CHAPTER II

REVIEW OF RELATED LITERATURE

The literature related the present study to support the existing theories. The purpose of this chapter is to support the writer opinions as a basic of analysis to answer the problem in chapter one. Realizing that is importance to support the opinion by adding some related literature in this study.

A. Nature of Writing

There are four basic skills in learning a language, there are reading, listening, speaking, and writing. Writing is the one of four skills which doesn't appear automatically but we must get a lot of practice to measure our writing skill especially in English ability. It means that learner needs to practice continually and to know how to write well.

Writing is form of the literate who represents an ability to think and express idea. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete in the writing form.[14] According to Lado writing is a partial representation unit of language expressions.[15]

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[14] Ghazi Ghaith, *The Nature of the Writing Process*, (http://www.nadasisland.com/ghaith-writing.html#nature, 2002)

[15] Robert Lado, *Language Testing*, (London: Longman Group. Ltd, 1961), p. 143

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B. Process of Writing

Writing is creative process in which the writer starts writing from the beginning step and will finish if the total meaning is clear. According to Oshima, writing is not easy; it takes study and practice to develop this skill.[16] She also stated that writing is process not product. It means that writing is never complete; that is always possible to review and revise and review revise again. There are four main stages in the writing process: prewriting, planning (outlining), writing and revising draft, and writing the final copy to hand in. those are describing as follows:

1. Prewriting is an activity to help the writer generate ideas for his or her writing assignment, included choosing and narrowing topic, and brainstorming.

2. Planning (outlining), in this stage the writer organize the ideas by brainstorming into an outline, there are three steps, those are; making sub lists, writing the topic sentence, and outlining.

3. Writing and revising draft, writing is a continuous process of discovery.[17] No piece of writing is ever perfect the first time. Each time the writer write a new draft, the writer will refine and improve his or her writing. In this stage the

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[16] Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, (New York: Addison Wesley Longman,1999), p. 3

[17] ibid., p.11

writer can add new idea or delete original ones at anytime in the writing process.

4. Writing the final copy, in this stage the writer ready to write the final copy to hand in. possible for writer to make a few minor or even major changes. Because writing is continuous process and rewriting until you are satisfied with the final product.

C. Descriptive Text

A descriptive text is a text which list or describe the characteristics of something.[18] According to Anderson, a factual description is to describe a particular person, place, or thing.[19] The purpose of descriptive text is used in all forms of writing to create a vivid impression of person, place, object or event. Descriptive writing or text is usually also used to help writer develop an aspect of their work, e.g. to create a particular mood, atmosphere and describe a place so that the reader can create vivid pictures or characters, place, objects and give enough detail so the readers can understand easily.

The generic structure of descriptive text is:

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[18] Ahmad Zahrowi, *Descriptive Text*, (http:/descritiveText.PAZEDU.mht, 2009)

[19] Mark Anderson and Kethy Anderson, *Text Type in the English*, (Australia: Mc Millan Education Australia PTY. Ltd, 1998), p. 26

a. Identification   : identification of someone, or place which is going to be describe.

b. Description   : describe the characteristics of someone, something, or place, for instance its material, it's about color, hobbies, size, etc.

The descriptive text has dominant language feature, those are; present tense, nouns (student, my book), noun phrase (a beautiful young girl), adjective (two handsome boy), action verb (his father repair the car), figurative speech (she is diligent like her mother), thinking and feeling verb (believe, enjoy).

Model of a descriptive text:

Paris

OPENING STATEMENT INTRODUCING THE SUBJECT	Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and park are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the *City of Light*.
SERIES OF PARAGRAPHS DESCRIBING THE SUBJECT	Every year, millions of people visit Paris. The most popular place to visit is the Eiffel tower, this huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The

Cathedral of Notre Dame, a famous church, is another favorite place to visit.

D. The Importance of Teaching Writing

The writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements.[20]

Having a good writing skill can help someone to do the assessment, applying job, and translate someone thoughts for other people, etc. These prove that writing skill is very importance to increase student's language ability. According to Abbot, the use of writing alongside listening, speaking, and reading in the process of learning important elements of the language and developing command of the language.[21] So both teacher and student should be aware of the powerful role of writing ability for their success in language learning.

