

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer describes some literatures used in the research. The writer wants to explain the previous studies connecting with increasing the students' writing skill by using Think-Pair-Share Strategy. In this part, the writer presents the concept of the language teaching and learning process, the concept of cooperative learning, the concept of Think-Pair-Share Strategy, the theory of writing skill, the concept of descriptive text, Think-Pair-Share Strategy for the writing and theoretical framework .

2.1 Previous Studies

Two researchers conducted several researches related to this study. The writer referred to the previous studies. Here are some of the studies: Research done by Andreanto (2011) entitled Improving Students' Speaking Ability by Using Pair Work, (A Classroom Action Research, for the 8th Grade Students of SMP Agustinus Semarang in Academic Year 2010/2011. The other study conducted by Hawayanti (2011) entitled Improving Students' Speaking Ability through Think-Pair-Share (A Collaborative Action Research on the Eleventh Grade Students of Office Administration 1 of SMK Negeri 1 Gorontalo in 2010/2011 Academic Year).

The two studies had the same point in improving English-speaking competence. The same point was also on using kinds of cooperative learning. Nevertheless, both studies had a little bit different way in teaching and learning process. The first research used *Pair Work* and the second one applied Think-Pair-Share Strategy. The first study was conducted in Junior High School and the second one was done in Vocational School. It means that they have different research objects. The second study with applying Think-Pair-Share Strategy was successful and effective in improving speaking competence.

As the writer explains about the previous studies concerning Think-Pair-Share Strategy applied successfully in speaking competence. The difference of the previous studies is that the writer focuses on writing competence in this research. He proves that Think-Pair-Strategy is able to be applied to increase the students' achievement in the writing competence.

2.2 The Concept of Language Teaching and Learning

A teaching process is not only about how to transfer the knowledge, but also how to deliver it. Lecturers as the main element in educational field are supposed to make the teaching and learning process can run well and make the students enjoy this lesson in order to achieve the planned teaching purposes and particularly to help students get good achievement. Language lecturers should know and understand the concept of language teaching and learning.

Before the writer explains the concept of language teaching and learning, he wants to present some definitions of language itself. Ron Scollon (2004:272) in Brown (2007:6) defines language is a phenomenon involving several factors, complex, and something changing.

Learning a language and teaching a language are very different things; both teachers and students should be aware of the responsibilities that they bring to the process. Learning a language is a student-centered activity and it requires both motivation from the student and comprehensible language input from an outside source.

Teaching a language is a scientific process to give knowledge of language to the students in order that the students enable to communicate through in written and spoken form with one another. There are good ways and bad ways to teach a language. Part of the lecturers' responsibility is to update their skills as often as possible to reflect current ways of teaching and to have the most positive impact possible on the students.

Meanwhile, Brown (2000:19) gives explanation about the concept of language teaching and learning. He (2000:19) says learning a language is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction and teaching a language is guiding and facilitating, enabling the learner, setting the conditions for learning a language. Meanwhile, Bailey and Nunan (1996:11) state that language teaching and learning is a doing, thinking, and interpreting process that teachers and students interact each other in a classroom.

Referring to the definitions above, the writer concludes that teaching a language is a scientific process done by teachers or lecturers to transfer their language knowledge to students so that they are able to communicate to others. Learning a language is a process by students to get the language knowledge through interaction process in classroom.

2.3 The Concept of Cooperative Learning

One of the ways to get big success in teaching the students is the lecturer can determine the appropriate strategy for the students. Mainly for those who teach writing they should apply cooperative learning method to make the students feel challenged and excited having English classes. Using an appropriate teaching strategy will avoid the students from being bored and will feel challenged. Here, the writer chose the teaching Strategy namely *Teaching Writing of Descriptive Text by Using Think Pair Share Strategy (TPSS)*. TPSS belongs to cooperative learning.

