

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Cooperative Learning

Learning model is a group of teaching strategies involving teachers and students to collaborate to achieve a common goal and make it easier to understand the material. According to Felder and Brent (2007: 1) say that cooperative learning is an approach to groupwork that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that resulted from working on a high-performance team. Khan and Innamullah (2011: 211) state that cooperative learning is a method used by educators that can help students develop necessary social skills. While, Tsay and Brady (2010: 78-89) mention that cooperative learning is one of the most commonly used forms of active pedagogy.

Based on those explanation, the researcher summarizes that cooperative learning is instruction that involves students to work in teams to accomplish an assignment.

2.2 Student Team Achievement Division (STAD)

STAD is an approach in which the concept of work involves the students to understand the material. STAD is one of cooperative learning that is applied to cope with heterogeneous capabilities of students (Kholid and Khasanah, 2014: 347). According to Azizah (2015: 64) STAD is the one simplest cooperative

learning method. It enables educators to give greater attention to learners. A more intimate relationship will also occur between educators and learners and learners with learners. In this case STAD cooperative learning technique in practice refers to the study group of learners. This is done to allow students to learn more active, have a great sense of responsibility, the development of creative power, and can meet the needs of learners optimally.

According to Haloho (2014: 20) STAD cooperative learning is a learning model that fits heterogeneous. In this lesson the students' responsibility toward greater learning is not just to get information. The students are required to practice independently and be active in the learning. In this case, the students practice to be responsible and independent in their learning. According to Felder and Brent (2001) cited in Yeung (2015: 30) state that STAD was established based on the fulfillment of instructional pedagogy.

From the explanation above, the researcher can explain that the application of STAD emphasizes the students to learn in groups for having the responsibility of learning and be active in the learning process.

2.2.1 The Steps of Student Team Achievement Division (STAD)

STAD is the one of learning methods stands for student team achievement divisions. According to Robert Slavin (2009), cited in Tiantong and Teemuangsai (2013: 86) said that students are assigned to four or five members learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work together within their teams to make sure that all

team members have mastered about the lesson. Finally, all students take individual quizzes on the material by the teacher, the next they may not help to each other.

In STAD, the knowledge is acquired by the students for building their own knowledge through interaction with teachers and other students. It is expected that the knowledge acquired would be more meaningful not just a rote. With the interaction between group members, the students have the opportunity to express opinions or gain knowledge of the results of discussions with members of the group. It is also expected to raise awareness that each individual has different views. By working group is also expected to improve the ability to solve the problems. Heterogeneous grouping of students in terms of ability, gender or race is expected to form the respect of fellow students. In other words between members will respect and help each other so that this can lead to high social sense. With the holding of the task is expected to raise the motivation of students to do better for themselves and for the group. It is expected that cooperation among students can be established. Through cooperative learning, in everyday life, the students will be able to feel and see that no matter how tough the job will be done by people who cooperate and provide the best capability (Sadali 2011) cited in Kusumahati and Hasana (2015: 39).

2.2.2 The Advantages of STAD (Student Team Achievement Divison)

According to Idrus (2012: 21), the advantages of learning STAD model are to; 1). increase the students' motivation to learn, 2). improve students'

achievement, 3). enhance students' creativity, 4). hear, respect and accept the opinions of other students, 5). reduce boredom and boredom, 6). convince himself to others by helping others and convince him to understand each other and understand each other.

The researcher explained that advantages of STAD can help the students increase students' motivation, explore the students creativity, and improve the students' teaching writing of narrative text.

2.3 Definition of Writing

Writing is one of skill process of discovering and organizing ideas. According to Usman and Rizki (2016: 30) say that writing is one of the English language skills that must be taught extensively by teachers to their students. Ontario (2005: 3) states that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgements about what they have read, seen, or experienced. Gupta and Ahuja (2015: 42-43) also say that writing is one of the four language skills which is given emphasis in second language learning. While Tamanampo (2013:1) said that writing is regarded as one of the important skills in studying English. It has always occupied place in most English language course. One of the reasons that more and more people need to learn writing in English is for occupational or academic. Writing is instruction as one of four language skills in English which the students do most in their study (Asrifan, 2015: 244)

From the explanation above, the researcher expressed that writing is something that poured that produce meaning and obtain information.

2.3.1 The Purpose of Writing

According to Ontario (2005:4) mentions that there are some purposes of writing as follows;

- a). to write clearly and creatively to convey a message,
- b). to communicate ideas, thoughts, feelings, and experiences,
- c). to understand that writing is a reflective and interactive process,
- d). to understand the different purposes, audiences, and forms for writing.

Based on the explanation above, the researcher concludes that the activity of writing tries to express their feeling, thoughts and experiences.

