

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1) Writing

2.1.1) *Definition of Writing*

Writing is one of English skills. It has an important role in delivering the message in communication between writer and reader. In writing, the students will learn how to express ideas and thoughts onto paper with the result that the ideas can be understood by the readers. Students also learn what a good and proper writing is, and then implement it to their own writing. Winterrowd and Murphy cited by Dewi and Hafizh (2013:357) said that writing is the stage of transforming idea into words on paper and as someone writes he/she may discover new ideas to express his/her thoughts.

Meanwhile, Nunan cited by Marulafau and Hafizh (2013:22) stated that writing is used to prove that the students have mastered a particular grammatical rule. Correct spelling, grammar, and overall organization is the most evidence of ability. Writing is important skill for learners of English as a foreign language. It is important to be mastered in order to ensure success. In some education level, students have to be able to write a word, sentence, paragraph, and text. It is also one way to communicate between the writer and reader. It shows that writing as language skill has a big role in mastering English, because it gives amount of language input. It is one of human communications which represents language and

emotion with signs and symbols. In most language, writing is a complement to speech or spoken language. It is not a language but a tool which is used to make language can be read.

Writing is process of arranging the grammatically correct sentences into a paragraph. It is in the line with Richards and Renandya cited by Safitri (2013:213-214) said that writing is a matter of putting together strings of grammatically correct sentences. The grammatically corrects sentences do not mean only focus on the pattern of grammar but also to all of the points in writing. For instance to find the topic, make a draft, and arrange the ideas. All of that points have to be mentioned in writing because all of them are related each other. However, in writing the writers have to follow the coherence and cohesion of writing.

According to O'Malley cited by Permana and Zuhri (2013:1) Writing is the result of organizing in mind in to written form. It is different from reading or listening in which someone only receives information. Writing is a personal act in which a writer draws on knowledge and complex mental processes in developing new insight. But, after those factors are controlled, it can be known that a writer has succeeded in catching much knowledge and been ready to share with readers. Therefore, writing as productive skill to takes an important role to the level of thinking and intelligence.

Based on the statement above, I infer that writing is complex activity. It needs the deep comprehension to the material and some sources which need to support the topic. Besides, writing is also a problem of understanding the element

of how to write a good writing, the diction which is used to show the suitable meaning, the grammar which is used to indicate the time, etc.

2.1.2) Writing Process

According to Kirzner cited by Marulafau (2013:22-23) writing is a process including a series of steps such as planning, organizing, drafting, revising, and editing. It means that writing is a process which the writer writes in organized steps, such as planning (it includes setting goals and generating ideas), organizing (it includes organizing information and selecting appropriate language), drafting, revising, and editing.

Sari and Saun cited by Yan (2013:257-258) said that there are six steps in teaching writing process, those are preparation, modelling and reinforcing, planning, joint constructing, independent constructing, and revising.

The first step is preparation. In this section, the teacher begins preparing the students to write by defining a situation that will require a written text and place it with a specific genre. For example, an entertain essay in a past story. This activity will raise up the students' background knowledge and allows them to anticipate the structural features of the genre.

The second step is modelling and reinforcing. In this section, the teacher introduces a model of the genre and lets the students consider the social purpose of the text including who audience will be. For example, the purpose of narrative text is to entertain or amuse about the text story to the reader or listener. Next, the teacher discusses how the text is structured and how the organization develops to

accomplish the purpose. The students may do some comparison with other text to reinforce what they have learned about the particular genre.

The third step is planning. In this section, there are some meaningful activities to raise up the students' schemata about the topic including brainstorming, discussing, and reading associated material. The aim is to help the students develop an interesting topic by relating it to their experience. For example, the topic today is narrative text about folktales. The teacher will raise up the students' schema by asking them to think about the folktales from their place origin.

The fourth step is joint constructing. In this section, it will facilitate later independent composing, the teacher and the students work together to begin writing a text. However, the teacher applies the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas and the teacher writes the generated text on the black/white board or computer. The final draft provides a model for the students to refer when they work on their individual composition. The teacher works with the students to construct a target text as a model for the students to write their own text.

The fifth step is independent constructing. In this section, the students have examined model text and have jointly constructed a text in the genre. Their next task is composing their own texts on a related topic now. Class time can be set for the students to compose their own text independently. So, the teacher is available to help clarify, and consult about the process. The writing text can be continued as a homework assignment.

The last step is revising. In this section, the students eventually will have a draft that will undergo final revision and editing. This does not necessarily mean that the teacher have to collect all the papers and mark them one by one. The students may check, discuss, and evaluate their work with fellow students, as the teacher will guide and facilitate the students in writing practice. The teacher may make an effort to publish the students' work, it will impact a sense of achievement and motivate the students to become good writers.

