CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

According to Jeremy Harmer, writing is a basic language skills, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media.[1]However, writing is more than a matter of arranging elements in the best order, and writing instruction is more than assisting learners to remember and execute the patterns.[2]It is the last stage in learning language after listening, speaking, and reading. Stated by James writing is to be seen and read. In the ontogenesis of the child, writing comes after speech. A conventional, codified activity, writing is an acquired accomplishment. It is not a grift. It is within our reach once a certain level of intellectual, motor and effective development has been attained.[3]In other words, writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read.

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[1] Jeremy, Harmer, *How to teach English*(England : Person Education Limited, 2010), 79.

[2]Mutmainah, "The use of Inside Outside Circle Technique to Improve Students' Writing on Recount Text"*Loquen English Studies Journal*, Vol. 10,(July,2017), 2.

[3]James, Hartley, *The Psychology of Written Communication* (Keele University, UK), 68.

Writing helps our students learn. How? First, writing reinforces the grammatical structures, idiom, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.[4]

According to Jeremy Harmer, "Productive skills are the term for speaking and writing, skill where students actually have to produce language themselves.[5]Writing is one of four skills learned in English. It includes the productive skills. Writing text has a number of conventions which separate it out from speaking. Apart from difference in grammar and vocabulary, there are issues of letter, word, and the text formation, manifasted by handwriting, spelling, and layout and punctuation.[6]

From the statements above, it can be assumed that writing is an activity of pouring ideas, information and think into form writing, through simple sntence. Then, they develop their simple sentence in complex sentence, so that it can be understand by the reader.

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[4]Ann, Raimes, *Techniques In Teaching Writing* (Oxford of University Press),.3
[5]Jeremy Harmer, *The Practice of English Language Teaching (*Cumbridge, UK), 265.
[6]Jeremy Harmer, *The Practice of English Language Teaching* (England Longman, 2004), 225.

2. Writing Process

Writing is not simple process, it is a hard work. However, writing is an opportunity to convey writers ideas and to communicate his views to people. Sometimes, students cannot communicate their ideas systematically to others in a written language. They find that their writing is bad and ineffective. Actually, a writer requires time and some process to make an effective good writing.

According to Harmer, the process of writing has four main elements. They are planning, drafting, editing, and final version.[7]

1. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage liesthe idea of the process of writing. This may involve making details not.

2. Drafting

Drafting is the process of putting all idea and through in a piece of paper which will be in the very rough form. This stage needs an editing for checking the text. It is assumed as the first version of a piece of writing a draft.

[7]Jeremy, harmer.*How to Teach Writing* (Harlow : Person Education Limited), 2004, 86.

3. Editing

The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Editing involves going back over the writing and making changes to its organization, style, grammatical, and lexical correctness, and appropriateness.

4. Final Draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce to produce the final draft. This may look considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

3. Types of Writing Performance

According to Brown, here are four categories of written performance that capture the range of written production. They are[8] :

1. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to

[8]H. Douglas Brown. *Language Assessment, Principles and Classroom Practices.* New York : Addision Wesley Longman, 220.

perceive phoneme-grapheme correspondences in the english spelling system. It is a level at which learners are trying to master the mechanics of writing.

2. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentences. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequences of two or three paragraphs. Tasks respond to pedagogical diretives, lists o criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specifed conditionts, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentences-level grammar and is more focused on the discourse conventions that will achieve the objectives

o the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4. Extensive.

Extensive writing implies successful management of all the processes and atrategies of writing for all purpose, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or ilustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

B. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is a teaching model or strategy that is characterized by cooperative task, goal, and reward structures, and requires students to be actively engaged in discussion, debate, tutoring, and teamwork. The goals of cooperative learning are both cognitive and social. Students work in teams to acquire and master new information and to learn social and teamwork skills. They also learn tobe more accepting of diversity and to be more tolerant of differences. Teams are made up of high-, average-, and low-achieving students, and, whenever possible, include

aracial, cultural, and gender mix. Cooperative learning theory asserts that students learn best when they work together, when they encourage and tutor each other, and when they are held individually accountable for their work.[9]

A cooperative learning method has several types, namely Students Teams Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualized (TAI), Jigsaw, Learning Together and Group Investigation. Group Investigation is one of cooperative learning technique which focused on students participation and activity.[10]

C. Group Investigation Technique

1. Definition of Group Investigation

The group investigation approach to cooperative learning blends the goals of academic inquiry and social-process learning. It can be used in all subject areas and at all age levels. In group investigation, students are actively engaged in planning and carrying out investigations and presenting their findings to peers and others. Group investigation begins with the teacher providing a stimulus or problem situation. Students then define more precisely the problem to be investigated, determine the roles required to conduct the investigation, organize themselves to collect information,

[9]Richard I. Arends and Ann Kilcher, *Teaching or Student Learnin.* Routledge Taylor & Francis Group, New York and London, 307.

[10] Robert E. Slavin, *Cooperative LearningStudents Team,* (National Education – Association of the united states. 1982), 7.

analyze the data collected, prepare and present a report, and evaluate the results of their work and the processes they used.[11]

Arends states that Group Investigation (GI) originally designed by Herbert Thelen. More recently, this approach is extended and enhanced by Sharan and his colleagues at Tel Aviv University. Group Investigation is perhaps the most complex of the cooperative learning approaches and the most difficult to implement. In contrast to STAD and Jigsaw, the group investigation technique involves students in planning both the topic for study and the ways to proceed with their investigation. This requires more sophisticated classroom norms and structures than do approaches that are more teacher-centered. [12]

Thelen was the first to introduce group investigation. He believed that the classroom should be organized to reflect the larger social order and students should be required to work in democratic problem-solving groups to study academic and real-life problems using democratic processes and scientific methods of inquiry. Sharan and Hertz-Lararowitz and Sharan and Sharan used and studied the group investigation model over two decades

[11] Richard I Arends and Ann Kilcher, *Teaching For Student Learning*. Routledge Taylor & Francis Group, New York and London, 316.

[12]Richard I Arends.*Learn To Teach*. (New York. McGraw-Hill: 9th Ed), 369.

andmade refinements toThelen's initial model. They outlined six steps or phases in the group investigation model.[13]

2. The Steps of Group Investigation Technique

Teachers who use the GI approach normally divide their classes into five- or six member heterogeneous groups. In some instances, however, groups may form around friendships or around an interest in a particular topic. Students select topics for study, pursue in-depth investigations of chosen subtopics, and then prepare and present a report to the whole class. Sharan, *et al.*described the following six steps of the GI approach:

1. *Topic selection.* Students choose specific subtopics within a general problem area, usually delineated by the teacher. Students then organize into small two- to six member task-oriented groups. Group composition is academically and ethnically heterogeneous.
2. *Cooperative planning.* Students and the teacher plan specific learning procedures, tasks, and goals consistent with the subtopics of the problem selected in step 1.
3. *Implementation.* Pupils carry out the plan formulated in step 2. Learning should involve a wide variety of activities and skills and should lead students to different kinds of sources both inside and

[13]Richard I Arends and Ann Kilcher, *Teaching For Student Learning*. Routledge Taylor & Francis Group, New York and London, 316-317.

outside the school. The teacher closely follows the progress of each group and offers assistance when needed.

4. *Analysis and synthesis.* Pupils analyze and evaluate information obtained during step 3 and plan how it can be summarized in some interesting fashion for possible display or presentation to classmates.
5. *Presentation of final product.* Some or all of the groups in the class give an interesting presentation of the topics studied in order to get classmates involved in each other's work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher.
6. *Evaluation.* In cases where groups pursued different aspects of the same topic, pupils and the teacher evaluate each group's contribution to the work of the class as a whole. Evaluation can include either individual or group assessment, or both.[14]

3. The Advantages and Disadvantages of Group Investigation Technique

The advantages and disadvantages from group investigation technique, according to Sharan, they are as follows:[15]

a) Advantages of Group Investigation, they are:

[14]Abdul Majid , *Strategi Pembelajaran* (PT. Remaja Rosdakarya, 2013), 189-190.

[15]Sharan, Yael., and Sharan, Sholmon., *Expanding Cooperative Learning Thorgh Group Investigation*.....20.

1. Teacher and students may participate in working groups by preparing small group investigative principles.
2. Interaction in small group requires knowledge as the basis of group work and discussion skill as group dynamics that develop student excercises and activities.
3. Bringing encouragement for students to develop ideas, focus attention to tasks and contrast or discuss ideas using different perspectives.
4. Social interaction is used by students to cultivate and build knew knowledge gained by the group during the course of the investigation.
5. Group investigations allow students to interact with fellow researcher covering different aspects of the same common themee interpreted through cooperative information.
6. Group investigation motivates students to take an active role in determining what is learned and how to learn it.
7. Group investigation raises personal interest in searching for the necessary inforrmation at the time of investigation based on shared responsibility and interaction between group members.

b) Disadvantages of Group Investigation technique are:

1. Group Invesigation is a learning strategy that has different difficulty level with other cooperative model.
2. The degree of difficulty of this strategy lies in organizing group investigation.
3. The students will be confused at the time of presentation because students are less willing to express opinion in front of a classmate.
4. Group Investigation is a complex learning strategy and difficult to apply in cooperative learning and using group investigation also takes a long time.

D. Gender

1. Definition of Gender

Gender is a specially constructed phenomenon that is brought about as society ascribes different roles, duties, behaviours, and mannerisms to the two sexes. It is a social connotation that has sound psychological background, and it is used to refer to specific cultural patterns of behaviour that are attributed to human sexes.Gender relates to cultural attributes of both males and females.

Gender is all of things that are associated with sex of someone, including also the roles, behaviors, preferences, and other attributes that describing masculine or femininity in the culture. Male and expected

stronger, dominant, religiously, while female should have the nature of care, sensitive and expressive. Some behavioral scientist argued that male and female comparing two-dimensional personality stand alone. Male embrace greater self-assertion and their aggressiveness more expressing distress in directly or indirectly, more rugged in deed, language and feeling. Female express theirself more easily distressed and sympathetic, more ashamed of shame, more voters and culturally sensitive aesthetic apperance, in general more emotional, stronger hold moral, more weak in controlling emotions and weak in physical things. [16]

Based on the explanation above, gender is the difference between male and female that appears in terms of roles, behavior, characteristics and attributes that explain the meaning of being male or female in existing cultures.

2. Influence Gender in Learning Achievement

There are various factors that can influence a Student's success. These factors can come from internal factors and external factors. Internal factors can be in the form of gender, motivation, interests, attitudes, personality, ways or styles of learning and others. While external factors can be in the form of guidance from parents, school factors, teachers and the surrounding environment.

[16]Retno Yuliningsih, *Pengaruh Sikap, Motivasi Belajar dan Gender Terhadap Prestasi Belajar Akuntansi Siswa Kelas Xi Ma Fathul Ulum Kabupaten Grobogan Tahun Ajaran 2008/2009* (Skripsi, Universitas Negeri Semarang, 2009), 40.

Gender differences are considered as one of the determinants that can affect learning achievement. Elliot et al. stressed that there were some differences that were addressed from several characteristics. In terms of verbal ability, it was explained that female are better at various verbal tasks since the beginning of their development and become a maintained superiority. Whereas male have more language problems than female. However, male are better at spatial visual tasks and math and science abilities. In most countries, girls tend to have a weaker self-concept in science than males. On average, girls had lower levels of bilief in their science abilities than boys. Yet, both boys and girls are similarly interasted in science, and there is no overall difference in boys and girls' inclination to use science in future studies or jobs. In mathematics, girls are more likely to perform at lower levels in approximately one third European education systems. Gender is only of the factors that affect achievement in various subject fields. Socio economic status is a very strong actor, thus it is important to consider family background alongside gender when supportin children who under-achieving.

Males and females learn differently from each other. Males tend to be more kinaesthetic, tactual, and vsual, and they need moe mobiliy in a more informal environment than females. Males are more nonconorming and pee motivated than female. Males tend to learn less by listening. Females, more than males, tend to be auditory, authority-oriented, need

significanlty more quite while learning, they are more self and authorities-motivated, and are more conforming than males.

Research reports aree not explicit on the effect of gender on achievement. Zember and Blume report that most studies show that girls perform more better than boys in schools. This corroborate an earlier report by Dayioglu and Turut-asit in a study, saw that girls, though enter Jurkish Universities with low grades, but upon their entry, out perform their male counterparts. Abu bakar and Oguguo in their comparison, found no signiicant diference between the performance boys and girls. This agrees wih Uduosoro who found no significant different between the performance of boys and girls.

Research related to gender differences conducted by Maccoby and Jacob cited by Elliot, concludes that male are superior in mathematical skills and spatial visual skills. Whereas female are better at verbal skills. Evidence from the Teh study also supports the results of previous studies Larsen-Freeman and Long: Maccoby and Jacklin, Slavin, in Teh et al. that female are better than male in acquiring a second language or first language.[17]

Based on research conducted by Meighand quoted from Nanang Martono on the results of the General Certificate of Education (CGE) in

[17]Nimade Ratnaningsih, *The effect of Gender and types o Personality on Speaking English Competency*, Journal pendidikan dan pengajaran, jilid 46, No. 3, (October, 2013), 279-280.

America, it turned out to produce data: first, until the age of 11 years male and female generally had the same level of achievement. Second, the comparison of male and female students who get an "A" in some lessons shows Physics 6: 1, Mathematics 4: 1, Chemistry 3: 1, Biology 9: 8, Drawing 2: 1, and Language 1: 2 .

E. Achievement

1. Definition of Students' Achievement

Achievement is a thing done successfully especially with afford and skill. Anachievement is related directly to classroom lessons, units or even a total curriculum. Based on Taxonomy Bloom, there are three aspects of learning achievements such as effective, cognitive and psychomotoric. From the three aspects, the students achievement is concerned with what someone has actually learnt from the learning process. To get achievement is not easy. It depends in how students give their effort to get the knowledge from their environment.[18] In other words, Achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with educational learning.

While learning is an activity that is done consciously to get some impression from th materials that have been studied. The result of the

[18]H. Douglas Brown. *Language Assessment, Principles and Classroom Practices.* New York : Addision Wesley Longman, 47.

activity of learning is a change from the individual. United states such learnig is said to have been successful when there is a change in the individual. Otherwise if no change occured in the individual, then the study is said to no avail. Thus, the star of the study is the assessment of the progress of the students' education in all things learnt at the school related skills or knowledge/skills assessment results after the stated.

2. Factor that Affect Learning Achievement

The factors that affect students achievement there are factors thant can influence toward successfull a students. Some factors that affect students achievement comefrom internal and external factors. There are:

a. Intelligence factor

High and low intelligence possessed by a very students determine its success in achieving learning achievement.

b. Talent factor

Talent is the ability that exists in someone who has brought since born. The talent of a students with other students is different. A student talented social sciences will not excel in the field of exact science and vice versa.

c. Interest and attention factor

In terest is a great interest in something. Attention is see and speak well and thoroughly about something. Interest and high attention on subjects will give good consideration.

d. Motivation factor

In learning if students have high motivation, strong and good. That matter will increase the business and activities to achieve high achievements.

e. Learning factor

An efficient way of learning to achieve higher achievement comparing inneficient ways of learning.

f. Family environmentalFactor

Familiy is one of the potentials that gives a big and positive influence on student achievement.

g. School environmental factor

School is the second environment that supports

3. The Function of Learning Achievement

Learning achievement has several function, that is:

a. As an indicator of the quality and excess of knowledge that has been recognized by children students.
b. As a symbol of the satisfaction of curiosity
c. As information material in educational innovation.
d. As an indicator of apprenticeship and external education places
e. Can be used as an indicator of the absorption of students.

Variables considered as probable predicators of learning achievement by type:

Table 2.1.

Variables considered as probable predicators of learning achievement[19]

Socio-economic factors	Scool-related factors	Additional educational inputs
• Sex of student • Age of student • Area of residence • Mothers education • Religion • Ethnicity	• Class size • Student-teacher ratio • Teacher educational qualification • Teacher	• Students participation in pre-school education • Studeents duration of having private tutor

[19]Samir Ranjan Nath, *Factors Influencing Primary Students' Learning Achievement in Bangladesh* (Bangladesh, BRAC Research and Evaluation Division,2012), 60.

• Electricity at home	professional training • Teachers length of experince • SMC meeting • Distance between school nd upazila	• Guardians' discussions with teachers • Students participation in co-curricular activities • Students' access to mass media

Based on the above table it can be seen that sex of students on private tution becomes one of the factor that affect students achievement.

F. Descriptive Text

1. Definition of Descriptive Text

Descriptive is writing about characteristic features of a particular thing. According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A writer of a good

description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader.[20]

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.[21]

2. Generic Structure of Descriptive text

When writing descriptive text, there are several sets of generic structure, The order are :

1. Identification : Contains the identification of matter / a will bedescribed
2. Description : Contains the explanation / description of the thing / person to mention a few properties.

Based on explanation above, that there are two part in the Descriptive text that are identification and description. Second part must there in descriptive text because two part generic structure of descriptive text.

[20]Alice Oshima and Ann Hogue.*Introduction to Academic Writing*.(3rd Edition), 61.
[21] Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*,1994.

3. The Purpose of Descriptive text

1. To describe person, thing or place in specific
2. To describe a particular person, thing or place

4. The Language Feature

The significant feature of the descriptive text are :

1. Specific participant : has a certain object, is not common and unique (only one). For example : My house, Borobudur temple, Bandengan beach.
2. The use of the Adjective (an adjective) to clarify the noun, for example : a beautiful beach, a handsome man, the famous place, etc.
3. The use of simple present tense : The sentence pattern used is simple present because it tells the fact of the objet described.
4. Action Verb : verbs that show an activity, for example : run, sleep, walk, etc.[22]

5. The Example of Descriptive Text

My First Apartment

My first apartment is very small. It is a studio apartment, so it have only one main room and a bathroom. The main room is divided into tree areas. At one end of it is a kitchenette, where I cook and eat my

[22] http://britishcourse.com/descriptive-text-definition-generic-structures-purpose-language-features.php

meals. My living / sleeping area is at the opposite end. I have just enough space for a bed, a coffe table, a floor lamp, and a small television. My study area is againts the back wall. I lives there for two years, but I move because my landlord raise. My apartment is so small that, I could never invite more than three friend at the same time.[23]

Analyzing the text:

1. Generic structure analysis
2. Identification: Identifies a particular thing to be described; My First Apartment.
3. Description : Describes the parts of the first apartment (studio apartment, main room, bathroom, kitchenette, space for a bad, coffe table, floor lamp and small televizion) and characteristics of the first apartment (size; Small)

Language Feature Analysis

1. Using nouns : apartment, room, bathroom, kitchenette, meals, space, bed, coffe table, floor lamp, television, years, friends, and time.
2. Using Adjectives: small, main, raise and same.

[23]Alice Oshima and Ann Hogue.*Introduction to Academic Writing*.(3rd Edition), 68.

3. Using noun Phrases : one main room and bathroom, three areas and two years.
4. Using verbs : cook, sleeping, opposite, study, lives, moved, rent and invite. The tense is the Simple Present.[24]

[24]Alice Oshima and Ann Hogue.*Introduction to Academic Writing*.(3rd Edition), 68.