CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Previous Researches

The researcher has some relevant previous researches that support this research. The research is inspired from final project of:

1. “The Use of Cooperative Integrated Reading and Composition to Improve Students Ability in Composing Narrative Writing (A Classroom Action Research with 8th Grade, MTs Negeri Kudus In The Academic Year 2010/2011).” By Ulya Himawati (063411011). (Students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang). She did her research because she wants to investigate the students’ Ability in writing narrative text. To apply the CIRC in teaching learning activity to improve students from aspect: Content, Organization, Vocabulary, Grammar, and Mechanic. This research used a classroom action research analysis. The researcher collected the data from students of 8th grade of MTs Negri Kudus in the academic year of 2010/2011. The method of data collection used here were

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1 Ulya Himawati, “The Use of Cooperative Integrated Reading and Composition to Improve Students Ability in Composing Narrative Writing” (A Classroom Action Research with 8th Grade, MTs Negeri Kudus In The Academic Year 2010/2011), Unpublished.
observation and test. This research was done in three phases; pre-test, teaching learning activity by using CIRC consisted of three cycles. The result of this research showed the average of students’ test result in the first cycle was 54.25, the average of students’ test result in the second cycle was 76.3, the average of students’ test result in the third cycle was 80.6. It means that there is an improvement before and after students get the teaching. Students improve their writing efficiently and effectively by using CIRC.

The similarities with this thesis is on the object, technique and subject of the study. Both of them focused on writing that was narrative texts, used one of technique of Cooperative Learning and both of them conducted the research at the eighth grade students of Junior High School. While the differences can be explained as that thesis conducted at MTs Negeri Kudus and used Cooperative Integrated Reading and Composition (CIRC) technique. Besides that, this research design was Action Research. While the researcher conducted the research at MTs Riyadlotut Thalabah Sedan-Rembang and used Think-Pair-Share technique to facilitate the students in organizing narrative texts, and for the research design, the researcher used experimental research.
2. *Fantasy Story Game to Facilitate Students in Organizing Narrative Writing (An Experimental Research at The Eighth Grade Students of MTs Bandar Alim Jungpasir Wedung Demak in The Academic Year of 2010/2011)*. By Atin Mawaddah Ilmiyati (073411079).  

(Students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang). The study aimed at responding the statement of the problem: Is Fantasy Story Game effective to facilitate students in organizing narrative writing at the eighth grade of MTs. Bandar Alim Jungpasir Demak in the academic year of 2010/2011?. This research used experimental research with descriptive quantitative analyze. The population of the research was the eighth grade students of MTs Bandar Alim Jungpasir Wedung Demak which conducted in two classes: the experimental group (VIII C) and the control group (VIII B) as sample. The VIII C was taught using fantasy story game, while VIII B was taught without fantasy story game (conventional method). The data gathered through test and documentation. The formula that was used to analyze the data was t-test. After the data had been collected using test, it was found that t-test was 3.87.

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2 Atin Mawaddah Ilmiyati, *“Fantasy Story Game to Facilitate Students in Organizing Narrative Writing” (An Experimental Research at The Eighth Grade Students of MTs Bandar Alim Jungpasir Wedung Demak in The Academic Year of 2010/2011)*, Unpublished.
whereas the t-table was 1.67 for $a = 5\%$. The t-test score was higher than the t-table ($3.87 > 1.67$). It was meant that $H_a$ is accepted while $H_0$ was rejected. It means that fantasy story game was effective medium in facilitating students in organizing narrative writing at the eighth grade students of MTs Bandar Alim Jungpasir Wedung Demak.

The similarities with this thesis are on the object, subject and the research design of the study. Both of them focused on writing that was narrative texts, the research conducted at the eighth grade of Junior High School and the research design was experimental research. While the differences can be explained as that thesis conducted of MTs Bandar Alim Jungpasir Wedung Demak. Besides that, this research used game in learning activities. While the researcher conducted the research at MTs Riyadlotut Thalabah Sedan-Rembang and used Think-Pair-Share technique to facilitate students in organizing narrative texts, and for the research design, the researcher used experimental research.

Based on the previous research above, then the researcher was interested to compose her research based on the title “The Effectiveness of Think-Pair-Share to Teach Narrative Texts Writing (An Experimental Research with the Eighth Grade Students of MTs Riyadlotut Thalabah in The Academic Year of 2012/2013)”, because this is quite different with those
previous research and the researcher is quite sure that this
technique never been played in this school.

