

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literatures. This chapter presents some theories related to the study. The literatures that will be used by the writer explains in short explanations.

2.1 Definition of writing

Writing is the way to communicate with another people by written words to express their ideas or some opinions. Brown (2001:335) said that writing should not be easy as the graphic presentation of spoken language. Then, writing also represents writers' ideas into a good text because in writing the writer should make the reader more understand the information from the text and what the writer write . It means that writing is difficult way to share and argue something in our mind.

Writing is how the writers give information and message to make the readers understand what the writers' opinions in that writing (Brown, 2001:46). Writing is the way to communicate between the writer and the reader in the text. The information or messages can be codes, pictures, words and also sentences. Writing is the way to communicate and give some informations to the reader without meeting the writer directly.

Writing is categorized as the productive skill together with the speaking skill because the students are required to produce their own ideas to express in written and spoken form. During the teaching practice at school, there are some problems that the students do not like writing subject. First, the teacher did not find a good technique in teaching writing process which suitable with student's character. Second, the students are not interested in writing. Then, the students have another problem such like a vocabulary and the difficulty of the structure of writing.

Based on the problems above, the researcher concludes that writing should be handled by the teacher to solve their problems in writing. The teacher is expected to be more active and creative in facilitating the students in Junior High School because to make a good writing students have to follow the rules of target language. From the definition above, the researcher conclude that writing is a message written in the text and read by a reader (receiver of message).

2.2 The process of writing

Teachers have interaction with their students to make the students more enthusiasm in teaching learning process especially in writing descriptive text. Teachers also be a facilitator in improving and discovering of students' writing process not only in writing but also all of the subjects. According to Kemper (2000) process of writing has five stages, they are :

1. Pre-writing : prewriting is the first stages before the writers' write. In this stage the writer will choose the topic and they are going to write about.

Then, the writer will explore and collect the information and ideas according to the topic..

There some steps to choose the topic and gather some ideas:

- a. Choose on a topic : the students will choose the topic that they like and it make the students anthusiasm to write their data in their topic.
 - b. Make an outline
 - c. Use the 5Ws and the H grid to know more their data in their topic.
 - d. Make a small group to discuss and talk our ideas to others
 - e. Learn about what we already know and what we still need to learn.
2. Drafting : drafting is the second stage of the writing process. It starts to draft or write after they collect the data and some sources from the stage one. Here, the students do not think about their grammar and their writing. They just focus on drafting gathering their ideas.
 3. Revising : revising is the third stage in writing process. This stage can be said “re-see” or “re-look” stage. The students will resee about their writing that has been written in the stage two. In this stage the students will need to go back into drafting because drafting is not editing but drafting is to check topic and drafting is coherence or not and the students read their writing smoothly.
 4. Editing : editing is the four stages in writing process. After the students revising their writing the students should see and look for mistakes in their writing. It will be better ask someone to read their writing, because it help the students identify the mitakes and which parts are still unclear.

Make it correct :

- a. Sentence structure.
 - b. Correct spelling, capitalization, punctuation and grammar.
 - c. Have someone check our writing.
5. Publishing : publishing is the last stage in writing process. After we write we must give our writing for someone to read it because writing is communication and information after we have written something.

2.3 Teaching writing

Writing is one of skill that the teachers have taught to their students. Actually teaching writing is the same with teaching other skills, but some of teachers feel difficult when they teach in writing class, because writing has several components which have to be considered while process of writing, for example content, organization, grammar, vocabulary and writing mechanics such as punctuation and capitalization. For that reason, writing becomes one of the important skill in teaching learning process especially in teaching English. So the teachers should have learn about how to make a good teaching for the students but also the teachers make the students enthusiasm in teaching learning process especially in writing skill.

The product of writing are often the result of thinking, drafting and revising text on their mind. For now, the teacher focuses on with the final product of writing, such as : the essay, the story and the report. Criteria of a good writing

and the final project are content, organization, vocabulary, grammar use, and writing mechanics such as spelling and punctuation.

According to Augustien our new English curriculum has stated that Junior High School graduates are hoped that the students can communicate in the creation of the text to entertain themselves, to carry out transactional exchange to write simple narrative, descriptive, report, and recount (Augustien, 2004). To make this target successful, the teacher should choose one kinds of the text that suitable with the curriculum. Here, the researcher chooses descriptive text for Junior High School.

2.4 Descriptive text

Descriptive text is texts which lists the characteristics of something. The purpose is to give information or describe person, place or thing. According to Huba (2010) descriptive text is a text which say what a person or a thing is like. Then, the writer can describe and reveal a particular person, place, or thing based on the phenomenon. So the writer should explain generally about their writing.

In teaching writing, descriptive writing is used to describe something, people, place and others. In this study the researcher uses the theme about things. The students will write and describe about their classmate. The students have experiences in their memories to describe their friends.

2.4.1 Features of Descriptive text

The purpose of descriptive text is to describe person, place or things. Descriptive text has two main generic structures. They are identification and description. Identification is identifying the phenomenon to be described. Description is describing the phenomenon in parts, qualities, or/and characteristics. Then language features of descriptive text are (1) using simple present tense (2) using adjective and using attributive and identifying process.

2.4.2 The example of descriptive text

Here the example of descriptive text and the title is :

My Beloved Mom

Identification	Every people have a mother because every people was born from the mother. The existence of our mother for us is definitely important. That is why we love our mother so much. We have great our mother about what she has been doing to us until right now.
Description	My mother's name is Khadijah. She was born on 41 years ago. She is short, but not too short. She is a little fat she is not too old. She has got long black straight hair . she has got brown skin. She is beautiful woman, her hand is so soft because her hand have taught me to be kind person.

