

CHAPTER II

REVIEW OF THE LITERATURE THEORIES

A. Writing

1. The Definition of Writing

Writing is an ability that requires a process inside. writing is not a natural gift that is born by itself. A majority student find it difficult to write English texts and assume that they have no talent in the matter, so there are many cases where students are asked to write something in English, which happens instead they just sit still for a long time with blank paper. “A realistic attitude about writing must build on the idea that *writing is a skill*. It is a skill like driving, typing, or cooking, and like any skill, it can be learned.”¹

Actually, writing will be easy to learn since it is not ‘a natural gift’. It is a skill when everyone can learn. Learning to write is like when you learn to ride a Bike. You will fall down, when you felt down, you will try to wake up and got on your bike in many times. If you gave up to ride, you will not be able to ride your bike.²

The statement above show that writing English is a process with several steps. With the process and finding the point, student will able to write clear description. According to Nunan in a Journal of Education defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging ‘ ‘ as into statement and paragraph clearly. It

¹ John Langan, *Exploring writing: Sentences and Paragraphs*, (New York: The McGraw-Hill Companies, 2010), p.10

² Haryana Cerah, *Writing 2: Paragraph writing*, (Serang: HC Publishing, 2003), p.11

indicates that the learners are expected to explore the ideas and make them into good paragraph.\.³ Writing is a process that involves the brain as a tool for thinking ideas through written form, where the idea should be developed into a good paragraph with good content. the mechanics of the writing process are based on organizing, vocabulary, and language usage.

When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation— interact with the listeners and adapt as we go along.⁴

To transfer the purpose of communication in writing, we should also pay attention to sentences-errors, grammatical or spelling to perfect organizing in writing. Organizing good writing can be easily understood by the reader.

a. **Kinder of Writing**

There seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions are all quite different. But they're all *writing*. They all have the basic aim of getting ideas from one brain into another.⁵

³Suha R Tamim and Michael M Grant, Definitions and Uses: Case Study of Teachers Implementing Project-based Learning, in *Interdisciplinary Journal of Problem-Based Learning: Journal of Education and Practice* Vol.8, No.28, (May 16th, 2013)

⁴ Geoffrey Broughton, Christoper Brumfit, Roger Flavel, Pater Hill *et al. Teaching English as a Foreign Language*, (London and New York: Taylor & Francis e-Library, 2003), p.116

⁵ Kate Grenville, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p.vii

Whatever type of writing we make, whether those are essays, business materials, fictional essays, articles, letters, or journals, they are actually summarized in four main types of writing, including Narrative, expository, persuasive, and descriptive.

Each of the four genres of writing has a different purpose, and they all require different types of writing skills called discourse modes or rhetorical modes. Higher education institutions teach nine traditional rhetoric modes, but most of the pieces required to be written will have one of these four main goals.⁶

1). Narrative

According to Jordan,

Narrative is an account or description of events in the past which entails following a time sequence or chronological order (i.e. earliest first). Verb forms commonly used are the simple past active (e.g. it organized), simple past passive (e.g. it was created), and past perfect active (e .g. it had developed).⁷

Writing a narrative text aims to write a story that is usually shaped fiction, as in a novel, short story or fable, and there is dialogue in it.

2). Expository

Expository text are sets forth, facts. It is probably the most common writing genre you will come across throughout your day. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author's personal opinions.⁸

Expository text is the opposite of narrative text, if text narrative presents, the expository text provides facts in an educative and directed way. The

⁶ "Types of Writing", 2017, <https://www.grammarly.com/blog/types-of-writing/>

⁷ R.R Jordan, *Academic Writing Course: Study Skill in English*, (Cambridge: Cambridge University Press, 1997), p.27

⁸ "Types of Writing", 2017, <https://www.grammarly.com/blog/types-of-writing/>

purpose of this text is to educate the reader with the reality that occurs which is poured into a writing.