2.2) Narrative Text

2.2.1) Definition of Narrative Text

Joyce and Feez cited by Mulyaningsih (2013:17) said that narrative is story about person or a group of people overcoming problem. It shows how people react to experience, explore social and cultural values and entertain the reader, listener, or audience. It aims to entertain, get, and retain the attention of the reader or listener of the story. The purpose of narrative is to amuse or entertain the reader with actual or imaginary experiences in different ways. Narration usually refers to telling story. The ideas in the narration are developed chronologically. Narrative text is a story with complication or problematic events, it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

2.2.2) *Generic Structure of Narrative Text*

Lubis cited by Setiawan (2014:68-69) stated that to write narrative text, there are four components that must be included, those are:

1. Orientation. It is a part of the text which gives setting or opening about narrative text.
2. Complication. It is a part of the text to inform about the conflict in narrative.
3. Resolution. It is a part of the text to describe about the reaction to solve the problem.
4. Coda. It is to describe the reflection or evaluation the conflict about the narrative.

2.2.3) *The Function of Generic Structure*

According to Lubis cited by Setiawan (2014:69-70) the functions of generic structure is:

1. Orientation

The functions of orientation is:

- a. Content of topic an activity or event which wonderfully will be discussed.
- b. The Text should be interest and can provoke the readers to know the interest.
- c. Using adjective to describe personal attitude generally.

2. Complication

The functions of complication is:

- a. Content details about the activities or events that are problematic in which they are arranged sequently from introduction, conflict, until climax.
- b. Talking chronologically, sequence the activities are done, narrative text used sequence from first, next, after, then, and finally.
- c. Grammatical features:
 - 1) Using predicate with the verb in past tense form, past perfect tense, and past continuous tense.
 - 2) Using verb of doing on predicate, such as ran out, got, and etc which describes the activities.
 - 3) Using adjective which the function is to show the personal attitude, such as frightened, quiet, calm, worried, confused, happy, and etc.
 - 4) Using conjunction is also found such as: first, Ronald was very frightened but she tried to manage himself to be quiet.

3. Resolution

Content problem solving is telling the climax.

4. Coda

Content about moral lesson which is possible can be taken at the events, such as “Ronald was so relieved to see the snake leaving the kingdom without making harm to anybody.

This is the example narrative text about “The Legend of Sura and Baya”.

Past Auxiliary	The Legend of Sura and Baya	Conjunction
Adverb of Time	<p><u>A long time ago</u>, there <u>were</u> two creatures, Sura <u>and</u> Baya. Sura was the name of a shark and Baya was a crocodile. They <u>lived</u> (past verb of doing) in an ocean.</p>	Orientation
	<p><u>When</u> (past time) Sura and Baya were searching for some nourishment. Abruptly, Baya <u>saw</u> a goat.</p>	Past Verb
	<p>“Yummy, this is my lunch,” said Baya.</p>	Complication
	<p>“No chance! This is my lunch. You are <u>covetous</u>” said Sura. At that point they battled for the goat. Following a few hours, they were extremely drained.</p>	Adjective
	<p>Feeling tired of battling, they lived in the better places. Sura lived in the water and Baya lived in the area. The outskirts was the shoreline, so they would never battle again.</p>	
	<p>One day, Sura went to the area and searched for some nourishment in the stream. He was exceptionally ravenous and there was very little nourishment in the ocean. Baya was extremely furious when he realized that Sura broke the guarantee.</p>	

They battled once more. They both hit one another. Sura bit Baya's tail. Baya did likewise to Sura. He bit hard until Sura at last surrendered and Awent back to the ocean. Baya was cheerful.

Resolution

2.2.4) Language Features of Narrative Text

According to Djuharie cited by Lubis (2014:72-74) said that the language features use in writing narrative paragraphs are noun, individual participants, past tense, conjunction, action verb, and saying verb.

1. Noun

It is word used as the name of a person, place, or thing. For example, Sura is Baya's friend, Sura is a shark, and Baya is a crocodile.

2. Individual participant

It means that the subject who takes part in a situation or story of specific subject. Such as story about The Legend Sura and Baya, Malin Kundang, and etc.

3. Past Tense

The simple past is used of a complete action that happened at one specific time in the past. Biber et al cited by Handayani (2013:292-293) stated that simple past tense is used to express action or events in past time. It is most often used in past time. In some case, it is used to describe past situations

or events. However, simple past tense is sentence or story as do past thus, we can see of used verb and adverb of sentences.