2.3.2 The Types of Writing

According to Mingli (2012: 144-146) there are four strategies of writing:

1. Blank-filling Writing

The theory of blank-filling (gap-filling) writing is effective and helpful for students to construct the frame of argumentative writing. As English majors, they have read many argumentative writings, which help to imitate the samples.

2. Guided Writing

Guided writing involves the teacher to work with small groups of students. In guided writing, students apply the knowledge. The students explore the aspects of the writing process which have been demonstrated. The teacher predetermines

the teaching focus from observations and analysis of students' writing.

3. Controlled Writing

Controlled writing means that students' writing is limited to a special field. Controlled writing usually uses in the beginning of the acquisition of writing is not discussed.

4. Free Writing

Free writing which is the student has mastered in writing. It helps the student discover ideas and gather materials. It also is an exercise in which he writes quickly off the top of his head with no judgment intended.

From the explanation above, the researcher chooses guided writing because the researcher conducts the research at eighth grade, so this strategy can make the students easy in understanding about the topic given by the teacher.

2.4 Guided Writing

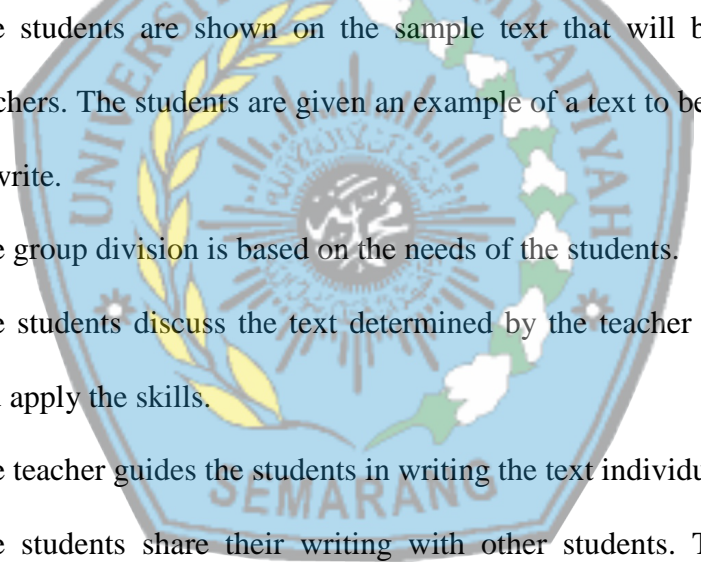
Guided writing is a learning method that puts the teacher as a tutor for students. Guided writing is one component helps to improve writing skill in narrative text. According to Primary National Strategy (2007: 6), guided writing is an essential component of a balanced writing curriculum, providing an additional supported steps toward independent writing. It is in line with Oczkus (2007) cited in Usman and Rizki (2016: 30) said that guided writing is an essential component of a balanced writing curriculum, providing an additional supporting step towards independent writing. According to Lan et al. (2011: 149) also say that guided

writing is strategy to provide the materials or media to help students in writing narrative text.

Based on the explanation above, the researcher summarizes that the guidance of learning is given from the teacher to help the students to do the assignment.

2.4.1 The Steps of Guided Writing

Learning step of guided writing method is proposed by the Ontario Ministry of Education (2005, 5.7-5.8) cited in Nurmaisa et al. (2015: 5) as follows:

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- a) The students are shown on the sample text that will be taught by the teachers. The students are given an example of a text to be read as a model to write.
 - b) The group division is based on the needs of the students.
 - c) The students discuss the text determined by the teacher with their group and apply the skills.
 - d) The teacher guides the students in writing the text individually.
 - e) The students share their writing with other students. The students are writing to other students to give suggestions and comment.

2.4.2 The Benefits of Guided Writing

According to Primary National Strategy (2007: 6) the benefits of guided writing as follows:

- a) Enabling the teacher to adapt the teaching to the needs of the group
- b) The activity is focused on the needs of the group, the teacher is able to

observe and respond to the needs of individuals within the group.

- c) Providing the teacher with the opportunity to extend and challenge more-able groups of children;
- d) Encouraging the children to be active participants in discussions about writing;
- e) Building confidence – the group are all grappling with the same issues;
- f) Permitting the teacher to give immediate feedback and the opportunity to discuss further areas for improvement.

2.5 Definition of Narrative Text

Narrative text is a piece of text tells about story, legend, myth and fable. Narrative is defined as literature written primarily to tell a story. In a good narrative, literature establishes or develops a conflict, addresses common aspect of human existence. According to Rachmawati et al. (2013: 2) Narrative texts is one of text which contains story (fiction/nonfiction) and consists of climax of the story (complication) and finally followed by the resolution. Bach and Browning (1988: 60) cited in Rachmawati et al. (2013: 3) say that narrative is a continuous account of an event or a series of events.