Cooperative learning is a teaching method, which consists of groups of students working together in a cooperative, as opposed to competitive, manner to complete a task, an activity, or a project. While working together, the students have meaningful interaction with one another in the target language. There are some theories stated here related to the teaching method. Slavin (1995: 5) gives description about cooperative learning. In cooperative learning method, the main idea is students work together to learn and they must have responsibility for their group to learn as well as their own.

Moreover, cooperative learning emphasizes and focuses on team learning in order that the students can reach team goals and the subjects taught. In cooperative learning, the students' tasks are not to do something as a team but to learn something as a team. It means that they can share ideas and learn together but they must do the tasks individually because in cooperative learning, every student will be individually assessed.

Meanwhile, in line with Slavin, Davidson (1990: 8-9) in Jacob *et al.* (1997:17) lists seven points in his definition which is slightly reworded for clarity and generalizability. Davidson's definition shows the distinction which exists among views of cooperative learning. The seven principles of cooperative learning are a task for group completion, discussion, and (if possible) resolution, face-to-face interaction in small groups, an atmosphere of cooperation and mutual helpfulness within each group, individual accountability (everyone does their share). While Slavin and Davidson agree on these first four points, others include some or all of the following points: heterogeneous grouping, explicit teaching of collaborative skills, structurally mutual interdependence.

The other definition is also stated by Kagan (1994:125-129) in Jacob (1997:17) who presents four basic principles to the structural approach in cooperative learning namely, simultaneous interaction, equal participation, positive interdependence and individual accountability. In other words, Simultaneous Interaction means "Language acquisition process facilitated by students who are interacting in the target language" (Larsen, 2000:168). Equal

participation can be described that the number of each group is the same in right in the classroom activities. Positive interdependence can be explained that the students are not thinking competitively and individualistically, but rather cooperatively. Individual accountability can be elaborated that in spite of working together, each student is individually accountable.

From these points of view, the writer tries to make conclusion, which is taken from the statements given by some experts. The concept of cooperative learning can be defined as a learning process, which involves some interacting students who share their ideas, having good interdependence, and personal assessment.

After presenting the definitions of cooperative learning, the writer wants to convey the strengths and weakness of cooperative learning. The strength of cooperative learning is that when students are interacting in groups, they are required to use authentic and fluent communications skills, which prepare them for the actual communication skills they will need in real life. The weakness of this method is that some lecturers may just put students in groups without planning, and find out that the groups are not particularly successful. Some students may resist group work if they do not understand the purpose of the method.

2.4 The Concept of Think-Pair-Share Strategy

There are several teaching strategies in the cooperative learning. One of them is Think-Pair-Share Strategy. Think-Pair-Share is a cooperative learning strategy that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1. **Think:** Students think independently about the question that has been posed, forming ideas of their own.
2. **Pair:** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. **Share:** Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable to present ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Think-Pair-Share Strategy (TPSS), which is a part of cooperative learning is a simple and very useful Strategy developed by Frank Lyman. When a lecturer teaches a lesson to the class, students sit in pairs within their teams. The lecturer poses questions or presents pictures to the class. The students are instructed to think of an answer on their own, then to pair with their partners to reach consensus on an answer. Finally, the lecturer asks students to share their answer with other groups for further discussion, (Slavin, 1995:132).

Think-Pair-Share Strategy (TPSS) is a simple technique with great benefits. Using TPSS, students learn from one another and get to try out their ideas. Students' confidence improves and all students are given a way to participate in class, rather than the few who usually volunteers. The benefits for the teacher include increasing time on task in the classroom and greater quality of students' contributions to class discussions. Students and teachers gain much clearer understandings of the expectation for attention and participation in classroom discussions.

Kagan (1994:125-129) in Jacob *et al.* (1997:17) states Think-Share-Pair Strategy belongs to an example of cooperative learning which refers to the collaborative approach. It has four principles namely simultaneous interaction, equal participation, positive interdependence, and individual accountability. A little bit different from Kagan's statement, Ledlow (2001:1) says,

“Think-Pair-Share is a type of cooperative learning strategies which has a low-risk strategy to get many students actively involved in classes of any size. Think-Pair-Share learning has a simple structure, as a basic of the development ‘cooperative class’ which can help the students do the learning process actively”.

