives, it is as a communicative act that transmit information and link people together. Gelb (1962) stated writing is a system of human intercommunication by conventional visible mark. It begins by the time when man learn how to

communicate his thought and feeling by mean of visible signs, understandable, not only the particular system.

Writing skill for foreign language is complex skill that involves knowledge, concepts and writing rules, therefore it can be challenging activity. According to Redyan (2001) writing for students can be stronger by adding more vocabulary, grammar structure and idioms as important things in learning language.

b. Purpose of Writing

There are several purposes of writing stated and explained by experts. According to Diestch (2003) the general purpose of writing could be to inform, to persuade, to express and also to entertain. The specific purpose involves responding to certain need for writing. Ur (1991) also stated the purpose of writing in principle is to express of ideas and conveying a message to the reader.

Meanwhile Miller (2006) explained the purpose of writing is essentially the same as a writer's motive used to describe what a writer hopes to accomplish. The benefit of having clear sense of purpose is obvious; the writer likely to accomplish his objective. He divided the purpose of writing into ten points as follows :

a) Writing to understand experience

For this kind of purpose it can achieve two goals : the first is for the writer can have a better understanding of

themselves, and for the reader can understand different experience from their own. Writing to understand experience mean finding the truth that conveniently stored somewhere in your head, some secret knowledge that once uncovered to explain everything for understanding. Writing often leads to some new perceptions. If a man write thoughtfully about experience, he or she will be constructing knowledge as the proceed.

b) Writing to report information

Writing to report information arranged in such way pattern so that the readers can make sense of it.

c) Writing to explain information

It needs to analyze or classify information researching causes and consequences also define concept by differentiate them from other.

d) Writing to evaluate something

To evaluate something, the writer needs to determine the quality of what they are judging. They also need to assure that they have credentials to make a judgement about the subject. Evaluation also means determining importance, benefit, or worth.

e) Writing to analyze images

It requires the ability to know the difference between effective and ineffective to explain why the writer has made the judgement.

f) Writing to analyze texts

It is similar to analyze images, its aimed to analyze the certain text.

g) Writing to persuade others

Writing to persuade the others means that the writing aims to adopt the particular view or action.

h) Writing to inspire others

The writing means to be able to elevate the human spirit by reminding people of what is important in life and what is possible to achieve

i) Writing to amuse others

It gives an opportunity to bring pleasure to others. Grab the opportunity and make the most of it

j) Writing to experiment with form

Writing to experiment with form is different from the purposes above, it is about inventing something. The inventing is documented through writing.

Also in writing there are several purposes stated by David (2015) as follow :

- 1) To provide permanent record of some event less or more.
Records come in many shapes and form.
- 2) To communicate with someone else who is in distant in time and space (letters, postcard or emails)
- 3) To entertain or instruct through creative literature such as poems, story and also novels.
- 4) To present complex arguments that would be beyond the spoken word in the form of essay, journal article, etc.
- 5) To remind ourselves of things we need to do : shopping list, notes, etc.

c. Types of Writing Text

Students have to learn five kinds of writing text. there are narrative, recount, procedure, descriptive and report text. the types of writing text will explain as follow:

1) Narrative Text

Narrative text is an essay text that tell a story. The purpose of the text is to present entertains or inform the reader or listener.

2) Recount text

Recount text is a piece of text that retells past events that usually in order in which they happened. The purpose of the text is to give readers a description of what occurred and when it occurred. When write recount text, it use the past form of tenses.

3) Procedure text

Procedure text is a piece of text that gives instructions to make something or doing something. The purpose of the text is to explain how to do something.

4) Descriptive text

Its a piece of text that describe about thing whether its livingthings or non-living things. The purpose is to describe to thereaders the characteristics of people, things, places or animals.

5) Report text

This text presents an information about subject. It contains facts about the subject, description and information about the subject parts, qualities or even qualities of the subject.

d. Process of Writing

There are four steps in writing process according to Oshima (2007), that written as follow :

1) Step 1 : Prewriting

In this steps, the writer needs to get ideas, choose the topic that will be explained with the collected ideas. There are several techniques to collecting ideas. One of them is listing. Listing is the process that writes word or sentences about the topic come out of your mind in a piece of paper. You don't need to choose if the ideas good or not, the point

of listing is to keep writing any ideas come out of your mind.

