

CHAPTER II

LITERATURE REVIEW

A. Writing Skills

Pandreop (2009: 13) defines writing as firstly the reinforcement of the grammatical structures, vocabulary, and idioms that teachers have been teaching their students. Secondly, writing is the students having adventure with the language, to go beyond what they have learned, and to take risks. Thirdly, writing is a situation where the students necessarily become very involved with the new language; the effort to express ideas and the constant use of their hands, eyes and brain is a unique way of reinforcing learning.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection (Grenville, 2001). According to Wolff (2007), when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Hogue (1996) approaches:

“Writing skills as one’s ability to produce sentences develop them into paragraphs with correct grammar and mechanics. These deal with organization, sentence structure, and mechanics. Organization refers to what a paragraph looks like, what indenting is, what margins are, what a title is and where to write it. A paragraph is a group of related sentences about a single topic. The topic of a paragraph is one, and only one, idea. The first word in a paragraph is moved to the right about one-half inch. This is called indenting the first word. Also, there is blank space down both the left and the right sides of the page. These blank spaces are called margins. Each paragraph should have a

title. A title tells the topic of the paragraph in a few words. A title is short. It may be one word. It is usually not a complete sentence.”

Writing is most likely to encourage thinking and learning when students view writing as a process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way, students experience less pressure to "get it right the first time" and are more willing to experiment, explore, revise, and edit.

Yet, Wolff (2007) argues that novice writers need to practice “writing” or exercises that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, grammatical agreement, and the like. Furthermore, Wagner (2002) points out that students need to “write in the language” through engaging in a variety of grammar practice activities of controlled nature. Finally, they need to begin to write within a framework “flexibility measures” that include: transformation exercises, sentence combining, expansion, embellishments, idea frames, and similar activities.

Obviously, Ghaith (2002: 1) argue that not all students of the same age or grade level write in the same way; students pass through several developmental writing stages:

- Stage 1

Novice Writer (unskilled, unaware, teacher-dependent writer)

- has little, if any, individual style
- has little awareness of writing process
- has undeveloped skills and techniques
- seeks approval from teacher

- is reluctant to revise any writing
- believes good writing comes easily
- Stage 2

Transitional Writer (transitional, self-involved, self-delineating writer)
 - needs support and coaching in order to develop
 - learns from modeled behaviors
 - is developing a degree of comfort with the craft
 - is anxious to stand alone, yet is uncomfortable with peer collaboration
 - is developing an awareness of personal needs, interests, and preoccupations
- Stage 3

Willing Writer (peer-involved, willing writer)
 - is able to collaborate well with others
 - requires external feedback to shape progress
 - is able to profit from criticism
 - is developing objectivity concerning work
 - enjoys practicing craft
 - is developing a sensitivity to audience
- Stage 4

Independent Writer (independent, autonomous writer)
 - makes highly objective self-assessments
 - has developed a sophisticated personal style
 - has developed a writer's voice
 - takes risks and experiments
 - is self-motivating and self-aware as a writer
 - is a craftsman

Furthermore, the students of senior high school are expected to be able to use language as a tool of communication in written form. Hairston (2004: 24) says that the importance of writing skill for students is because it processes several significant functions as follow:

- As a major tool for learning. By writing students can practice expressing ideas on the courses and show they teacher that they have mastered the material.
- As a tool for discovery that simulates students taught to tap into information and images they have in their unconscious.

- It generated new idea by helping the students to make connection and relationship.
- It helps the students to organize ideas and clarify concept.
- It allows the students to distance themselves from their ideas and evaluate those ideas.
- It helps the students to absorb and to process information.
- It enables the students to solve problems. By putting the elements of the problems into writing form, the students can examine and manipulates them easily.
- Writing on a subject makes the students active learners than passive receivers of information.

B. Developing Students' Writing Skill

Regarding the definitions above, it can be summarized that descriptive paragraph is a paragraph that describes what something occurred. It is initially written down by the writer's personal experiences. The paragraph writing can be written based on what the writer's feeling and it is created from the nature of feelings. Here is the sample of descriptive paragraph.

I am forty years old, rather tall and I have blue eyes and short black hair. I wear casual clothes as I teach students in a relaxed atmosphere. I enjoy my job because I get to meet and help so many different people from all over the world. During my spare time, I like playing tennis which I play at least three times a week. I also love listening to classical music and I must admit that I spend a lot of money on buying new CDs! I live in a pretty seaside town on the Italian coast. I enjoy eating great Italian food and laughing with the likable people who live here.