2.5 Think Pair Share

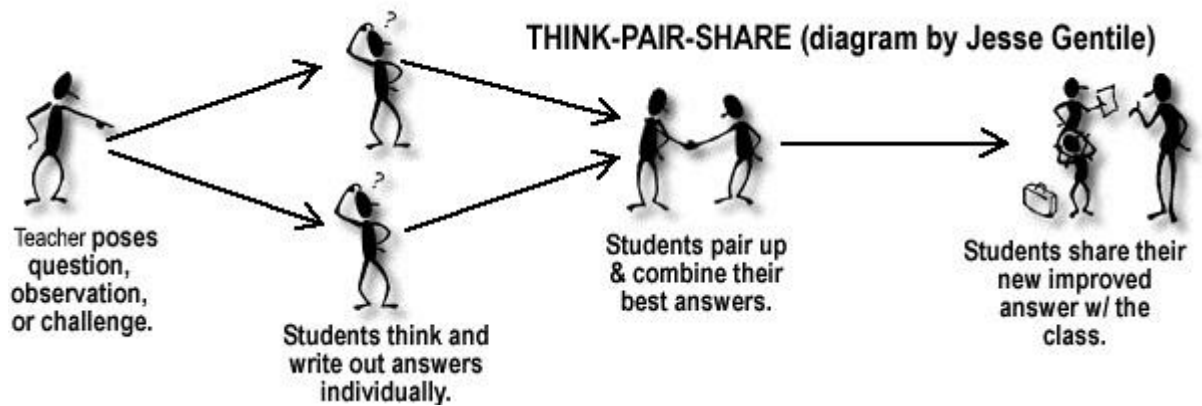
2.5.1 Definition of Think-Pair-Share Technique

According to Frank Lyman in 1981, Think Pair Share technique is a cooperative learning strategy and can be defined as “multi mode discussion cycle” which students listen to a question or presentation, have time to think individually. Think Pair Share technique is one of the Cooperative Learning methods which process a challenging or open-ended question and gives students a half to one minute to think about the question. This technique is designed the students to have opportunity to think about the topic. Then pair in a small group and share their ideas that they thought. Think Pair Share works well in all classes and all subjects. It can easily be implemented in large classes.

Think Pair Share Technique has three steps, they are :

1. **Think** : the students think by themselves about their ideas of their own.
The students just take a few moments to think a question.
2. **Pair** : Students make a small group in Pairs to discuss their ideas. The students will give some opinions to others.
3. **Share** : after the students make a group, the teacher ask to the students to share their thinking with a large group, such as the whole class.

This is process of Think Pair Share technique from Jesse Gestile.



In the diagram shows the activity of Think Pair Share technique. The teacher ask the students and observe the students when teaching learning process. Then, the teacher ask the students to think by theirself. After the students think by their self, the students will make a pair to discuss their ideas with their partner. This is the last stage, that is share their ideas in front of their classmate and they will discuss abouttheir material with their teacher.

Pimm (1987) said that the Think Pair Share is strategy increases the kinds of personal communication that are essential for students to internally process, retain ideas and organize. It means, Think Pair Share technique can encourage the students contribute in forming their ideas. Through Think Pair Share technique, it will make the students to be active in their classroom discussion. Then, the students have already to think and share their ideas.

2.5.2 The Benefit of Using Think Pair Share

Teaching learning process in the classroom give some benefits for the students and the teacher.

for the student's benefits

- a. When the students have appropriate "think time", the quality of their responses improves
- b. Students to be more active in thinking
- c. Thinking becomes more focused when the students discussed in a group
- d. More critical thinking after the students have opportunity to discuss and reflect on the topic.
- e. Many students get easier to discuss with another classmate, rather than a larger group.
- f. No specific materials are needed for this strategy, so it can be easily incorporated into a lesson.

For the teacher's benefit

Like the students, teacher also has more time to think when the researcher uses Think Pair Share. The teacher can concentrate on asking question, observing students reaction, and listening students response. Teaching learning process can be more relaxing experience for the teacher and students.

2.5.3 Procedure of Think Pair Share

Think Pair Share technique has three steps :

- a. Steps One

The teacher begins by asking a specific question about the topic. Then, students " think " about what they know or have learned about the topic

b. Steps two

In this steps the students make a group, then, the teacher gives the students opportunity to check their answer with another students in a group.

c. Steps three

After the students discuss in a pair for a few moments, the teacher asks the students to share their thoughts with the whole group. In this step, the teacher gets feedback on what the students do or do not know about the material.

2.6 Previous study

Previous studies have been conducted by some researchers related to the use of think pair share technique. The first previous study was conducted by Anandiyah Ariyani (2011) with the title "*The application of using Think pair share technique in teaching writing a recount text*". The aim of her research was applying Think Pair Share technique to teach writing especially in recount text. The method of her study was descriptive qualitative research. The finding of her study showed that applies TPS for teaching writing recount text are to improve the writing skill of the students, and prepare the students to face the National Examination or Ujian Akhir Nasional.

The second previous study was conducted by Anna Istikhomah (2011) by the title "*The use of Think Pair Share technique to improve Students' reading*

comprehension at the Fifth Grade students of SD Muhammadiyah Manyar GKB”.

The aim of her study was to find out how Think Pair Share technique can improve students' reading comprehension at the fifth grade students of SD Muhammadiyah Manyar Gresik. The finding of her research showed that this technique was effective to teach reading at the fifth grade students of SD Muhammadiyah Manyar Gresik. It was indicated on the students average score of post test in cycle 1 the students' average score in pre-test was 68,8 and it was improve in post-test which was 89,8.