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[20] J.B. Heaton, *Writing English Language Test,* (New York: United Stated of America, 1988), p. 135

[21] Gerry Abbot, et al., *The Teaching of English as an International Language a Practical Guide,* (Great Britain: William Collins Sons and Co. LTD, 1981), p. 140

E. Cooperative Learning Method

Cooperative learning consists of instructional techniques that require positive interdependence between learners in order for learning to occur.[22] It means between students will get positive interaction to support learning process.

Cooperative learning refers to a variety of teaching method in which students work in small groups to help one another learn academic content.[23] In cooperative classrooms, students must work in groups to complete the two sets of tasks collectively, everyone succeeds when the group succeeds, so students are expected to help each other, to discuss and argue with each other, to assess each other's knowledge.[24] At its base, cooperative learning require social interaction and negotiation of meaning among heterogeneous group members engaged in tasks in which all group members have both something to contribute to and learn from the other members.[25] On working group, they can learn how to solve a

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[22] Spencer Kagan, *Cooperative Learning, Resources for Teacher*, (http://www.funderstanding.com/content/cooperative-learning, 1992)

[23] Robert E. Slavin, *Cooperative Learning: theory, research and practice*, (USA: Allyn & Bacon A Simon & Schuster Company, 1995), p. 2

[24] Syaron Y, *Cooperative Learning for Academic and Social Gains: valued pedagogy, problematic pactice*, European Journal of Education, (http://en.wikipedia.org/wiki/Cooperative_learning, 2010)

[25] Jane Arnold, *Affect in Language Learning*, (New York:Cambridge University Press, 2005), p.226

problem through discussion in group. These situations can help student in his or her personal life with his or her social life.

Cooperative learning is not a new idea in education. Cooperative learning methods that can be used effectively at every grade level to teach every type of content, from math to reading to writing to science, from basic skills to complex problem-solving.[26] There are many kind of cooperative learning, According to Slavin, five principals student team learning methods have been developed and extensively researched. Three are general cooperative learning methods adaptable to most subjects and grade levels: Student Teams -Achievement Division (STAD), Team- Games- Tournament (TGT), and Jigsaw II. The remaining two are comprehensive curricula designed for use in particular subjects at particular grade levels: Cooperative Integrated Reading and Composition (CIRC), Team Acceleration Instruction (TAI).[27]

The use of cooperative learning is to increase student achievement; as well as such other outcomes as improved inter group relations and increased self-

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[26] Robert E. Slavin, *Cooperative Learning: theory, research and practice,* (USA: Allyn & Bacon A Simon & Schuster Company, 1995), p. 2

[27] ibid., p. 5

esteem.[28] Another reason is the growing realizations to learn to think, to solve problem and to integrate and apply knowledge and skill.

F. TGT (Team Games Tournament)

Team game tournament (TGT) originally developed by David De Vries and Keith Edwards, was the first of the Johns Hopkins cooperative learning method.[29] TGT has the same motivation aspects as the other cooperative learning method. However in TGT we add a dimension of stimulation by using game. In group teammate help one another prepare for game by studying and explaining worksheet, material, and the problem. They must ensure that each of the member have know and understand about the material. TGT uses the same teacher presentations and teamwork as the other cooperative method. In TGT, game is conducted in form of weekly tournament where every student has individual responsibility contribute point to their team scores.

Tournament and TGT is in a form of games. And each game on the tournament is consisting of questions that relevant with the subject. The game played in tournament table and each tournament table consist of some player that each player taken from different team so players are represents their own team.

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[28] Spencer Kagan, *Cooperative Learning,* (San Clemente, CA: Kagan Publishing, http://edtech.kennesaw.edu/intech/cooperativelearning.htm, 1994)

[29] Robert E. Slavin, *Cooperative Learning: theory, research and practice,* (USA: Allyn & Bacon A Simon & Schuster Company, 1995), p. 6

TGT consist of four major components; class presentations, teams, games, and tournament.

G. The Advantages of Using TGT

There are some advantages of using team game tournament as follows:

1. Student self-esteem be increased

    TGT can increase student self-esteem. Student believe that they are valuable and important individuals are of critical importance for their ability to withstand the disappointments of life, to be confident decision-makes, and ultimately to be happy and productive individual.[30] Through TGT, students working as a team, they feel that they will get more successful in their academic work and achieved more then the individually.

2. Increase student relationship of different ethnic background

    Interaction between students of different ethnic are rarely we found. By using TGT the teacher can help the student mixed. Slavin stated that, cooperative learning is an ideal solution to the problem of providing students of different ethnic group.[31]

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[30] ibid., p. 60

[31] ibid., p. 51

3. Increase the student linking classmate

Cooperative learning methods are social interventions, they should produce social effects. Slavin stated that, cooperative learning increases contact between students, gives them a shared basis of similarity (group membership), engages them in pleasant activities together, and has them work toward common goals.[32] It means by using TGT the teacher can increase positive effect among student.

H. Picture of Public Figure

Picture of public figure as individual picture is a picture in which the item to be taught is found alone or is highlight in some fashion containing person or object.[33] We can cut it from books or magazines, or we can print out the picture. Then, we can use it as media while we describe the characteristics of person or object in our writing.

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[32] ibid., p. 66

[33] Mary Finnocchiaro, *Teaching Children Foreign Language*, (New York: Mc Graw-Hill Book Company, 1964), p. 194

I. The Advantage of Using Picture of Public Figure

According to Susanti in Cahyono stated that picture of public figure provides some valuable resource.[34] It because picture of public figure can be used for sharing experience in the classroom and increase students' interest in teaching writing process. Picture of public figure is also used to help the student to understand the lesson easily and also can make the student active in teaching and learning process.

J. Procedure of Team Game Tournament (TGT) for Teaching Writing Descriptive Text Through Picture of Public Figure

The procedure of team game tournament in teaching writing descriptive text through picture of public figure:

1. Class presentation

Slavin stated that, class presentation is most often direct instruction or a lecture-discussion conducted by the teacher. In this case the teacher introduces and explains the material at first. In this activity student has to catch the information of the concepts. The teacher explains the material about descriptive text uses TGT as the learning method and picture of public figure as the teaching aid. In this case, the student must to pay

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[34] Bambang Yudi Cahyono, *Techniques in Teaching ESL Writing,* (Malang: Stated University of Malang Press, 2009), p. 44

carefully attention during the class presentation about the lesson because it will help the student to get good result in game and tournament score.

2. Team

Team is the most important feature of TGT.[35] The major function of the team is to make sure that all team members are learning, and more specifically, to prepare its members to do well on the games. So the entire team member has to do their best for the team. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as intergroup relation, and self-esteem.

3. Game

Slavin stated that games are composed of content-relevant questions designed to test the knowledge student gain from class presentations and team practice.[36] The games are played at tables of five students.

All of the students should play the game in the same time, while the student play the game, the teacher should look around from one team to another team to make sure that student understand the game procedure.

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[35] Robert E. Slavin, *Cooperative Learning: theory, research and practice*, (USA: Allyn & Baco A Simon & Schuster Company, 1995), p. 71
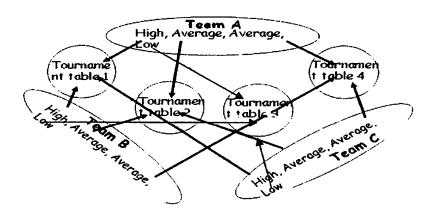
[36] ibid., p. 84

When the time of the game will finish the teacher has to warn the student to fulfill their work.

4. Tournament

Slavin stated that, the structure in which the games take place.[37] Tournament usually held at the end of a week, after the teacher finish presentation and team have had time to practice with the worksheet. For the first tournament, the teacher assigns students to tournament tables.

Assignment to tournament tables

From the diagram above illustrates the relationship between heterogeneous team and homogeneous tournament tables the members of tournament tables can be bumped up or down. Each winner moved to a higher-level table, the "'loser" moves to an "easier" table. This ensures

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[37] ibid., p. 84

that all students are playing with same-ability students and are winners about equally often.[38]

5. Team achievement

After the tournament is over, the teacher should account the team score, and then write the tournaments score on the board. To count all the score, the teacher check the tournament point in the game score sheet. And then the teacher moves every student's tournament point in to the team summary sheet, and then counts all the scores.

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[38] Meg O'Mahony, *Teams-Games-Tournament (TGT): cooperative learning and review*, 2006