Another explanation is presented by Resinkski and Padak (1996: 122-113) who state that Think-Pair-Share Strategy is a cooperative learning strategy that can provide chances for students to make a story or text based on pictures or other teaching aids.

After viewing the concepts concerning Think-Pair-Share Strategy, which are stated by some language experts, the writer assumes that Think-Pair-Share Strategy is one of some cooperative learning strategies, which involves the students' collaboration, mutual and collective problem solving, active learning process, no distinction participation, and individual accountability.

2.5 Writing Skill

Writing skill is one of competences that students are supposed to master. Many theories describe the concept of writing skill. The writer presents some of the writing skill definitions here. According to Murcia & Olshtain (2000:142), 'writing skill is the production of written words that results in a text, and the text must be read and comprehended in order for communication to take place'. The intention of the statement is that communication can take place. Nevertheless, through a text the writer communicates his/her ideas in the form of written text from which the reader would try to catch the core of the ideas and their meaning. By writing, you can express something in your mind to the others through the organized words and communicative sentences. Therefore, the readers are able to understand what you want to convey. Below is another view maintained by Rogova (1995: 197):

“Writing as a skill is very important in teaching and learning a foreign language; it helps pupils to assimilate letters and sounds of the

English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking, and reading. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrase and sentences in pupils' memory, thus producing a powerful effect on their mind”.

Rogova's words show the importance of writing. Writing skill is needed in teaching and learning process in which the students try to combine English knowledge including vocabulary and grammar in resulting a text. Writing also helps students express their ideas and it can explain something unclear when they communicate to others.

To compose a well- organized writing, it needs writing procedures that should be considered by the writer. The procedures are proposed by Harmer (2004:4) and Alice and Ann (1999:8-9) namely, prewriting, planning, writing and revising drafts, and writing the final copy to hand in.

I. Prewriting

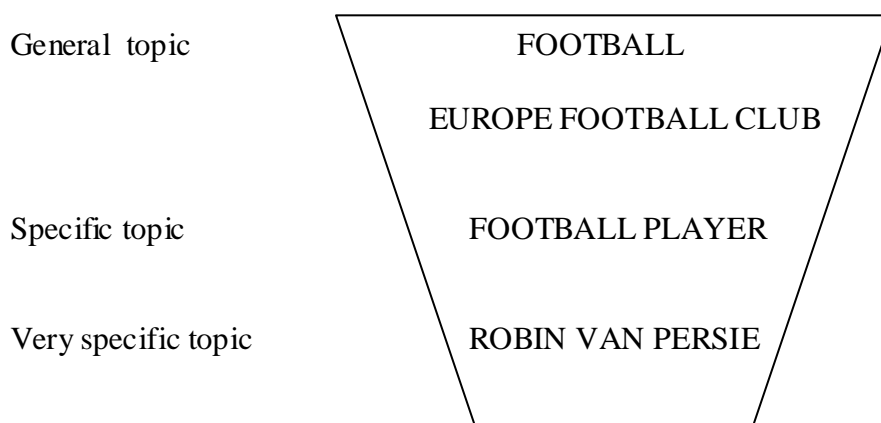
Prewriting is the thinking, talking, reading, and writing. Students do about their topic before they write first draft. Prewriting is a way of warming up their brain before they write. There are several ways to warm up before students write.

1) Choosing and Narrowing Topic

Before starting to the next step, the first step is choosing and narrowing the topic. It means that the first thing is choosing the general topic. After that, students must narrow the topic to a

particular aspect on that general subject. The illustration of choosing and narrowing a topic can be seen as follow:

Figure 2.1 the illustration of choosing and narrowing a topic



Adapted from Alice and Ann (1999:4)

2) Brainstorming

Brainstorming is a quick way to generate many ideas on a subject. The purpose is to make a list of ideas as many as possible without worrying about how students will use them. The student's list can include words, phrases, sentences, or even questions. The brainstorming follows these steps:

1. Students write down many ideas about the topic as they can in 5 minutes.
2. Students add more items to their list by answering the questions what, how, when, where, why, and who.
3. Students make a group of similar items on the list together.
4. Students cross out items that do not belong.