3). Procedure

“Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.”⁹. Its social function is to describe how something is completely done through a sequence of series. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps. There are three generic structures in procedure text. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. To know the text that we read is procedure or not is so simple. You can read the title if the title is started with ‘how to make...’ or ‘how to use...’ it can be certainly that the text is procedure text.

4). Descriptive

Based on Oxford Dictionary, Descriptive means saying what is like.¹⁰ Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

Based on the explanation above the writer will focus the study in teaching descriptive text and the contribution of it to help them understand to

⁹ “The English Camp” <http://theenglishcamp.blogspot.co.id/2013/10/procedure-text.html>

¹⁰ Oxford dictionary, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p.120

write descriptive text well. The reason of the writer in using descriptive text in the research because the descriptive text has been taught in junior high school and can be practice in daily activity. For example in describing the objects around us, such as at home, school and etc. Besides, the structure of the sentences in descriptive text also uses simple present tense that allows students to learn.

b. The Steps of Writing Process

According to Grenvile there are some ideas that we can use the same process for any kind of writing. Short stories, essays, reports—they all look very different, and they're doing different jobs, but we can go about them all in the same way using these same six steps. The steps are Getting ideas, Choosing, Outlining, Drafting, Revising, and Editing.¹¹

1). Getting ideas

Getting an idea sounds very easy on our minds, but it turns out if our minds are filled with fear of possible grammatical or spelling errors in writing, it will be difficult. to get an idea we have to free our minds, so we will be more comfortable in writing, Grenvile stated that, "Here are four foolproof ways to get some words down on that blank page: making a list, making a cluster diagram, researching or independent investigation, free writing."¹²

2). Choosing

After determining the idea, the next step is to select and assess each list of ideas that we have created. We must choose and assess which ideas have the potential to entertain the reader after we write them down.

¹¹ Kate Grenvile, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p.vii

¹² Kate Grenvile, p.20

3). Outlining

In the process of writing we have to create a sequence with a list of the correct and in accordance with the order,

According to Grenville,

To make outline there are three things to watch out for; **A Beginning** (some kind of introduction, telling the reader where they are and what kind of thing they're about to read), **A Middle** (the main bit, where you say what you're there to say), and **An End** (some kind of winding-up part that lets the reader know that this is actually the end of the piece, rather than that someone lost the last page).¹³ Therefore the theme becomes the beginning of a good idea for the next to be made in an outline.

4). Drafting

To create a concept of writing, at the beginning of writing we must free our minds from all possible errors, such as about grammar, spelling, or about writing that is too long or short. Because in the fifth step -when the concept is formed- it will be easier to reconstruct the concepts, such as adding a text that is too short or deleting some writing that are too long, without being able to change the contents.

5). Revising

¹³ Kate Grenville, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p. 78

At the revision stage we will look back at an entire paper to see which parts to add or subtract in the text, also to see if it is necessary to move or rearrange a part. Revising does not mean fixing problems in detail like grammar or spelling, because those problems will be fixed in the editing phase.

6). Editing

Writing that has been made will be reviewed and updated as a whole in the editing phase “Basically ‘editing’ means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way.”¹⁴ with the correct use of English in grammatical, spelling, and paraphrase composition.

2. Two Stay Two Stray in Teaching Writing Skill

a. The definition of Cooperative Learning Technique

According to Kagan in Adriene L. Herrel and Michael Jordan books, cooperative learning is much more effective than ordinary group work usually done in classroom situations. Appropriate training and structure is introduced into the process. These approaches especially effective for English language learners because the students have more opportunities to interaction in small groups.¹⁵

Cooperative learning is work on something together to help each other as a group with each other as a group or team. Larsen states that, “cooperative or collaborative learning essentially involves students learning from each other in groups “. Its mean in cooperative learning, teacher teaches students collaborative or social skill so that they can work together more effectively.