2) Step 2 : Organizing

The next step is to organizing. This is a process to organize the ideas have been collected into a simple outline. The purpose is to choose the specific part to develop into paragraph.

3) Step 3 : Writing

After collected the specific ideas, the writer can start writing. This part usually called rough draft because there will be many error and mistakes found.

In this step the writer should write the rough draft using the outline as a guide. The main point of this step is just to keep writing without thinking whether if the grammar right or wrong because it will be checked and will be fix later, the writer can also add the some ideas that is not on the outline. It is normal to make mistakes and errors in this section, that is why this is usually called as rough draft.

4) Step 4 : Polishing

This step is also usually called as editing or revising. In this steps the writer which is the students edits and fixes the rough draft, it can be the grammatical rules. Punctuation, etc. polishing step will be close to perfect if they done it with two steps; first, do the big issues like

content and organization that we called revising. The second is work on the smaller issues of grammar, mechanics and punctuation that we called editing.

e. Teaching Writing in Junior High School

in senior high school, students aim to be able to communicate in both orally and written appropriately. One of the goals in teaching writing in junior high school is to make students capable of understanding and create a short functional text and short essay in descriptive, procedure, narrative and recount text.

According to curriculum 2006, English should be developed in spoken and written forms during the learning process. The goals of English classes in junior high school as follow :

- a) To acquire functional literacy, in writing and spoken communication.
- b) An understanding of the importance of English in enhancing countries competitiveness in global economy.
- c) Students understanding of the language-cultural interaction will be enhanced.

Students of junior high school are required to write text using their own words. the standard of the content stated that the time of learning English is four hours in a week.

2. Brainwriting 6-3-5 Technique

a. Definition of Brainwriting 6-3-5 Technique

According to Richardson (2012) Brainwriting is an activity to help students to collecting ideas in a class. In a small group form the will be given some topic and the asked to write their ideas, share and add ideas one to another group member in a list form. The term of brainwriting is created by scientists at Batelle Institute in Frankfurt, Germany.

Sejnost (2009) Brain writing provides an opportunity for students to express their ideas about a particular subject without fear of making mistakes. This encourages students to think about the topic to be studied that they already know, and the follow-up discussion will help add to their knowledge and involve their interest in the subject to be studied.

By several statements above, the writer conclude that brainwriting is a creative activity to collected student's ideas or mind on a paper that involves some group activity. This is a technique modified from brainstorming and can be use to make paragraph.

There are several kinds of brainwriting, one of those is brainwriting 6-3-5 technique that will be used by the writer to do the research. Brainwriting 6-3-5 technique means that 6 persons in a group -3 ideas per round - 5 minutes per round. The steps of brainwriting 6-3-5 technique in teaching writing :

- 1) Each participant gets a sheet of paper, within 5 minutes has to write 3 ideas, in each column will be written one idea.

- 2) When the time is up, the sheet is passed to the next person right to him/her.
- 3) When receiving the sheet, participant writes three ideas in each column as stimulus, there is no discussion allowed during this section.
- 4) The last of the process of writing ideas and passing the sheets, continues until participants receive their original sheet.

**b. Advantage and Disadvantage of Brainwriting 6-3-5
Technique**

Brainwriting has several advantages such as :

- a) The method is easy to practice
- b) This method doesn't need a special qualification for moderation.
- c) All participants on this method will be active
- d) When there are a conflict in the group, the method is very useful because conflict can cause negative effect when using oral method.
- e) A useful idea is systematically developed further
- f) We can identify the 'author' of a creative ideas.

Brainwriting also has several disadvantage, as mention :

- a) Since it is a group work, some participant sometimes not really clear when describing their ideas in handwriting and it can cause misunderstanding between the group member.

- b) There is limited times (only five minutes), the participants might be feel pressured and make their ideas limited.

c. The Implementation of Brainwriting 6-3-5 Technique

The implementation of brainwriting 6-3-5 technique to improve writing skill for senior high school students will be describe as follow :

- 1) The teacher devided students into small groups consist of six students in each group and explained the topic that they will be work on.
- 2) Every students must complete the brainwriting 6-3-5 worksheet, that is mean that six students will write down three ideas in five minutes.
- 3) Each student must literally write down the topic on the top of the sheet. On the period of five minutes, the students have to write their ideas in silently on the blank sheet.