There are three useful brainstorming techniques. They are listing, free writing, and clustering.

2a). Listing

Listing is a brainstorming technique in which students think about their topic and quickly make a list of whatever words or phrases come into their mind. There are some steps in making a listing:

1. Students write down the general topic at the top of their paper.
2. Students make a list of every idea that comes into their mind about your topic.
3. Students use words, phrases, or sentences.

Figure 2.2 Model of Listing

Culture Shock

communication problems	homeless people shocking sight
poor verbal skills	American students
children disrespectful	unclear expressions
new language	public transportation is not good
American family life	need a car
families seldom eat together	use first names with teachers
lack vocabulary	college professors wear jeans
show affection in public	students ask questions
Americans talk too fast	no formal dress code
They are friendly	no one takes time to cook good
people are always in a hurry	meals
use slang and idioms	professor's role
families don't spend time	children spend more time with
together on weekends and	friends than with parents
holidays	use incomplete sentences
children are "kings"	poor pronunciation
lack confidence	American difficult to understand
American food is unhealthy	students can challenge professors
everyone eats fast food	
classroom environment	

An example by Alice and Ann
(1999:5)

The students rewrite their list and group similar ideas together. Then, they cross out items that do not belong or that are duplication.

Figure 2.3 the illustration of grouping and listing process

<p>Communication problems</p> <p>poor verbal skills new language lack vocabulary show affection in public Americans talk too fast They are friendly people are always in a hurry use slang and idioms lack confidence use incomplete sentences poor pronunciation American difficult to understand unclear expressions</p>	<p>homeless people shocking sight American students</p> <p>Classroom environment</p> <p>public transportation is not good need a car use first names with teachers college professors wear jeans students ask questions no formal dress code no one takes time to cook good meals professor's role students can challenge professors</p>	<p>American family life</p> <p>children are "kings" families seldom eat together children disrespectful families don't spend time together on weekends and holidays children spend more time with friends than with parents American food is unhealthy everyone eats fast food</p>
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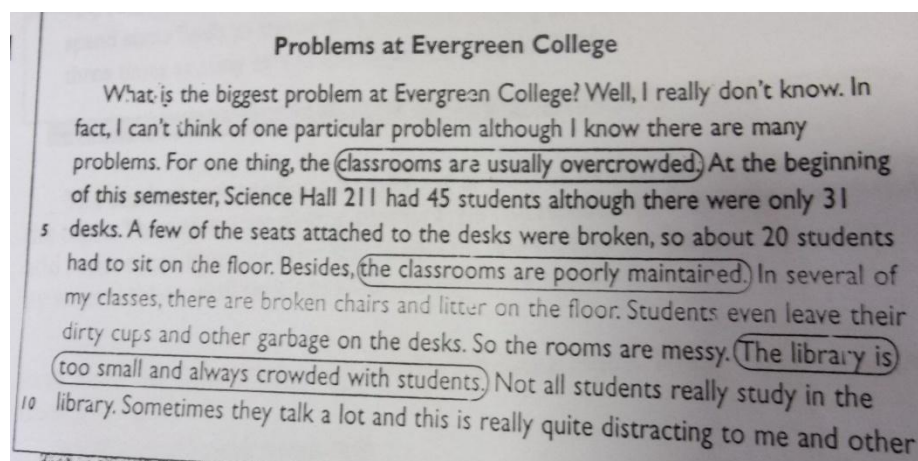
An example taken from Alice and Ann (1999:5)

2b). Free writing

Free writing is a brainstorming activity in which students write about a topic because they are looking for a specific focus. The purpose of free writing is to generate the ideas as many as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. There are some steps in free writing. They are:

1. Students write the topic on the top of their paper.
2. Students write as much as they can about the topic until run out of ideas.
3. Students reread their paper and circle the main idea that would like to develop.
4. Students take that main idea and free writing again.