¹⁴ Kate Grenville, *Writing From Start to Finish: A Six-Step guide*, (Australia: Griffin Press, 2001), p. 176

²¹ Adriene L, Herrel and Michael Jordan, *50 Strategies of Teaching Language Learners*, (Boston: Person Edition, 2012), p. 45

Indeed, cooperative is not only a way of learning but also a theme to be communicated about and studied.¹⁶

b. Definition of Two stay Two Stray

One of the cooperative learning model is a model two stay two stray, developed by Spencer Kagan 1992. Two stay two stray structure which is one type of the cooperative learning groups provide opportunities to share results and information to other groups. This is done because a lot of teaching and learning activities are characterized by individual activities. Students work alone and are not allowed to see the work of other students. Where as in real life outside of school, work life people are interdependent on one another.¹⁷

The two stay two stray model has the goal of cooperative learning approaches that have been discussed previously. Students worked together on the invite to the finding of a concept. The use of cooperative learning model two stay two stray will lead students to be active, both in discussion, asked questions, find answer, explaining and listening to material described by a friend.

c. The characteristics of the learning model two stay two stray

1. Students work cooperatively in groups to complete the learning material.
2. Form groups of students who have high ability, medium and low.
3. When the members of group may come from different racial, cultural, ethnic gender.
4. More oriented toward the group award than individual.

¹⁶ Larsen Diane, *Techniques and Principles in Language Teaching*, (New york, Oxford University Press, 2000), p. 164.

¹⁷Anita Lie, *Cooperative Learning*, (Jakarta: PT Grasindo, 2008), p. 61

d. Step by step two stay two stray

The measure of learning two stay two stray are as follows :

1. Students work together in groups of four as usual.
 2. One completed, two students from each group will leave the group and each visit to the group and each to the other group.
 3. Two students who lives in the group in charge of the work and share their information to their guests.
 4. Guest excused himself and returned to their own groups and report their finding from other groups.
 5. Matching groups and discuss the result of their work.
- e. Applying of two stay two stray method

Teacher guides the students to use two stay two stray method in order to make a procedure text. First, the teacher explain the role of the students clearly. The teacher said that each member of group has a duty. Then the teacher write a topic on the whiteboard. For example : teacher writes “How to Make Cup of Coffee:” the teacher divides class into some groups, each group consist of four until six people. The teacher remind again the role of the students. The teacher gives time around 30 minutes to write about topic which is given.¹⁸

After write the group, otherwise two members from each group strayers go to another group to discussed like as correct the grammatical writing, and also share about experience to another group. In this step teacher give 15 minutes. Otherwise two member from original group strayers to welcome the strayers, presenting the work of the group from other groups and

¹⁸ Suprijiono Agus, “Cooperative Learning”, p. 93

share their group discussion also. This activity continue until they return to their own group. Finally, teacher ask each group to discuss and write a report for their group. After all activities are already held, the teacher will evaluate gather with students.¹⁹

3. Think Talk Write in Teaching Writing Skill

a. The Definition of Think Talk Write

According to Huinker Think Talk Write (TTW) is basically built through thinking, speaking, and writing. The flow advance of TTW strategy starts from the involvement of students in thinking or in having dialogue with themselves after the process reading. Then, they talk and share ideas with their friend before writing. In this group, students are asked to read, to make a little note, to explain, to listen, to share with friends, and to express ideas through writing.

Huinker and Laughlin stated that Think Talk Write (builds) in time for thought and reflection and for organization of ideas and the testing and choose ideas before students are expected to write. The flow of communication progress from student engaging in though or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.²⁰

The Think Talk Write learning strategy involves 3 important stags that must be developed and done in English learning, which are the follows: Think (Think or reflective dialog), Talk (Speaking or Discussing),, at the talk stage learners join in group to reflect, compose, and express ideas in discussion

¹⁹ August Lewaherilla, Language and Art Faculty, *“Improving Students Reading Competence Through Two Stsy Two stray Technique”* (Surakarta: Education of Sebelas Maret University, 2010)

²⁰ Huinker, D. Laughin, C. Talk You Way into Writing Eds. Years Book 1996. P. 82.

activities, Write can be help students make their tacit knowledge and thoughts more explicit so that they can look at, and reflect on their own language.