B. Theoretical Framework
1. Concept of Writing

Writing is a way to produce language, which we do
naturally when we want to express something in written
form. Writing is the same with the other skills, except that we
need to take much time to think of our subject. If we want to
write in a second language, we also take much time to revise
our work. We must consider about our choice of words, the
form, and the grammatical structure, so that the reader can
understand our writing easily.\(^3\) While Celce Murcia, state that
“Writing is the production of the written word that results in a
text, but the texts must be readable and can be
comprehended.”\(^4\)

Another definition of writing, writing is a skill that
people in a walk of life must perform almost daily. It means
that almost every in life is writing. When the people want to
communicate with another, writing is very important to give a
symbol. The use of grammar and vocabulary correctly are very
required in writing to show how well the students’ mastery in

\(^3\) Alan Meyers, *Gateway to Academic Writing: Effective Sentence,

\(^4\) Murcia, *Language Processing*, p. 142.
writing. The students must think about the process and the use of language also. They will be interested in writing, if the kind of writing is suitable with their age, language ability, and interest. The students will enjoy in writing about topics that are familiar to them, such as writing about themselves, their families, their activities, their best friends, and their hobbies.5

Based on the definitions above, Writing is the combination among the aspects of brain, ideas what a writer already knows about the topic or subject and what the writer writes. It means that through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose.

Becoming a good writer is not easy for some people. There are some steps that must be done in order to be a good writer. We cannot deny that sometimes people write a note about something, shopping list as example, but they do not realize that they are writing. This process of writing seems to be the stages a writer goes through in order to produce something in its final written form. When writing something, writers also should think about the content of what they will write and thinking their writing is classified into what type. The media of writing are diverse, people commonly used pen and paper or sometimes using computer, etc. Things that

differentiate the good writers and poor writers are on its process. We can ensure that good writers always think carefully every step that they will pass. So, their writing will look so different than the poor one.  

A writer who wants to produce a piece of writing must think how the way sentences are structured, the choice of words, the punctuation, and the way they are used. To make a good writing is not easy job. The writer must be correctly to use them work together in writing process. Mostly, writing needs some preparation. How long we need on this preparation, and what we want to write, largely depends on our reader, our purpose, the content, and the writing situation. For example, a short message to a friend needs different preparation from a letter to a company applying for an occupation.

Good writers always think and plan what they are going to write. There are some steps in writing process, This is the first step of writing. Sometimes it called with pre-writing process. In this step, the writers have to think about three main issues. First, they have to consider about the purpose of writing. This purpose, of course, will influence the text type,


the language they use and also the information contained in the writing. Secondly, good writers tend to consider the audience. They do not want that the readers will be confused of their writing, if they do not notice of what they have written. And the last, writers should consider the content structure of the writing, that is how the best sequence of the facts, ideas, or arguments which they have decided to include. This step called planning. Next step is drafting. This is the step where the writers start to write after planning what they are going to write. The amounts of planning they are thinking about will influence how many paragraphs or writings will they produce. In this step also, the writers required to describe all of their thought in a pieces of papers. After finishing their writings, good writers reread what they have already written before continuing to compose. Perhaps the order of information is not clear, the way it is written is ambiguous or confusing, and overall structures of the writing, such as individual words and grammatical accuracy. In this step, the writer can add the needed information or even delete unimportant words or sentences they have written\(^9\)

\(^9\)Harmer, *How to Teach Writing*, p. 4-5.
from both of the original plan and the first draft, because things have changed in the editing process. We might decide to represent these stages in the following ways: planning, drafting, editing, final draft. But, to be a good writer, if they just run the process only in one way, they feel that their writing is not a sophisticated writing. So, in this case, writers should re-plan, re-draft, and re-edit in order to be better writing. Sometimes writers will find a bored situation in this step. They should look their own writing start from the beginning until the end. If the writers worry about this condition, just take a break for an hour or even one day before continuing looking their own writing.\textsuperscript{10}

The purpose of writing determines the nature of the writing. The students write to accomplish a variety of purposes and different genres. There are three purposes of writing that describe the kinds of students writing.\textsuperscript{11} Those are: The first is \textit{Informative Writing}. Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and

