

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 The Concept of Teaching Writing

##### 2.1.1 *The Definition of Writing*

Nowadays, all of the students at schools from primary school to university learn English as a foreign language. The aim of learning English is that students can communicate in English both oral form and the written one. Writing is a written form, as stated by Wahyuni (2014: 4) writing refers to an activity in producing or expressing ideas, thoughts and feelings in written form.

Jusman et al. (2014:2) states that writing is more complicated than the other skill, because writing contains of idea, vocabulary, and grammar. Different from speaking, writing is more difficult because there are many aspects related to writing that needs to be mastered such as organization, mechanics, and grammar. This is the differences of speaking and writing skill as stated by Zhang (2013: 835) written language tends to use longer and more complex sentences than spoken language, then written language usually tends to transmit information and spoken language tends to express more emotions and personal feelings.

Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine every word and sentences which grammatically linked. Furthermore, the purpose of their writing will be delivered well. Writing is very important to be learnt by the students because it is used extensively in higher education and in the workplace. If the students do not

know how to express their ideas in writing, they will not be able to communicate well with other people in the written communication.

Hyland (2008:92) mentions in the writing classroom teachers emphasize language structures, often in these four stages:

1. Familiarization: learners study a text to understand its grammar and vocabulary,
2. Controlled writing: then they manipulate fixed patterns, often from substitution tables.
3. Guided writing: then they imitate model texts – usually filling in gaps, completing texts, creating topic sentences, or writing parallel texts.
4. Free writing: learners use the patterns they have developed to write an essay, letter, etc.

Based on the explanation about types of writing from experts above, the researcher chooses a type of writing that is guided writing. It is because the subject to be studied is still sitting in seventh grade, and they still need lot of guidance and direction in writing a simple text. Therefore, guided writing is an appropriate way to teach writing to the students step by step. It is in line with Khatri (2014: 19) mentions that guided writing is supplied with information like clues, pictures, or points. The students are asked to select the information from the input, then students use all information correctly in short paragraphs according to the guidelines.

While Gibson (2008: 114) states that guided writing provides an important context for teachers' assessment and guidance of student writing to observe students during specific writing events and provide the instructional for writing processes. It means that guided writing very compatible if used for guidance students in writing, especially for seventh grade students that need more guidance in learning.

Based on the statement above, the researcher will use the guided writing with giving information, clues, and pictures. The researcher will slow the steps in teaching process, doing discussion and writing together with the students, and then researcher asks for their help. The guided writing that researcher will use might go something like this.

### **2.1.2 Teaching Writing**

According to Hidayati et al. (2015:3) writing is not often bound in the way conversation. When writing, the students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. There are number of strategies we need to consider or concentrate on the writing process, they are: planning, drafting, reflecting and revising, and responding to students' writing. It is in line with Harmer (2004:4) cited in Hidayati et al. (2015:3) there are four processes of writing they are; planning, drafting, editing, and final version.

Based on Prawati et al. (2012:4) in teaching writing, the students need to produce the language through written. It means the goal in writing is the students

can support their written with their communicative language. Richards (2006) cited in Prawati et al. (2012:4) state that communicative competence includes the following aspects of language knowledge:

- a. Knowing how to use language for a range of different purposes and functions.
- b. Knowing how to vary our use of language according to the setting and the participants.
- c. Knowing how to produce and understand different types of texts.
- d. Knowing how to maintain communication despite having limitations in one language knowledge.

In conclusion, teaching writing cannot be done successfully without a good collaboration between the teacher and the students. They should be equally to provide and receive information or knowledge, and work together to create a learning atmosphere that is conducive and comfortable.