Based on that explanation, it is stated that the point of narrative text is its series of events. It is in line with Nurhasanah (2014: 17) mentions narrative text is a kind of text that tells about a story that is based on the some experiences. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Narrative introduces about character

and includes time and place. Plot is made up of one or more episodes. Simple stories have one episode more complex stories may have two or more episodes and different setting. The episodes are made up of a chain of events. The common elements are: beginning or initiating event internal to achieve the goal, one or more outcomes, resolution, reaction Vacca et al. (2009) cited in Coffman & Reed (2010:7).

2.5.1 The Kinds of Narrative Text

There are some kinds of narrative text as follows: legend, fable, myth, and romance-expression.

According to Iranmanesh (2013: 129-130) Legend is one story discusses about an imaginary event in the life of humans, and also animals. Fable is a story explains about animals. Myth is the one story of human or ideal creatures which were from people's imaginations or tribes and they are only originated from real and historical events which were transformed during the time. Romance – expression, in the beginning of middle Ages, referred to the meaning of new local languages which was being derived from Latin language.

Based on the explanation above, the researcher chooses fable because the researcher conducts the research at eighth grade. Usually, the students at eighth grade are interested with the story of animals.

2.5.2 The Purpose of Narrative Text

The purposes of narrative text are to entertain and amuse the reader or listener about the content of the story. According to Sudarwati and Grace, (2006: 154) cited in Reyhan (2012: 2) said that narrative has the purpose to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds the resolution.

Based on the explanation above, it can be said that the purpose of narrative text is to entertain and amuse the reader and listener with actual or vicarious experiences in different ways.

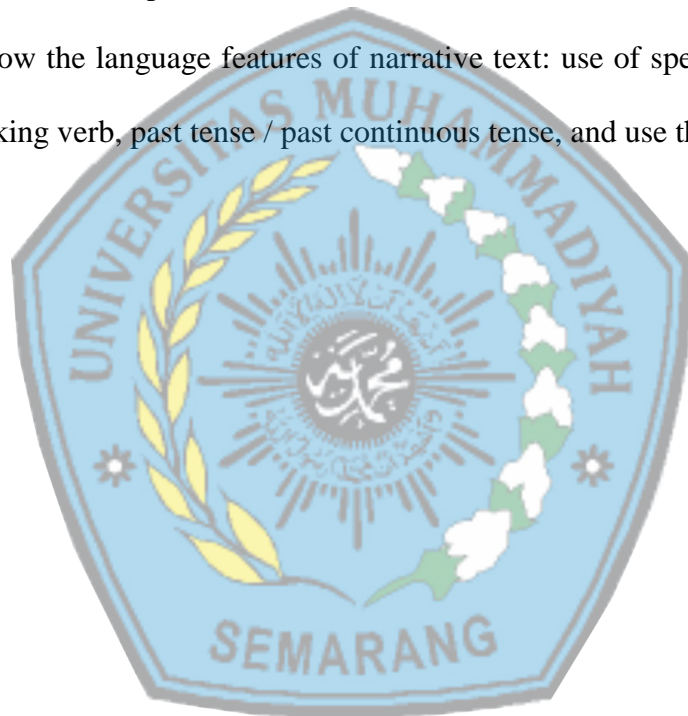
2.5.3 The Generic Structure

The generic structure means a sequence of how the text narrative is made. Sudarwati and Grace (2006: 154) cited in Reyhan (2012: 2) added that narrative has several generic structures which are: 1). orientation: the scene, characters, when and where the story begin 2). complication: the problems arouse in story 3). resolution: the problems are being solved 4). re-orientation: moral lessons from the writer 5). evaluation: judgment of writer toward certain characters. In narrative text, there are five parts that should be focused on; 1) orientation; introduces the participant of the topic, 2). complication; arises the problem or conflict, 3). resolution; the problem solving, 4). re-orientation; learns about moral value, 5). evaluation; the conclusion of the story.