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\textsuperscript{10} Harmer, \textit{How to Teach Writing}, p. 5-6.
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\textsuperscript{11} J. Michael O’Malley and Lorraine Valdez Pierce, \textit{Authentic Assessment for English Language Learners. Practical Approaches for Teachers}, (Great Britain: Longman, 1996).p. 137.
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effect, and developing new ideas or relationships. This type of writing include the biography about a well known person or someone from the writer’s life. Second is Expressive or Recount Writing. Expressive or Recount Writing is imaginative expression in which the writer produces story or essay. This writing type is usually based on people observation, object, place, may include creative speculations and interpretation. This of writing includes entertainment, pleasure, discovery, poems, or short play. The third is Persuasive Writing. Persuasive writing is a way to influence others and initiate action or change. This type of writing usually based on the background information, facts, and examples which the writer uses to support the view expressed. This type considers the higher-level of cognitive skills such as, analysis and evaluation. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.  

From the writing process above, the writer concludes that writing is a process of planning drafting, editing, and final version. In the first step of the process is planning about what they are going to write. In the second step is drafting the ideas. In the third step is editing (reflecting and revising) a rough draft. In the last step is final version a rough draft and making changes that they consider to be necessary. While The purposes

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of writing above show the kinds of students writing to do in second language classroom even with particular purpose, students’ writing may different depending on the topic which match with knowledge in some cases.

2. Concept of Narrative text

The genre of narrative is one of the most commonly read, although least understood of the other genres. Narrative not only consider as entertaining a reader, but also it has a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs. Narrative is also a genre that can easily accommodate one or more of the other genres and still remain dominant. Countless the books which have been written about narrative. 13

The general concept of narrative text is a text which contents about a story like a story of folktale, paragraphs fabel, legend, etc. While Boardman and Jia, state that “narrative is tell a story”.14 Another definition of narrative text is a kind of

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text which is aimed to entertain reader or listener with the fictive or non-fictive experience. Beside the purpose, it is also deals with problematic event or unusual events.\textsuperscript{15}

In writing, a narrative is one may simply to tell about story, teach a lesson through analogy, render a complex emotionally contain a message in an accomodating form, or provide the reader with a sophisticated literary experience. Although all of these cases the rhetorical format would be the narrative, different subgenres of narratives would present in different conventions and contraints for fable, folktale, novels, personsl biograhies, etc.\textsuperscript{16} In narrative writing, the writer tells a story that sets the background for an event, describes the event, and often give comments on the event.\textsuperscript{17}

The narrative text has three generic structures. The first generic structure is Orientation, in this first stage is introducing the characters of story, the time and place the story happened (who/what, when, where). Secondly, Complication, that is a series of events which the main character attempts to solve problem. The last one is Resolution,


\textsuperscript{16}Murcia, \textit{Langage Processing}, p. 151.

\textsuperscript{17}Alice Savage, \textit{Effective Accademic Writing I the Paragraph}, ( New York: Oxford University Press, 2007), p. 122.
in the last stage tells about the ending of story containing the solution.\textsuperscript{18}

The Language Features of Narrative Texts are, the first, it focuses on specific participant, example: (Cinderella, step mother, step sister, prince, etc). Second, it uses Past Tense, example: (Two ducks who lived in a big lake). Third, using action verb: (carry, talk, bring, etc). The last, there are chronologically arranged: (then, after that, the next day, etc).\textsuperscript{19}

Example of Narrative Text

\textbf{CINDERELLA}

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered.

One day, the two step sister received an invitation to the ball that the king’s son was going to give at the palace. They were excited about this. At last, the day of the ball came, the step sisters did not allowed Cinderella went to the ball. They left Cinderella alone. Cinderella could not help herself to go to the ball, then she started crying.

Magically, the fairy godmother came and then she gave her a pair of pretty glass slippers and nice dress. The fairy said; “You must leave before midnight”. Then away she


drove in her beautiful coach. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward. But one of her glass slipper was left behind.

A few days later, the king’s son proclaimed that he would marry the girl whose feet fitted the glass slipper. Cinderella stuck out her foot and the page slipped the slipper on. It fitted perfectly. (COMPLICATION)

Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

From the statement above, the researcher concludes that narrative text is a text which the purpose is to amuse or entertain people deal with actual or various experience. Narrative Texts introduces orientation to lead the writers to the context. It is continued by complication, which tells about events and solve problem in a narrative. Then it is solution of problem in resolution.