## **2.2 Procedure Text**

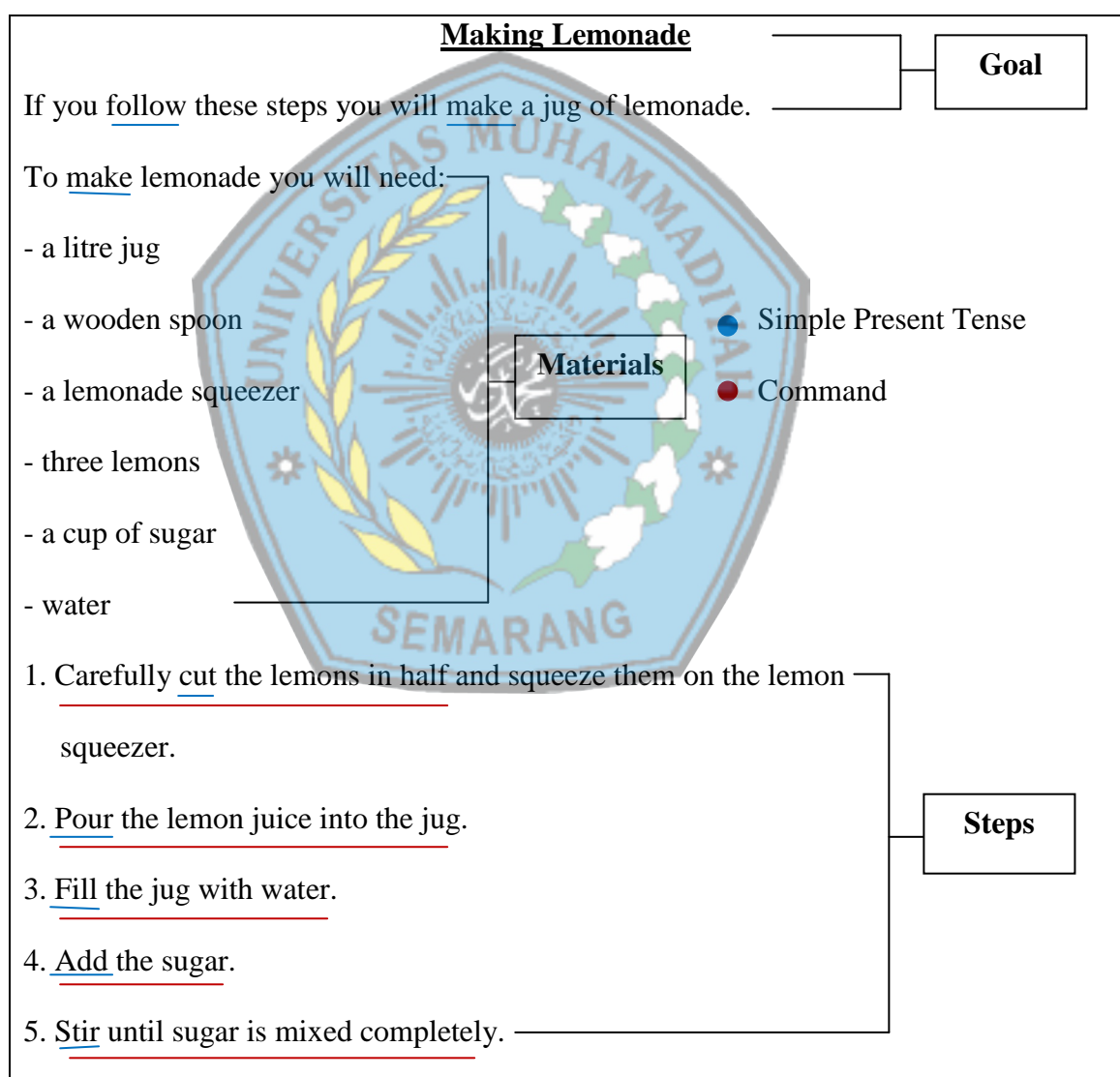
### **2.2.1 Writing Procedure Text**

As mentioned by Hikmawati (2015: 16) procedure text is a kind of text that consists of procedure, process, or steps in making or doing something. Based on Guerra (2010: 104) procedure text is a text which designed to describe how something is achieved through a sequence of steps. The purpose of procedure text is giving guidance about steps to do or make something.

The example of types or models of procedure text are instruction, recipe, or directions. And the context of procedure text consists of three parts according to Derewianka (2004: 23-27) cited in Prawati et al. (2012:5), they are:

- a. Title/goal
- b. List of material
- c. Steps/method/procedures

The following is the type of procedure text that is used in this research, and the researcher uses the type of recipe.



(Sukismo, 47: 2016)

In conclusion, procedure text is a kind of text or genre that gives us instruction for doing or making something. The aim of procedure text is to explain how to make or do something. The researcher thinks that the students are often doing something or making something in their daily life, so the researcher wants them to learn in writing and creating the simple text based on the generic structure of procedure text.

## **2.3 Think Pair Share and Team Pair Solo**

### **2.3.1 Think Pair Share**

Think pair share in 1985 was developed by Frank Lyman of the University of Maryland. This technique is a technique in cooperative learning model, designed to influence students' interaction patterns.

According to Suprijono (2012: 91) cited in Setyaningsih (2013: 39) in the learning phase think pair share techniques are:

#### **1) Thinking**

Teacher presents problems or questions associated with the subject matter and give students a few minutes to think about the answer.