Figure 2.4 Model of Free writing 1



Model by Alice and Ann (1999:6)

serious students who want and need a quiet place to study. So the present library should be expanded or a new library should be built. Oh yes, I think that another problem is parking near the campus. The college has a big parking lot across from the west side of campus, but it is always full. So, many times students have to park
 15 their cars in the residential areas, which could be so far away from the campus that they have to run to class to make it. Yes, parking is a big problem that many students face every day. I have a car, and many of my friends have one. We really have a problem. So, I think the biggest problem at Evergreen College is not enough parking spaces near the college campus. . .

A model taken from Alice and Ann (1999:7)

Figure 2.5 Model of Free writing 2

The Parking Problem at Evergreen College

I think finding a parking space close to the campus at Evergreen College is a major problem. There are not enough parking lots for students to park their cars. Therefore, students have to come early to get a parking space, and even then, sometimes they are unlucky and can't get a good parking space. Once I couldn't
 15 find a space in the west-side parking lot, and I had to drive in the streets for a half hour before I found one. So, I was late for class. Some students are late to class almost every time the English class meets. Some even drop the class, not because they can't handle it, but because they can't find a place to park close to the campus. The teacher warns them time and time again not to be late, but they can't
 20 help it. . . What is the solution to the parking problem? Maybe the college should spend some funds to construct a multilevel parking lot that will accommodate three times as many cars as the present parking lot holds. . .

An example by Alice and Ann (1999:7)

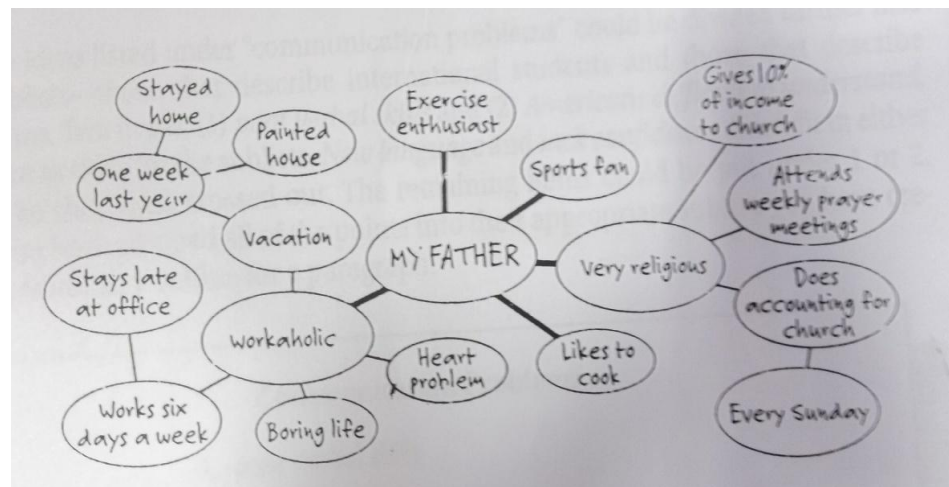
2c). Clustering

Clustering is another prewriting technique. It is a visual way of showing how students' ideas are conducted using circles and lines. When they cluster, draw a diagram of their ideas:

1. Students write their topic in the center of a blank piece of paper and draw circle around it.

2. Students write any ideas dealing with the topic that come into their mind in circles around the main circle.
3. Students connect these ideas to the center word with line.
4. Students think about each of their new ideas, write more related ideas in circles near the new ideas, and then correct them.
5. Students repeat this process until they run out of ideas.