Oshima and Hogue (1997) explain steps in writing process, as follows:

1. Prewriting : gathering ideas to write about. It refers to the kinds of things that we want to write. Helpful hints to suggest how we think, plan, and make choice. Prewriting prepares us to write.

2. Organize the Ideas : making a list of ideas as a guidance to write. This is where to start to discriminate between the ideas which definitely can be used, and ones that have some potential.
3. Composing : start writing. This steps where the writer tries to compose the writing by connecting the ideas.
4. Editing : checking the grammar, mechanics, and sentence structures. After the composing process, the writer edits the text. By checking whether there were errors in the grammar, mechanics or sentence structure
5. Revising : write the final draft. This is the last step in writing. Where the writer revises and makes the final draft of the writing.

A study conducted by Grenville (2001) explains the writing process very clearly and thoroughly. This includes getting ideas, choosing ideas, outlining, drafting, revising, and editing. All of these steps must be acquired by the students as their writing skills. The following is the description of each step in writing process.

1. Getting Ideas

Getting ideas is the first step in writing process. This allows the writers to brainstorm whatever ideas they have in mind. This doesn't always result in having one giant brainstorm. More often,

this is a matter of gradually accumulating a little idea here, another little idea there. All the ideas will complete each other. Here are some ways to get ideas for writing:

- a. making a list
- b. making a cluster diagram
- c. researching or independent investigation
- d. free-writing

Making a list is the best way to get started with writing. This is also called as 'brainstorming or think-tanking. The writer doesn't have to make a list, but simply think very quickly and write anything that comes to mind. Making a cluster diagram is another kind of list, but one that develops into little clusters of like-minded ideas. This requires one to make a list of ideas. This will be very helpful for those who are not familiar with think-tanking.

Researching or independent investigation means finding some information to use in writing. The obvious place to do research is in books, but one can also do it on the Net, from videos and by gathering own information first-hand (doing interviews, conducting experiments, etc. Free writing (or 'speedwriting' or 'free-associating') means to write anything without any rules in writing. This is a good practice to enhance one to love writing.

2. Choosing Ideas

This step is about having a look at all the ideas and assessing them. This is where to start to discriminate between the ideas which definitely can be used, and ones that have some potential. Once the writers have chosen the ideas to use, they will get a sense of the shape of writing pieces and think up a few more ideas which are needed.

3. Outlining

An outline is a working plan for a piece of writing. It's a list of all the ideas that are going to be in the piece in the order they should go. Once the outline is planned, one can stop worrying about the structure and just concentrate on getting each sentence right. In order to make an outline, one needs to know basically what the *theme* is. An outline is also known as a map, a flowchart, and a plan.

4. Drafting

This is the step when one starts to write. This allows the writers to put down ideas on a little piece of writing once they have finished working with getting ideas, choosing ideas, and outlining. They have to consider some important aspects when drafting, such as; great opening sentence, writing style (both formal and informal), choice of words, voice, sentence structure or syntax.

5. Revising

Revising literally means 're-seeing'. It is about fixing the bigger, structural problems and, if necessary, 're-seeing' the whole shape of the piece. What this boils down to is finding places where one needs to cut something out, places where one should add something, and places where one need to move or rearrange something. Revising does not mean fixing surface problems such as grammar and spelling. That is called 'editing', which will be the last step in writing process.

6. Editing

Basically 'editing' means making the sentences flow in a clear, easy-to-read way. It also means bringing thee piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing. Once the writer has finished with editing, the writing now is ready to be published as a product of writing.

In teaching writing, the writer would implement Students Team Achievement Division (STAD) which was included in Cooperative Learning. Cooperative learning is important for creating inclusive classroom environments that meet the needs of all students because it takes the heterogeneity into account, encouraging peer support and connection. Given

that most classrooms are heterogeneous, it only makes sense to use an approach to teaching and learning which, accounts for this heterogeneity.

In relation to the above statement, Elbow (1998: 23) argues that in descriptive writing there are two basic aspects that might be considered, they are:

1. Generic structure

In descriptive writing, the students should know the aspects of writing that include in descriptive text, namely identification and description.

- Identification

In identification paragraph, the author tells about the introductory paragraph, which consists of name of person or things, place and so forth.

- Description

Description paragraph is a paragraph of descriptive text that describes things, person, place and so forth based on what the identification paragraph tells about.