4. Conjunction

It is a word which used to join one word to another word or one sentence to another sentences. Riyanto et al (2008:80) said that conjunctions are words which are used to connect words or a group of words or sentences. It has the function to combine a word or sentences.

5. Action verb

A verb is one of the main parts of a sentence or question in English language. According to Mourssi (2013:267) English has two kinds of verb, those are regular and irregular verb. First is regular verb. It ends with *-ed*, for instance walk-walked, play-played, study-studied, and so on. Second is irregular verb. It does not has the *-ed* ending in past form of English language, for example *bring-bought*, *eat-ate*, and so on. It contrasts with regular verb which is orderly and predictably. Irregular verb chaotic and idiosyncratic. Irregular verb in English do not has a definite rule like regular verb. The past tense of *sink* is *sank* and the past tense of *sing* is *sang*. But the past tense of *cling* is not *clang*, but *clung*, the past tense of *sting* is not *stang*, but *stung*. The past tense of *bring* is neither *brang* nor *brung*, but *brought*. Also, irregular verbs form a closed list. The number of irregular verbs in English is only about 150-180, and there have been no recent additions.

6. Saying verb

Mourssi (2013:267) said that verb is described as a word which is used to indicate an action, a state of being possession. For example, bought, save, handed, lent, offered, played, and etc.

2.3) Cooperative Learning

There are some method used on learning process, one of them is cooperative learning method. Harjono and Wachyunni (2011:2) said that cooperative learning can be applied in all subjects, including a foreign language context. It can help increase skills in listening, speaking, reading, writing, team working, and empathy by giving each member of the group an essential part to play in learning activity. In this activity, group members work together to build a team to accomplish a certain goal. This method facilitates interaction among all students in the classroom, leads them to evaluate each other as contributors to their common task.

Slavin cited by Sutiyono (2012:54) said that cooperative learning method refers to various teaching method in which students work in small groups to help each other in studying learning material. In a cooperative learning class, students are expected to help each other, discuss, and argue to improve their current knowledge and bridge the gap in their understanding. Here, students sit together in groups of four or five to master materials taught by the teacher. It needs laboratory group, assignment groups, discussion groups, and etc.

I infer that cooperative learning is the method built by small group that consists of four until five students for each group. It has benefit side in building

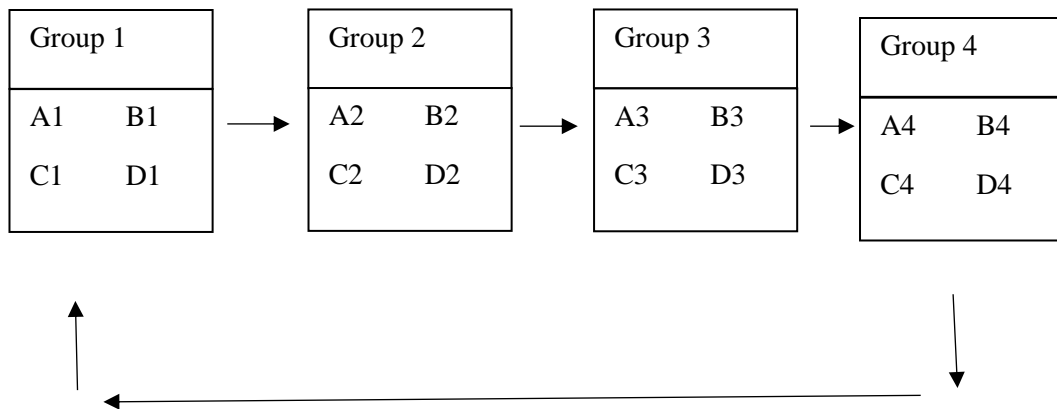
students' empathy to each other in a group, facilitating interaction among all students in the classroom, and building a team-working. I would compare two cooperative learning for teaching writing narrative text. I would compare between two stay two stray and numbered head together.

2.4) Two Stay Two Stray

2.4.1) Definition of Two Stay Two Stray

Cooperative learning is a teaching strategy in which small groups consist of four students with different level of ability, use a variety of learning activities to improve their understanding of a subject. Kagan cited by Febriyanti and Saun (2013:166) said that two stay two stray is technique of cooperative learning. In learning process, this technique can give the students experience in gathering information. In this activity the students are encouraged to contribute their ideas and opinion to other students.

Two stay two stray gives the students a chance to share their ideas, arguments, and information to other groups. In this technique, there are some activities that give a chance to students to discuss. Then, students help each other. The high level and the low level of students will work together to achieve the purposes of their group. One group consists of 4 students. It can be illustrated by the following chart.