Figure 2.6 an example of clustering



A model by Alice and Ann (1999:8)

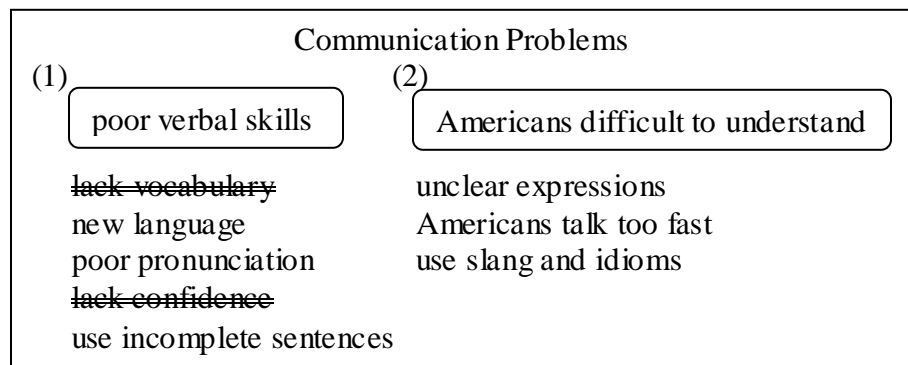
II. Planning

Planning is the next step after prewriting. There are three steps in planning. They are making sub list, writing the topic sentences and outlining.

1. Making Sub-lists

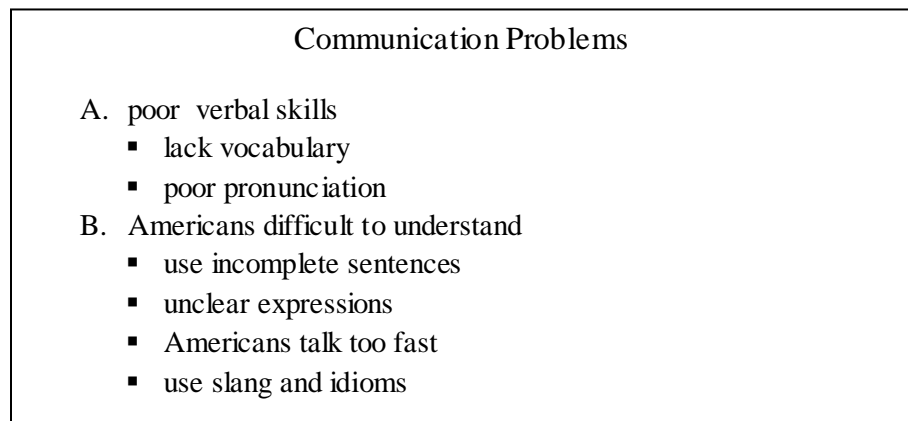
This step toward making an outline is to divide the ideas into sub lists and cross out any items that do not belong or that are not useable.

Figure 2.7 Sub-lists Model



An example by Alice and Ann (1999:9)

Figure 2.8 Preliminary Outline Model



A model by Alice and Ann (1999:9)

2. Writing the Topic Sentences

Finally, the students write a topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph.

Figure 2.9 Model of Topic Sentence

One problem that many international students face in the United States is communication with Americans.

or

International students in the United States face communication problems with Americans.

A model by Alice and Ann (1999:9)

3. Outlining

An outline is a formal plan for a paragraph. In an outline, the students write down the main points and sub-points that they plan to write.

Figure 2.10 Outlining Model by Alice and Ann (1999:10)

Communication Problems

International students in the United States face communication problems with Americans.

A. International students have poor verbal skills

1. lack vocabulary
2. have poor pronunciation

B. Americans are difficult to understand

1. use incomplete sentences
2. use unclear expressions
3. talk too fast
4. use slang and idioms

III. Writing and Revising Drafts

Writing the first rough draft is the step of writing after doing planning process.

This is how to proceed:

- a. Students write the topic sentence and underline it.
- b. Students skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow them to add more details, information, etc. in order for them to develop their point fully.
- c. Students write their paragraph following their outlines as closely as possible.
- d. Students need not to worry about grammar, punctuation, or spelling.

IV. Writing the Final Copy to Hand in

This is the last step of writing process. There are three steps on this step. The steps are revising content and organization, proofreading the second draft, and finishing final draft.

1. Revising Content and Organization

The aim when the students revise and change what they have written is to improve it. The students check it over for the content and organization, including unity, coherence, rearrange,

add, or delete, the entire goal of communicating their thought more clearly, more effectively, and in more interesting way.