2. Writing structure

In English descriptive writing, the author needs some knowledge to support his writing goes better. Therefore, the author needs at least three aspects of writing structure; they are neatness, grammatical rules and vocabulary.

- Neatness

Neatness is the ability to perform good writing to the readers. The indicator of the neatness is easy to read when it is written down with pen or pencil. Hopefully, when the students practice their writing, the neatness should be paid more attention. The students should understand that neatness is important to their writing performance.

- Grammatical rules

In every kind of writing, grammatical rules is potentially considered to be more focused on learning because writing without grammatical rules is nothing. Some elements might be checked when the students have finished their writing such as punctuation, capitalization, grammar and spelling.

- Word choice/vocabulary

Not only should the grammatical rules be paid more attention but the choice of word or vocabulary usage in sentence also important. It is undeniable because the appropriateness of using word in the sentence might give good understanding to the readers.

C. The Types of Text

According to Derewianka (1990:17), “a text is any meaningful stretch of language-oral or written’. But certainly not all texts are the same. They differ in functional model or language features and the structure of the text.

The structure of the text will lead to the differences of the generic structure. The other factor which accounts for the differences in texts is in the purpose for which the text is being used. The purpose of a text will be achieved by looking at the generic structure of a text.

Based on Kurikulum Tingkat Satuan Pendidikan, there are 5 kinds of text that the students have to master, especially in writing, these kinds of text are:

1. Narrative

This text has the form like fairy tale or imagination, or a story which is based on the real experience. The function of this text is to entertain or to amuse the readers.

2. Recount

Recount is a text which tells or describe about someone's past experience. The purpose of this paragraph is to give information or to entertain

3. Descriptive

Descriptive is one kind of long texts which describes places, people or things. The aim of this text is to describe the characteristic of someone, something or certain place.

4. Report

The form of this text is like an analysis which is to describe or to inform the real event.

5. Anecdote

The anecdote is a funny story, it can be real or imagination, with the purpose is to entertain or to amuse the listener or reader.

D. Descriptive Paragraph Writing

Descriptive is a text which describes what a person looks and acts like (Kreeft J et al, 1984: 23). Essentially a good writer makes his or her writing come alive by using descriptive writing. This can be done by describing a place, an object, a person, an emotion. Anderson and Anderson (2002: 32) claim that descriptive writing works when the subject is brought to life. This is done by using concrete nouns, decorated by colourful adjectives. The nouns can also be described by sensory details - touch, sight, smell, taste and sound. Descriptive writing should also contain varied and interesting verbs.

One of the central components of a paper is the paragraph. When most students think of a paragraph, they hold onto the old myths about length: a paragraph is at least 5 sentences; a paragraph is half a page, etc. A paragraph, however, is "a group of sentences or a single sentence that forms a unit" (Lunsford and Collins, 2003: 23). Length or appearance is not a factor in determining whether a section in a paper is a paragraph. In fact, it is not the number of sentences that construct a paragraph, but the unity and coherence of ideas among those sentences.

According to Rosen and Behrens (2000: 45), every paragraph in a paper should be:

- 1) **Unified**—all of the sentences in a single paragraph should be related to a single main idea (often expressed in the topic sentence of the paragraph).
- 2) **Clearly related to the thesis**—The sentences should all refer to the central idea, or thesis, of the paper
- 3) **Coherent**—the sentences should be arranged in a logical manner and should follow a definite plan for development.
- 4) **Well-developed**—Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea.

For instance, in some styles of writing, particularly journalistic styles, a paragraph can be one sentence. Ultimately, Anderson and Anderson (2002: 33) claim that strong paragraphs contain a sentence or sentences unified around one central, controlling idea. When the paragraph reaches completion, it should serve to bring the reader into the paper and guide his/her understanding of what has been read whether that completion happens with one sentence or with twenty, the end result is still a paragraph.

Before the students can begin to determine what the composition of their paragraphs will be, the students must first understand what the controlling idea in their specific piece of writing is. The information that comprises the paragraphs should always have a relationship to this controlling idea. In other words, the paragraphs should remind the reader, at every possible point, that there is a recurrent relationship between the controlling idea and the information in each paragraph (Rosen and Behrens, 2000).

The controlling idea functions like a seed through which the paper, and the ideas, will grow. The whole process is an organic one—a natural progression from a seed to a full-blown paper where there are direct, familial relationships between all of the ideas in the paper. Once the students have

decided what their controlling idea will be, and then they should choose information that will help to support and perpetuate that idea throughout the entire paper. That information takes the form of the sentences that comprise each paragraph of the paper.