Kagan cited by Febriyanti and Saun (2013:166)

In which:

1. A, B, C, D are the students.
2. Each of B and D students will move to the other group.
3. B and D students in group 1 will move to group 2. B and D students in group 2 will move to group 3. B and D students in group 3 will move to group 4, and continue to the next group.

2.4.2) Steps of Two Stay Two Stray

Lie cited by Fatoni (2014:30) said that there are some stages on using two stay two stray, those are:

1. The students are set in group of four students.
2. Two students of each group will leave the group and two stray to others group.
3. Two staying students have task to share information and work result to their guests.

4. The guests excuse themselves and back to their group and report their findings from other groups.
5. The group matches and discusses the information.

2.4.3) Advantages and Disadvantages of Two Stay Two Stray

Lie cited by Fatoni (2014:30-31) said that the advantages and disadvantages of two stay two stray are,

1. The advantages of two stay two stray
 - a. Giving an opportunity to the students to decide their own concept by solving the problem which is given to them.
 - b. Giving an opportunity to the students to build their creativity and to communicate with their friends in group.
 - c. Forming the habit of the students to open minded with their friends.
 - d. Increasing the students' motivation in learning.
 - e. Helping the teacher to reach learning goal because cooperative learning is easy to be applied.
2. The disadvantages of two stay two stray
 - a. It needs more time for discussion
 - b. Students who seldom work in group will feel difficult to cooperate.
 - c. Generally, fluent students in discussing usually dominate the discussion.

2.5) Numbered Head Together (NHT)

2.5.1) Definition of Numbered Head Together

Numbered head together is one of cooperative learning form. Arends cited by Nuruddin et al (2013:4) said that numbered head together is designed to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. It is a simple technique that can be utilized repeatedly with a variety of curriculum materials and be applied to almost all subject areas to every grade level and in any places in lesson. Numbered head together needs students to interact among the group members to get the answer. It means that this method also requires students in each group to be engaged in positive independence, individual, and group accountability which motivates them to enhance one another's learning.

Numbered head together is an approach which is developed by Spencer Kagan in 1993 to involve more students in learning material which consists in a lesson and to know their knowledge about the material given. It holds each student in a group for learning the materials. In this technique, the students have to work in group. The entire number has responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer.

2.5.2) Steps of Numbered Head Together

Kagan cited by Angraeni (2013:3-4) said that steps of numbered head together are:

1. Dividing the class into groups that consist of 2, 3, 4, or 5 students.
2. Students numbered off in the group.
3. Presenting problems to the students.
4. Each group is to come up with the answer and make sure that everyone in the group knows it.
5. Teacher calls a number and the student with the corresponding number, the student has to answer the question.

2.5.3) The Advantages and Disadvantages of Numbered Head Together

Cooper cited by Agustin (2013:203) said that numbered head together technique raises students' incentive to harness their interest in socializing to academic agenda, to invest the learning in their teammates, and to work hard themselves. Cooper said that there are some advantages and disadvantages of numbered head together, those are:

1. Advantages of numbered head together
 - a. Raise up the students' motivation.
 - b. Increase the students' retention.
 - c. Promote positive competition.
 - d. Promote discussion in both individual and group accountability.
2. Disadvantages of numbered head together
 - a. In numbered head together, the division of groups should be equal, it means that each group consists of higher achiever, average achiever, and low achiever. The group division also would divide by the teacher. The teacher should know about the students' achiever level.

- b. There is a possibility that the students over hear or cheat from another group.

To solve the problem the teacher can arrange the space distance between groups. If the students cheat from another group the teacher can give the punishment for the group.

2.6) Teaching Writing Narrative Text Using Two Stay Two Stray and Numbered Head Together

It has two forms of cooperative learning method to know the effectiveness in teaching writing narrative text, those are two stay two stray and numbered head together on teaching writing.

Two stay two stray is the learning method that could give the students experience in gathering information. In this activity the students are encouraged to contribute their ideas and opinion to other students. It gave the students a chance to share their ideas, arguments, and information to other groups. In this technique, there are some activities that give a chance to students to discuss. Then, students help each other. The high level and the low level of students will work together to achieve the purposes of their group. One group consists of 4 students.

Numbered head together is designed to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. It is a simple technique that can be utilized repeatedly with a variety of curriculum materials and be applied to almost all subject areas to every grade level and in any places in lesson. It holds each student in a group for learning the materials. In this technique, the students have to work in group. The entire number

has responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer.

I applied a text form narrative in this study because the curriculum of 2013 inserted a text form narrative in teaching writing. I would take science grade X (IPA) as an experimental class and applied two stay two stray in this class. In other hand, I also take social grade X.1 (IPS 1) as a control class and applied numbered head together in this study. I follow the steps of procedure both methods of two stay two stray and numbered head together.