This is how to proceed:

- a. After reading the paragraph, students focus on the general aspects of the paper and make notes in the margins so that students can rewrite parts that need to be improved.
- b. Students check to see that they have achieved and stated the purpose.
- c. Students check for general logic and coherence.
- d. Students make sure that their paragraph has a topic sentence and it has a central focus.
- e. Students check for unity.
- f. Students make sure that the topic sentence is developed with sufficient supporting details.
- g. Students check the use transition signals.

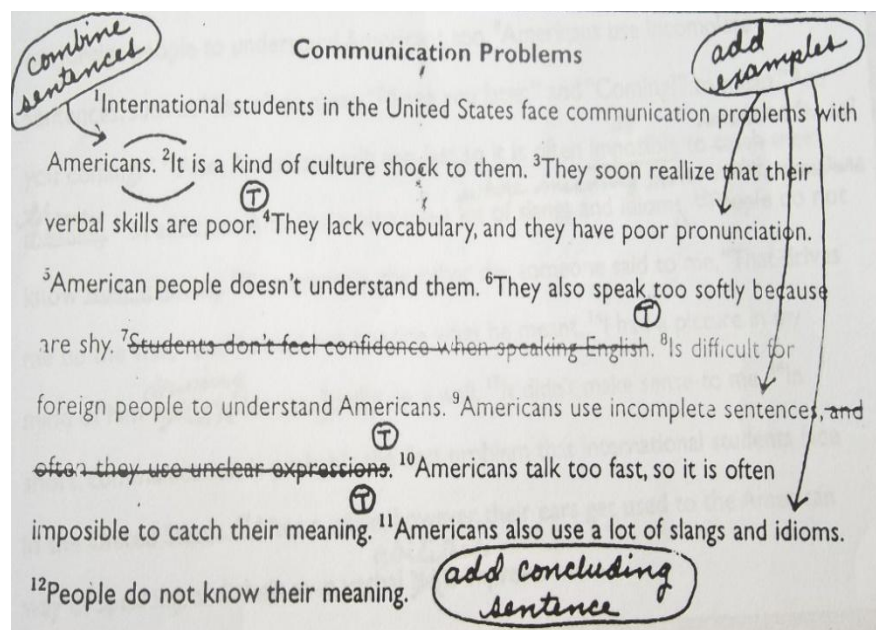
2. Proofreading the Second Draft

This is how to proceed:

- a. Students check over each sentence for correctness and completeness the paragraph.
- b. Students check over each sentence for a subject and a verb, subject-verb agreement, correct verb tense, etc.

- c. Students check the mechanics: punctuation, spelling, capitalization, typing errors, etc.
- d. Students change vocabulary words as necessary.

Figure 2.11 Model of the first rough draft



A model taken from Alice and Ann (1999:12)

Figure 2.12 Model of the second draft

Communication Problems

¹One kind of culture shock faced by international students in the United States is ~~the~~ difficulty ~~they~~ ~~have~~ ^{when they first arrive in the United States.} communicating with Americans. ²They soon realize that ^{sp} their verbal skills are poor. ³First of all, they lack vocabulary, and they have poor pronunciation. ⁴American people ~~do~~ ^{so} ~~sn't~~ ^{don't} understand them. ⁵For example, a few days ago, I asked an American student how to get to the library, but because I have trouble pronouncing r's and l's, the student didn't understand me. ⁶I finally ^{had} ~~had~~ to write it on a piece of paper. ⁷They also speak too softly because ^{International students} ~~they~~ ^{are} shy. ⁸It ^{is} difficult for foreign people to understand Americans, too. ⁹Americans use incomplete sentences, such as "Later" to mean "I'll see you later," and "Coming?" to mean "Are you coming?" ¹⁰Also, Americans talk too fast so it is often ^{sp} ~~impossible~~ ^{to understand} to ~~catch their~~ ^{them.} ~~meaning.~~ ¹¹In addition, Americans also use a lot of slang ^{whose meaning nonnative speakers} and idioms. ¹²People do not know ~~their~~ ^{meaning.} ¹³For example, the other day someone said to me, "That drives me up the wall," and I could not imagine what he meant. ¹⁴I had a picture in my mind of him ^{driving} ~~sitting~~ in his car ~~driving~~ up a wall. ¹⁵It didn't make sense to me. ¹⁶In short, communication is probably the first problem that international students face in the United States. ¹⁷After a while, however, their ears get used to the American way of speaking, and their own verbal ^{abilities} ~~skills~~ improve.