Jumanta states think talk write technique begin with thinking a passage's information. Then talking what is in our mind conclusion or opinion about that, and make a summary of the information in the form of writing.²¹

Talk and think are two phase that difficult to be separated each other. When we try to talk about something, we will think in our mind arrange what we will talk. We need to teach think and talk in writing cause of the big using vocabulary of both in school. The next stage was communicating the idea by using vocabulary that can be understood by our friends

b. The Procedure of Think Talk Write Method

The procedure of think talk write method in teaching writing skill. According to Maftuh and Nurmani, measure to implement the Think Talk Write, as follows.²²

No	Teacher Activity	Students' Activity
1.	Teacher explain Think Talk Write	Students listen to the teacher
2.	Teacher tells the learning aim	Understand to learning aim
3.	Teacher explain the material to discuss at a glance	Students pay attention and try to understand the material
4.	Teacher divides students into some group	Students listen to their group

²¹ Mathew Allen, *Smart Thinking , Skill for Critical Understanding and Writing, Second Edition* (New York Oxford University Pers. 2004) p. 1.

²² Jumanta. Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014) p. 220.

5.	Teacher gives worksheet	Take and try to understand the worksheet, then make a small note to discuss with their group.
6.	Ask the students to interact with their group to discuss contents of worksheet. Ask each of the students to write their creative ideas.	Students discuss to formulate the conclusion as a result of discussion with members of the group
7.	The teacher asks each group to present their work	Students present the results of their discussion.
8.	The teacher asks students from other groups to respond the answers from other groups.	Students respond to their friends' answer.

B. Theoretical Framework

From the explanation of the theories proposed by the experts in the Theoretical Definition it can be determined that the associated variables are as follows;

- 1) Independent variable : Effectiveness of two stay two stray
- 2) Independent variable : combine with think talk write method
- 3) The dependent variable : To improve students' writing skill.

From the background of the problems that have been exposed by the author and has been through observation on some students in a high school located in Serang district, MTs Negeri 1 Serang, that students still have difficulty in suggesting an idea in the form of writing, sometimes the idea is not collected can be fully written, even many students still leave blank papers when asked to write a text in English. Students just commend to write what their thinking about without seeing a real phenomenon, the traditional

teaching method is also one of the factors that make it difficult for students to develop their ideas and creativity in written language.

C. The Hypothesis

According to Kothari, “Hypothesis is usually considered as the principal instrument in research. Its main function is to suggest new experiments and observations”²³. Nunan Stated that “Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment”²⁴. The hypothesis formulated must be tested, allowing researchers to gather data in order to test the truth of the hypothesis. The hypothesis is distinguished into two, namely, the zero hypothesis and alternative hypothesis.

According to Kothari,

Basic concepts in the context of testing of hypothesis need to be explained. *Null hypothesis and alternative hypothesis*: In the context of statistical analysis, we often talk about null hypothesis and alternative hypothesis. If we are to compare method *A* with method *B* about its superiority and if we proceed on the assumption that both methods are equally good, then this assumption is termed as the null hypothesis. As against this, we may think that the method *A* is superior or the method *B* is inferior, we are then stating what is termed as alternative hypothesis. The null hypothesis is generally symbolized as *H₀* and the alternative hypothesis as *H_a*.²⁵

- 1) Alternative hypothesis (*H_a*) : the hypothesis stating the existence of the mutual relations between two or more variables, or declare the existence of

²³ C.R. Kothari, *Research Methodology: Method and Techniques*, (New Delhi: New Age International (P) Limited Publishers, 2004), p.184

²⁴ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p.230.

²⁵ C.R. Kothari, *Research Methodology: Method and Techniques*, (New Delhi: New Age International (P) Limited Publishers, 2004), p.181

differences in specific things on different groups. For example, there is significant effect of two stay two stray combined with think talk write method to improve students' writing skill.

- 2) The zero hypothesis (H_0), a hypothesis which States the absence of mutual relationship between two or more variables, or hypothesis stating the lack of difference between one group with other groups. For example, there is no significant effect of two stay two stray combined with think talk write method to improve students' writing skill.