#### **2) Pairing**

The teacher asks the students to pair up and discuss what they have acquired.

Hopefully, through these discussions can deepen students' knowledge.

#### **3) Sharing**

The teacher asks each small group to share knowledge with all students in the classroom about the results they have discussed. In this phrase, is expected to



asked questions. Think pair share is used to express students' opinions and learn to respect the opinions of others.

In this model, a small number of group members encourage each member to be actively involved. They are required to be able to find and understand the concept of learning materials (student oriented). That's why, it is designed to influence the pattern of interaction in a classroom discussion (Trianto, 2007: 61 cited in Wibowo, 2013: 47).

According Thobroni and Mustafa (2011: 297) cited in Wibowo (2013: 47) think pair share is intended as an alternative to conventional methods applied in the classroom, such as lectures, discussion one direction between the students and teachers. It is an effective way to change the atmosphere patterns classroom discussion. It also gives the students time to think and respond and help each other through a discussion group. For example, a teacher has just completed a short presentation or the students have finished the task. She asks the students to realize seriously on what has been described by her or what has been read. It is one of learning model that allows each student to demonstrate participation in learning activities.

The main stages of think pair share learning models by Trianto (2007: 61-62) cited in Wibowo (2013: 48) are as follows:

a.) Step 1. Thinking

The teacher asks a question or a problem that is associated with the lesson, and ask the students to use a few minutes to think for themselves about the answer or problem.

b.) Step 2. Pairing

The teacher asks the students pair up with other students to discuss what they have acquired. Interaction during the allotted time to unite the idea if a particular problem is identified. Usually the teacher gives 4 to 5 minutes.

c.) Step 3. Sharing

The teacher asks the pairs to share with the whole class what they are talking about. It is effective to go around the room from partner to partner and continue until about most couples get a chance to report.

### 2.3.2 *The steps of Think Pair Share*

Based on Tint and Nyunt (2015: 2) Think pair share is a relatively low risk and short collaborative learning technique, and is appropriate for instructors and students who are new in collaborative learning.

Think pair share techniques are:

1. Think about your answer individually.
2. Pair with a partner and see your answers.
3. Share your or your partner's answer, when called upon.

The stages of cooperative learning model think pair share is quite simple. Their thinking activities in pairs and share ideas in this model give many advantages. Individual students can develop and convey their ideas.

### 2.3.3 *Team Pair Solo*

As mentioned by Kagan (1994) cited in Ogunleye (2011: 263) team pair solo is a strategy of cooperative learning whereby students are grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own



individually. Team works a problem to completion and then splits into pairs. Pairs work a similar problem together and then split into solo students who individually work the same type of problem.

Spring (2007) cited in Ogunleye (2011: 263) stated this strategy builds confidence when attempting more difficult content material. It has also been recently advocated that when teaching students a skill, they should try it first as a team, again in pairs and finally on their own.

Team pair solo is also sort of cooperative learning technique which can be used for writing class. Kagan (1992: 72) cited in Sutarno (2015: 11) stated that this technique allows the students to work on problems first as a team, then with a partner, and later they will easily solve the problems by themselves. The previous technique was chosen to solve students' difficulty in generating ideas.

Then, the latter one focuses in overcoming students' difficulty in creating a good writing. This is the steps of team pair solo learning model as stated by Kagan (1992:72) cited in Sutarno (2015: 11):

(1) Team step

In this step, the students discuss and generate ideas on the topic given and also answer some questions related the topic posed by the teacher.

(2) Pair step

In this step, the students develop the ideas got from the previous step into some sentences.

### (3) Solo step

In this step, the students organize and develop the sentences into some paragraphs and then compose a procedure text through the process of writing starting from writing the rough draft, revising, writing the second draft, revising the second draft, and writing the final draft.

## **2.4 Teaching Writing Procedure Text by Using Think Pair Share and Team Pair Solo**

Think pair share and team pair solo is the learning model that is applied in group discussion or pair discussion in the learning process. Teaching writing procedure text by using think pair share or team pair solo is almost the same, but the steps is different.

In the teaching writing procedure text using think pair share, the steps are think individually – make a group and work in pairs – share to the other with doing presentation – write procedure text individually. (Sampsel, 3: 2013)

In the teaching writing procedure text using team pair solo, the steps are make a group and doing the discussion – work in pairs – work individually and write procedure text. (Satriyani, 5: 2016)