The decision about what to put into the paragraphs, ultimately, begins with the germination of a seed of ideas. This "germination process" is better known as the process of brainstorming (Rosen and Behrens, 2000). Whatever the topic of the paper may be, it is always a good idea to think about all of the issues that surround the topic. This process can take many forms. What form the students choose will depend heavily on their style or approach to writing in the pre-writing stage of their writing process. For some writers, the key is writing down all of the relevant issues in a series of phrases or words that express some greater idea.

Therefore, all paragraphs have a topic sentence and supporting sentences, and some paragraphs also have a concluding sentence. The topic sentence states the main idea of the paragraph. It is not only names the topic of the paragraph, but also limits the topic to one specific area that can be discussed completely in the space of a single paragraph.

According to Anderson and Anderson (2002), the part of the topic sentence that announces the specific area to be discussed is called the controlling idea. Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. Following are some of the supporting sentences that explain the topic

sentence about gold. Concluding sentences are customary for stand-alone paragraphs. However, paragraphs that are parts of a longer piece of writing usually do not need concluding sentences.

According to Kreeft J et al, (1984: 27) says that a descriptive paragraph has sentences that work together to present a single, clear picture (description) of a person, a place, a thing, an event, or an idea. Description is commonly used in novels, short stories, and essays.

Descriptive paragraph gives illustration and description about something. As a building, descriptive paragraph is constructed from integrated sentences. The relation of integrated sentence in descriptive discourse is marked by reference form. There are three references as paragraph cohesion means. They are (a) personal pronoun, (b) referential pronoun, and (c) comparative pronoun (Kreeft J et al, 1984: 26).

According to Przybyla (2009: 1), preferably, description paragraphs should concentrate on action (verbs), rather than sensations (adverbs and adjectives). Writers should assume the role of readers whose idea of the described events is, in entirety, constructed by the paragraph content. Description paragraphs should be detailed, clear, and render the represented reality chronologically. Rather than providing advice, descriptive paragraphs ought to focus on essential information that is presented in a step-by-step manner.

According to Przybyla (2009: 4), a descriptive paragraph contains there elements, information, context and descriptive language.

- 1) Information – descriptive paragraphs describe ideas and things, as well as inform about their functions.
- 2) Context – in descriptive paragraphs, information is always contextualized. Moreover, the context in which given piece of information is presented is also subject to description and evaluation;
- 3) Descriptive language – descriptive paragraphs use considerable amounts of vocabulary that describes action (verbs), as well as vocabulary denoting value and attributes of things (nouns, adverbs, and adjectives).

E. Cooperative Learning in Foreign Language Teaching

Slavin (1995: 5) stated that cooperative learning refers to instructional methods involving small heterogeneous groups working together usually toward a common goal. He added that this approach to learning involves changes to both task structure and incentive structure. The task structure refers to the ways in which the teacher or students set up activities designed to result in student learning where a cooperative structure involves students working together to help one another.

The incentive structure moves away from a competitive one in many classrooms to a cooperative one so that the success of one student is positively related to the success of others. Johnson and Johnson (1994: 23) highlighted the importance of how students interact, arguing that it can affect learning, liking of school and other students, as well as self-esteem. Abu and Flowers (1997: 62) added to this, stating that cooperative interactions provide

students with the skills needed for working with others outside of the school setting.

As Johnson and Johnson (1994: 31), pointed out, however, it is not enough to just put students in groups and tell them to work together for cooperative learning to work. How such groupings are structured will largely determine whether or not they will be more effective than competitive or individualistic groupings.

Johnson and Johnson (1994: 12) outlined five key components for effective cooperative learning; positive interdependence, individual accountability, promotive face to face interaction, small group skills, and group processing.

1. Student Team Achievement Division (STAD) Technique

To address the key components of effective cooperative learning, Robert Slavin and his colleagues at John Hopkins University, developed an approach called Student Team Achievement Division (STAD). It is the most extensively researched of all cooperative learning methods and is very adaptable to a wide range of subjects and grades.

Slavin (1995: 34) pointed out that STAD is not meant as a comprehensive teaching method, but rather as a way to organize classes, with the principal goal being to accelerate the achievement of all students. The approach operates on the principle that students work together to learn and are responsible for their teammates learning as well as their own.

Consistent with the core principles of cooperative learning outlined earlier, STAD emphasizes having team goals and success dependent on the learning of all group members. Slavin believed that the most important thing was for students to learn as a team and to recognize that the work of the team is not completed until all team members understand the content (Slavin, 1995: 32). Slavin (1995: 37) outlined three central concepts of STAD; team rewards, individual accountability and equal opportunities for success.

- a) Team Rewards
 - These can take the form of certificates or other rewards which are given if a STAD team achieves above a designated criterion.
 - The teams are not in competition with each other but rather, all or none of the teams can achieve rewards depending on how they score.
- b) Individual Accountability
 - The success of the team depends on the individual learning of all team members.
 - The activity focuses on team members tutoring one another and making sure that everyone on the team is ready for the quiz (or other assessment) that students take individually.
- c) Equal Opportunity for Success
 - What students contribute to the team is based on their individual improvement from their own previous success.
 - Ensures that high, average and low achievers are equally challenged to do their best and that the contributions of all members are equally valued by the team.

2. The Implementation of STAD in Developing Writing Skill

Slavin (1995: 23) outlined four key components in the implementation of STAD in the classroom; class presentations, teams, assigning team, quiz, and recognition. These components work on a repeated cycle of about three-five days (or class periods).

a. Class Presentations

The teacher begins by presenting the lesson to the students for one or two periods of instructions keeping the focus of the lesson directly linked to group assignments and individual quizzes of the STAD unit.

The key things that teachers should stress during the lessons include (Slavin, 1995: 29):

1. tell students that what they are about to learn and why it is important
2. briefly review any presentation skills or information stick close to the objectives
3. focus on the meaning of the content rather than memorization
4. actively demonstrate concepts or skills
5. frequently assess student comprehension
6. call on students at random to answer questions
7. explain why an answer is correct or incorrect
8. move rapidly from concept to concept
9. maintain momentum
10. use short assignments with one or two problems for students to work on

b. Teams

1. STAD teams are comprised of four (or five) members, who are mixed in level, gender and ethnicity.
2. It is important for teachers to stress to students that their work as a group isn't finished until all individuals in the group have a firm grasp of the material. (Slavin, 1995: 23). Individual accountability is ensured because the success of the team depends on the learning of all the members.
3. Each team is given two worksheets and answer sheets to work on together, which can be done either by working with all members together or sub-divided into pairs. It is the responsibility of students to tutor each other until every student in the group is able to get a perfect score on the quizzes (Slavin, 1995: 29).
4. Students should be taught to know when and how to seek help from each other and how to provide effective explanations (Tomei and Dembo, 1998). Teachers can help to facilitate this process by circulating from group to group asking questions, and encouraging students to explain their answers to gain a deeper understanding of the content (Hassard, 2000).
5. Slavin (1995: 43) suggested keeping teams together for about five to six weeks and then making new teams to give members of low performing teams a new start.

c. Assigning Teams

1. Teachers should begin by making one summary sheet for each group of students and ranking students from highest to lowest on previous performance.
2. Teachers go down the ranking list assigning each student in order a different letter according to the total number of teams (eight teams would be A-H). Once the teacher gets to the last letter used, they start over in a reverse order (A-H and then H-A).
3. The teacher should ensure that each team is equally divided according to gender and ethnicity (Slavin, 1995: 17).

d. Quizzes

1. After each team has had one or two periods to work together to learn the content, they are each tested individually (no help from teammates). The purpose of this is to ensure individual accountability for learning the material.
2. The key component of students' score is the individual improvement score which is the degree to which a student improves from their own previous scores. This allows for equal opportunity for success where "high, average and low achievers are equally challenged to do their best, and the contributions of all team members are valued" (Slavin, 1995: 19).
3. Any student, regardless of his/her level can contribute equally to the team score. Each student begins with a base score calculated from an average of their grades on previous work, and are awarded points according to how well they can improve on these base scores

e. Recognitions

1. Teams that surpass the criterion set out should be given some kind of reward for their success (e.g. group certificate).
2. Teachers can be creative in how the awards are distributed and the important thing isn't so much the use of large rewards, but rather the recognition of students' accomplishments (Slavin, 1995: 46).
3. Slavin referred to research done by Elizabeth Cohen which found that it is important for teachers to be extra sensitive to the low status students who consistently have low expectations for competence. When these students do well, they should be provided with immediate, specific and public recognition.
4. To maximize the increase in student motivation, Slavin (1995: 49) suggested that teachers calculate the student and team scores quickly and give out the rewards.