3. Concept of Think-Pair-Share

Think-Pair-Share is introduced by Dr. Frank Lyman, University of Maryland Instructor and educational consultant. Think-Pair-Share technique has been a foundational tool in cooperative learning it can be applied such as in many classroom, workshop, and training rooms. When the facilitator asks the audience a question, the some few people answer enthusiastically, while the rest just sit passively. Think-Pair-
Share increase the engagement of all learners with the subject matter and provides the facilitator time to make better decision. At the same time, it can help to develop communication skill.\textsuperscript{20}

In other field, when Think-Pair-Share is implemented in the classroom, it has three steps in the learning process. The first step is “\textit{Thinking}”, this learning begins with the teacher gives students a question or issue related the topic of learning. Then the teacher give a chance to them to think the answer. The students should take a few minutes just to think about the question. The next step is “\textit{Pairing}”, in this step, the teacher asks students find their partner to discuss the topic in pair. They can express their answer through discussion to a question or topic that is given by the teacher. They compare their thoughts and identify the responses that they think and select the best, most convincing, or most unique.\textsuperscript{21} From this discussion, it is expected to enhance the quality of their answer that has been thought before. The last step is ”\textit{Sharing}”, the students share the result of their discussion with their partner to the whole class. In this activity, it is expected that it can

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encourage the students to find the structure of the knowledge that has been learnt.\textsuperscript{22}

The flexibility and power of Think-Pair-Share make it easy to implement and use it in the classroom. The student can sit everywhere in the classroom. Sometimes, the teacher stops their discussion to ask question or invite their responses to measure the students are actively or passively involved with the lesson. To enhance individual accountability, the teacher can vary the way the responses are shared within the classroom.\textsuperscript{23}

Think-Pair Share has some advantages over the traditional questioning structure. The Think-Pair-Share concept incorporate the important activities need to be developed among students during their learning process. It allows all students to develop the answer, not necessarily a short answer but longer and more elaborate answers as well. The advantages can be gained from Think-Pair-Share technique are: firstly, It is quick to do since it does not take much preparation time. Second, the personal interaction motivates the students with little intrinsic interest in the subject taken. Third, it engages the entire class and allows quiet students to answer question


without having to stand out from their classmates. Fourth, multiple kinds and levels of questions can be asked. The last is teacher can assess students understanding by listening on several groups during the activity, and by collecting responses at the end.\(^\text{24}\)

From the statements above Think-Pair-Share is a technique of cooperative learning that aimed to improve the quality of thinking by providing “thinking time”, “work in pair”, and “share” their work and give every learner an opportunity to respond.

4. Teaching writing using Think-Pair-Share

As a professional educator, teacher should be able to select an appropriate teaching method that can motivate students to learn. One of the greatest enemies of successful teaching is student boredom.\(^\text{25}\) So, the process of learning should bring the students to achieve a lot of skills that enable them to actualize themselves. In addition, knowing about methods and technique of teaching theoretically and practically is really important for teacher in order to create a positive


climate in learning process. Teaching writing by using Think-Pair-Share is very interesting activity to use almost any classroom situation. As a technique of cooperative learning, TPS is advantageous strategy that could be used as an active and interactive process in teaching writing. Think-Pair-Share has some stages. First, give a topic about narrative to the class, telling them to think silently for a minutes. Then pair them with the other students, and ask them to exchange opinions. In this step, the teacher has opportunities to check for understanding by listening in pairs discussion and can note the ways in which pairs share their responses. The teacher also instructs the students to practice writing with their pair work about narrative text, and the last stage is share the result of their discussion to the whole class. With some stages of Think-Pair-Share above, students are promoted to a technique of cooperative learning which is able to improve students’ academic performance in writing narrative text.

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26 Rukmayadi, “The Application of Cooperative Learning: Think-pair-Share (TPS) in Improving students’ Reading Comprehension”, p. 30
C. Hypothesis

Hypothesis is a temporary answer of research problem, until it is proved from the data which collected. So, hypothesis can be defined as a weak truth statement towards problems of research and it is need to be proven after collecting data.

The hypothesis in this research is: Think-Pair-Share technique is effective to teach narrative texts writing to the eighth grade students of MTs Riyadlotut Thalabah Sedan Rembang in the academic year of 2012/2013.

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