An example taken from Alice and Ann (1999:13)

3. Finishing Final Draft

After editing process, students produce their final draft. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. Now the students are ready to send the written text to their lecturer.

Figure 2.13 Final Draft

Communication Problems

One kind of culture shock faced by international students in the United States is difficulty communicating with Americans. When they first arrive in the United States, they soon realize that their verbal skills are poor. First of all, they lack vocabulary, and they have poor pronunciation, so American people don't

5 understand them. For example, a few days ago, I asked an American student how to get to the library, but because I have trouble pronouncing r's and l's, the student didn't understand me. I finally had to write it on a piece of paper. International students also speak too softly because they are shy. It is difficult for foreign people to understand Americans, too. Americans use incomplete sentences, such as

10 "Later" to mean "I'll see you later," and "Coming?" to mean "Are you coming?" Also, Americans talk too fast, so it is often impossible to understand them. In addition, Americans also use a lot of slang and idioms whose meanings nonnative speakers do not know. For example, the other day someone said to me, "That drives me up the wall," and I could not imagine what he meant. I had a picture in

15 my mind of him driving his car up a wall. It didn't make sense to me. In short, communication is probably the first problem that international students face in the United States. After a while, however, their ears get used to the American way of speaking, and their own verbal abilities improve.

A model by Alice and Ann (1999:14)

2.6 The Concept of Descriptive Text

Before the writer explains the theory of descriptive text, he would like to define what a text is. According to Halliday (1978:40) in Yocco (2009:189), text is semantic choice of data in social context. It means that text is a way to express the meaning in written or oral form. Descriptive text is a text having aim to describe a particular person, place or thing, Harmer (2004:67). The schematic structures of descriptive text are identification and description. Linguistic features are focusing on specific participant, the simple present

tense, adjectives, noun phrase, and conjunction. In the descriptive text, the tense usually used is simple present tense. Simple present tense is a sentence pattern used to express habitual or everyday activity (Betty, 1989: 11). The simple present tense is something was true in the past, is true in the present, and will be true in the future. It is usually used for general statements of fact.

2.7 Think-Pair-Share Strategy for the Writing

Think-Pair-Share Strategy can help students learn about the writing process. Students are asked to choose a topic of their own to write a descriptive text. The lecturer can make this process easier by giving pictures as teaching aids. Students look at the pictures, discuss their ideas with a partner, and they usually come up with a long and valuable list of ideas that can take them through an entire year's worth of writing.

Harmer (2004:12) states that Think-Pair-Share Strategy can be applied in writing process. He calls it as a collaborative writing. Students who are not used to process – writing lessons are going to require to be encouraged to reflect on what they have written, studying how to make first drafts as first attempts and not as final drafts.

“One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other’s ideas (in terms of both language and content), making suggestions for changes, and so contributing to the success of the finished product”.
Harmer (2004:12)

Harmer's statement means that in the steps of writing the lecturer may apply a collaborative writing in order to support students in producing a well-formed text. In other words, the lecturer divides the class into some groups. Each group can consist of two – four students. The lecturer asks students to think after viewing the pictures and then allows students in one group to share the ideas each other. After sharing the ideas, the students do the steps of writing (planning, drafting, editing, and finishing final draft) individually.

2.8 Theoretical Framework

This research aims to find out whether Think-Pair-Share Strategy (TPSS) can help students increase their achievement in English writing especially writing descriptive text. Based on the purpose of the research, the writer formulates the theoretical framework. The theoretical framework is as follows:

