CHAPTER II
REVIEW OF LITERATED LITERATURE

2.1 Writing

Ghabool, Mariadass, & Kashef, (2012) state that writing is process of thinking, organizing words and delivering ideas to the reader in a form of written language. In writing, the mastery of grammar, vocabulary, spelling, punctuation, word selection, topic and circumstance are essential. Nevertheless the capability of thinking and organizing words are important in the process of expressing ideas to the reader in proper sentences that many students find it difficult to master.

Harmer (2007) states two reasons of the importance of teaching writing:
1. Students obtain language through practicing or imitating from written product and produce their own product of writing.
2. The ability to write is proper skill to be learnt for beginner since it required more thinking time.

The students are expected to create written product, teacher need to follow the phases of several writing approach that classified on what written product that the students produce.

Learning how to write is discussed in the current study because of the amount of obstacles that students need to face is plentiful such as difficulties in understanding and their ignorance of the content of writing, organization, mechanics, and lack of vocabulary. Those issues are why writing considered as the most complicated skills for students. Students must establish their ideas before start their product; thinking on topic they about to write, the way to develop, and then put the idea into phrases in a shape of good writing. Those factors are why writing considered as the most complicated skill for students to learn.
The process based writing is approaches on how the students carry out the writing task. Oshima & Hogue, (2007) describe it has four steps, they are:

1. Pre-writing

Pre-writing is the first phase when ideas is gathered. This process is done by finding topic and collect ideas. So, Students decide what topic they want to explain. Then they analyze the ideas which support the topic.

2. Outline

In this step, students organize the idea and create an outline. They need put topic into paragraph and develop it with several sentence as supporting ideas. After they organized the topic sentence and supporting ideas, they can start to write and develop the other paragraph.

3. Writing

The students start to write a draft using outline as a guide. Students might need to consider the spell, grammar and punctuation. However, they are in phase of start writing which is misspell or incorrect grammar may highly occurs. But they can fix their mistake and error afterward.

4. Revising

In this phase, students review the draft. The students should check the spelling, grammar and other errors they made. They could learn more about write a good paragraph. They might come with their good final writing product.

Product based writing focuses on the final written product. Students are not required to produce and brainstorm the idea as comprehensively as they do in process writing instead, they spend more time in analyzing the main features of the text (Storch, 2005). A product based writing usually follows the several steps below:
1. Model text

The first step of product writing is showing students to a model text of the genre they will produce. Then, they analyze the text features. However, it is easy to draw students' attention but requires less creativity to produce the text and more into the knowledge of generic features.

2. Controlled practice

After analyzing the generic features of the text, the students need to master them until they feel confident to produce their own text. The practice stage might involve gap fill activities, true or false, error analysis in a text, etc. It depends on which aspect of the text students should practice on.

3. Organizing idea

This step is a time for students to start establishing idea. Students can collaborate with other students to generate the idea and take notes on points that they would like to include in the text. For example, students are expected to write CV, they can point out information related to education, work experience, volunteering work they had done, and qualifications. The teacher should provide support, give feedback, and assist the students through the lesson.

4. Final product

In this final phase, students create their own text. Product based writing does not involve the composition of multiple drafts, but the feedback of teacher on students' text is still essential.
2.2 Cooperative learning

Cooperative Learning (CL) is a technique which students learn the activity in a small groups and receive recognition on performance of the group (Slavin, 1980). CL as an instructional strategy in which students work actively and purposefully together in small groups to enhance both their own and their teammates learning” and its use is strongly advocated by some of the most prominent researchers in education (Alabekee, Egbulefu, Samuel, & Osaat, 2015).

There are many techniques of cooperative learning. Some techniques of cooperative learning are:

1. Make a match
2. Pair exchange
3. Think pair share
4. Numbered heads
5. Two stay two stray
6. Inside outside circle
7. Bamboo dancing
8. Jigsaw
9. Paired story telling
10. Talking chip

2.3 Think Pair and Share Technique

TPS was a technique initially offered by (Lyman, 1981) that encourages individual participation on discussion in the class. The active participation will influence student to have more comprehension on the teaching material.

Moreover, TPS is an effective technique for conducting classroom discussion. It doesn’t need condition requirements or minimum participation to be implemented (Brandt, 1991). It also built accountability where each student’s pair must share the assignment to the class. It gives a chance for students who never
speak up in the class to be more active in pair or at least will give respond to other pair (Goyena, 2019).

TPS has three specific steps which noted as follow:

1. Thinking

   It started by giving students case or questions that has various possibility of answers. Students are supposed to analyze the question and think more intense than usual about the answers within the time given by teacher. The quality of responses is improves when they have appropriate think time (Siti Aisah Ginting, 2014).

2. Pairing

   The next session is teacher ask the students to find their pair and having a discussion about their respective answers. When pair discussion done the pair should have one final idea. This situation push students to articulate the ideas in a discussion (Sumarsih & Sanjaya, 2013).

3. Sharing

   Last step required students to share the idea in front of the class and other pair will give feedback. The last phase is a measurement of students in comprehend the assignment based on the presentation. Unlike basic presentation which generally done personally, here students doing presentation in pair. Often, students are feel more comfortable presenting ideas with the support of partner (Sahardin, Hanum, & Gani, 2017).

Barragato (2015) conclude that TPS has several reasons to be implemented which are: 1. TPS is the best technique to introduce new topic. 2. It enable teacher to measure student’s level comprehension. 3. It provides a safe
opportunity for students to make errors or improper answer. Furthermore, Sánchez (2010) describe the benefits obtained from TPS which are:

1. It develop thinking skills
2. Increase frequency of communication and listening
3. Motivate students to speak and improve their oral language skill

According to Suprijono (2013), several steps of teaching writing using TPS that can be implemented in the class are as follows:

1. Thinking. Teacher provide topic and give instruction for student to write idea and develop it individually.
2. Pairing. After develop their idea individually, student is asked to pair up and share their writing to make final ideas.
3. Sharing. Students as a pair share their final idea to the class and receive feedback from other pair or the teacher.

Rahmawati, (2008) conducted research using TPS to enhance student’s writing skill on narrative text. She used classroom action research to implement TPS at senior high school with observation checklist, note field, and daily assessment as data collection. The research was done in three cycles with pretest taken as initial data. According to her observation, she found that students got difficulty in grammar and writing the idea. The result carried out from the research is TPS can enhance their writing skill by learning more from other student. Moreover, they feels that TPS should be a part of daily learning in the class.

Moreover Wati, (2019) investigated students motivation in writing descriptive text using TPS. It aimed at measuring the effect of TPS toward student’s ability and their learning motivation in writing descriptive text at Islamic higher school. Quasi experimental research design was used with pre-test, post-test, and
questionnaire as the data collection. The researcher pointed out from the pre-test that students’ writing skill is in low level. Besides low level writing, they also have low motivation to learn writing. However, at the end of research the result indicated that teaching of writing using TPS was more effective than those without TPS technique and there was significant different effect of using TPS technique towards writing ability and learning motivation. This means TPS gives significant effect on student’s motivation on writing descriptive skill.