2.5.4 Language Features of Narrative Text

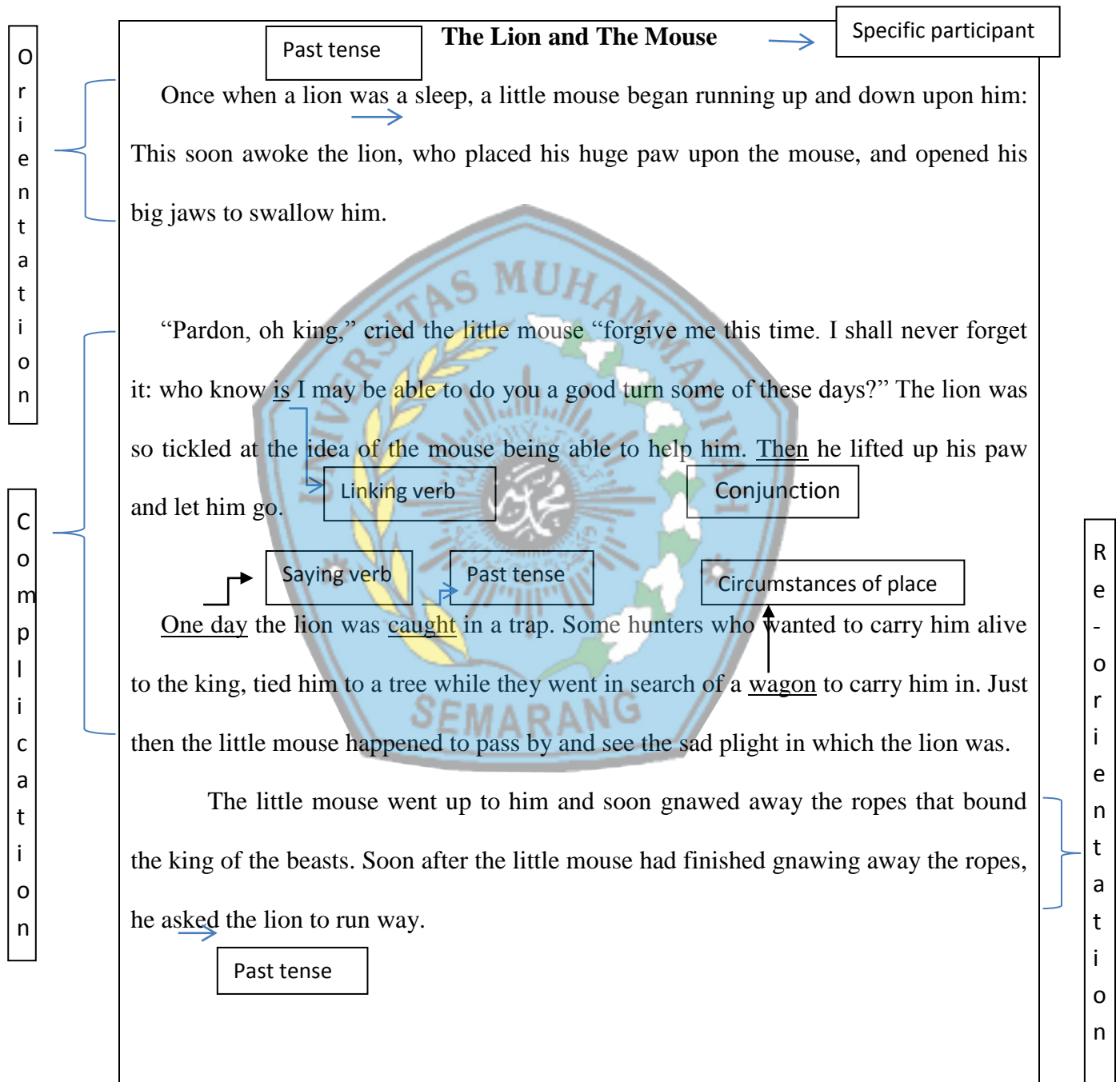
Mulyaningsih (2013: 20) mentions that the language features of narrative text are: (1) the use of specific participants, (2) linking verb to do with the time, (3) the use of conjunction, (4) the dialogue is about living, (5) the use of first person and third person, and (6) the use of past tense.

Based on the explanation above, the researcher concludes that the students have to know the language features of narrative text: use of specific participants, using a linking verb, past tense / past continuous tense, and use the conjunction.



The Model of Narrative Text

Here, the researcher show the model of narrative text as follow:



Barner (2012 :23)

2.6 Teaching Writing Narrative Text Using STAD

Writing is a basic language skill, just as important speaking, listening and reading. (Harmer 1998:79) cited in Agusferani, (2013: 2). It is also one of language skills that it is more complex and difficult than the others. In writing, students must have generated and translated ideas in their brain into written language. Learners should be able to use written language to express their opinion, ideas, perception and feeling effectively. But in fact there are many students who cannot achieve this goal. In teaching learning process of writing, many students are unable to write text. So, teacher should choose a new way to solve the problem in order that the students enjoy and understand the writing teaching and learning activity.

The researcher uses STAD to teach writing of narrative text. STAD is one of learning models that is heterogeneous capability of the students. The basic steps of STAD give priority in doing the discussion and try to be active in learning process. In the process of learning, the teacher used guided writing which is one of strategies that can be applied to solve the problem. Guided writing is a strategy that gives students the opportunity to review a writing in group or whole class setting and to apply the skill through independent writing. Through guided writing, children are supported the different stages of the writing process. By applying this method, the researcher expects the students to be easier in understanding writing narrative text.