3. Think-Pair-Share

a. Definition of Think-Pair-Share Technique

TPS is one of techniques in cooperative learning. This technique is the most effective technique in cooperative learning to make new variation in discussion cycle, because in this technique the student has a lot of time for thinking, helping with pair, and sharing in the class (Nurazizah and Wuryandari, 2019:83). This technique is made to differentiate instruction by providing students' structure and time to think about topic that

was given by the teacher, allowing them to make individual concept and conveying that concept to their partner. According to Suprijono (2008:107), TPS is a cooperative learning technique that encourages individual participation and applicable across all grade levels and class size, then this technique is able to use in any content area with involve three basics activities, before, during, and after the lesson.

b. Advantage and disadvantage of Think-Pair-Share Technique

Ibrahim et al (2006:6) explains some advantage and disadvantages of TPS method :

1. Advantage

The use of TPS require students to use the time to do the tasks or problems given by the teacher at the beginning of the meeting so that the students are expected to understand the material well before the teacher pass at the next meeting. TPS can Improve attendance. The task given by the teacher at each meeting in addition to actively engage students in learning process is also intended for students to always try to be present at each meeting. For the students who did not attend and did not do the work will affect their learning out comes. It also can reduce dropout rates. TPS technique is expected to motivate

students in learning so that students' learning can better than conventional technique.

2. Disadvantage

The use of TPS is time consuming. The time consuming means when the teacher who did not prepare the lesson plans accurately or the students feel confident to work individually better than in group. Beside that, the teachers hard to assist all the trainers the discussion since they have so many groups. Because there are many groups in class, some of the teacher might be hard to assist the learner works in group. It can also be very noisy because the students work in group. When they discuss the text or the topic they can talk each other that can be noise with another students.

c. The Implementation of Think-Pair-Share

The steps of think-pair-share divided into three steps :

- Think : in this section, teacher gives students question and gives them time to think and response in individually about the topic.
- Pair : the students are grouped in pairs and give some times to share and discuss their ideas with their partner.
- Share : the teacher choose randomly the students to share the ideas based on think and pair steps to the whole groups.

4. Descriptive Text

a. Definition of Descriptive Text

There are several kinds of writing text ; descriptive, recount, narrative, report and procedure. Descriptive text is one of the kinds which taught since junior high school. In descriptive text contains the description of a particular object such as person, animals, places, things, etc.

Descriptive text can explain more than the appereance of the object. It can be smell, feeling, taste, quality, sounds of the object. These have three qualities; it has strong impression support by specific details, clearly recognizable mood and logical development.

b. Generic Structure of Descriptive Text

The generic structure needed to be understand by writer to make him/her easier to write based on the rules. Based on Knapp (2005) There are two generic structure of the descriptivetext that will be explain as follow :

1) Identification

This stage contains identification that identifies phenomenon to be described.

2) Description

This stage contains important description that describe parts, qualities characteristics, etc.

c. Language Feature of Descriptive Text

Based on Knapp (2005) Descriptive text has language features such as :

- 1) Descriptive text write uses simple present tense.
- 2) Descriptive text use relational verbs when classifying and describing qualities or appearance also parts or function of phenomena (is, are, has, have).
- 3) It uses action verbs to describe the use of something.
- 4) Description grammar uses articles a and the.
- 5) Adjective which is describing, classifying, numbering.
example : Big old house
- 6) Relational process use verb which describes participant condition and shows ownership. example : my friend has two cats
- 7) This kind of text also uses figurative language such as simile or metaphor to give comparison illustration.
example : her skin as white as snow.

5. Previous Research

There are several previous study related to this research :

Research conducted by Yulianti (2019) proves that the application of the brainwriting method to teach writing to junior high school students can improve students' writing skills. From an average value of 45 at the pretest, it increased to an average of 50 in

cycle 1 and then increased again to an average of 71 in the second cycle.

Furthermore, Agustina (2019) stated that based on her observations, applying brainwriting in class to teach writing can make students enjoy their learning activities more. This has a positive impact, in addition to increasing student motivation to learn, it can also improve student achievement. Wardani (2021) on her research, the population was seventh grade students from MTsN. 2 Ponorgo the sample was 56 students. In this research the H_0 is accepted, overall from the computation, it can be concluded that there is significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not.

The conclusions that can be drawn from some of the research results that the authors have listed above indicate that the brainwriting method can help improve students' writing skills.