CHAPTER II
REVIEW OF RELATED LITERATURE

A. The General Concepts of Writing

1. Definition of writing

There is various definition of writing which are presented by some experts. Meyers say that writing is partly a talent, but it's mostly a skill, and the any skill' it improves with practice.[1] Writing is one of English skill. And writing more need attention because it needs its own principles and methods. It requires mastery not only of grammatical a rhetorical devices but also of the conceptual and judgment. Because of that, it needs practice to improve that skill. Meyers also said that writing is an action a process of discovering and organizing putting on paper, and reshaping and revising them.[2]

In writing can express thought, feeling, ideas, experiences, etc to convey a specific purpose. Harmer adds that to deliver from that explain of course we need to practice or express what idea in our mind in the form of lists, letters, essays, reports, or novels.[3] Base on all statements above the researcher can conclude that writing is an activity of developing ideas, thoughts and memories into written form, either in sentences or paragraph form.

2. The importance of writing

Writing is very important to support students' ability to speak to other people because having a good ability in writing sentences helps us speak correctly. So, our speaking can be understood by listeners.

A lot of people can communicate to other people over long distance only in very short limit of time through writing. It also makes the

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[1] Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*, (New York Pearson Education, Inc, 2005), p. 2.
[2] *Ibid*., p. .2.
[3] Jeremy Harmer, *How to Teach Writing,* (England: Pearson Education Limited, 2004), p. 4.

possibility for people to send messages, because it can store the messages as long as we wish. In addition to that, writing activity is more meaningfull in daily life.

The writer adds that there are some reasons why writing is important for the students.

a. Writing is a tool for discovery. When someone writes, he/she stimulates his/her thought throughout process by the act of writing; writing helps us to "harvest" what we know.

b. Writing helps someone to organize his/her ideas. By writing down ideas, we can arrange them in coherent form.

c. Writing helps someone to absorb and process information, when he/she write about a topic, he/she learn it better.

d. Students get much of their knowledge through written materials like books, magazines, and newspaper. Especially in writing their paper or thesis, they must quote some important statements of expert to support their ideas.[4]

3. **Types of Writing**

Finnochiaro stated that naturally, the type of writing system (alphabet, picture) which exist in the native language in an important factor in determining to easy of speech with which students learn to write.[5]

According to Finnochiaro there are two types of writing:[6]

1) Practical or Factual Writing

This type of writing deals with facts. We can find it in the writing of letter and summaries.

2) Creative of Imaginary Writing

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[4]Toyyibah, *Using Realia to Improve Students' Writing Organization Of Descriptive Text: A Classroom Action Research At The 7th Grade Of MTs Nahdlatusysyubban Ploso Karangtengah Demak in Academic Year 2008/2009*, (Unpublished Thesis, Semarang: FT IAIN Walisongo Semarang, 2009), p. 11.

[5] Mary Finnochiaro, *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc., 1974), p. 85.

[6] *Ibid.*, p. 86

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc.

The type of writing which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When we set a task for elementary students, we will make sure that the students will get enough words to do it and also for intermediate and advance students.

There is no limit to the kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only be useful for them, but also motivate them as well.

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like[7]. Descriptive text is a text which has social purpose to give an account of imaged or factual events. From the definition above, the writer concludes that the descriptive text is text which is used to create visual image of people, place, even of units of time like days, times of day, or a season. It may be used to describe more about the appearance of people, their character or personality. Descriptive text reproduces the way things look, smell, taste, feel, or sounds. This kind of text must follow its generic structure such as identification and description.

According Ann Hogue there two keys to writing good description[8]:

a. Space older

In space order, you might describe something from top to bottom or from left to right. For example when you describe a person you could start with the person's head and end with the person's feet. You could describe a room from left to right or

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[7]Agus Ramadhan "Descriptive Text"http//understandingtext.blogspot.com/2008/02/what-isdescriptive-text.html

[8]Ann Hogue, *First Steps in Academic Writing*, (English: Longman, 1995), p.72.

from right to left. You might describe your classroom like this: imagine that you are standing in the doorway. Write about each part of the room in order, moving from the left side of the room around to the right side and ending at the doorway again. When you describe a certain view, you might describe far away objects first and close up objects last.

b. Specific details

Specific means exact, precise. The opposite the of specific is vague the more specific you can be, the better your reader can see what you are describing.

2. The Generic Structure of Descriptive Text

The structure of descriptive text follows some particular stages, the beginning, middle and last part of the text. Each text has its own generic structure. The structures of text vary across genre.

Another text also has generic structure according to communicative purpose of the text it self. However, there are certain similarities within the texts with the same purposes. The similarities create an expectation of the general schematic structure of the texts that is called generic structures of a text.

The generic structure of descriptive text should be mastered by the students before they write a descriptive text. This is the example of descriptive text:

I Want To Tell You about My Classroom

My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures of them. There twenty tables and forty chair.[9]

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[9]Mukarto, *English On Sky 1 For Junior High School*, (Jakarta: Erlangga, 2002), p.140

A descriptive text has two main parts:

a. Identification

This part identifies a particular thing to be described. In text above describe a classroom, not classroom in general. Identification usually answers the following questions:

1) What is the topic of the text?

2) What is the text about?

b. Description

This part describes the parts and characteristics. In the text above described:

1) The parts of classroom (doors, windows, tables, chairs and walls) and

2) The characteristics of the classroom: size (big), color (brown, blue), quality (clean)[10].

3. **The Lexicogrammatical Features of Descriptive Text**

Besides having social function and generic structure, descriptive text also has significant lexicogrammatical features that support the form of a descriptive text the followings are significant lexicogrammatical features of descriptive text are focus on nouns, simple present, noun phrase, adjectives, and verb.

There are language focuses in the descriptive text[11]:

a. Nouns

They are found in (1) the topic of description: a classroom, and (2) the part of the classroom: doors, windows, tables, chairs, pictures and walls.

b. Simple present

The tense that used in descriptive text is simple present tense.

c. Noun phrase

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[10]*Ibid.*
[11]*Ibid.*,141

They are a combination of the adjectives and nouns. (a big and clean classroom, two brown doors)

d. Adjectives

They are used to describe the characteristics of the topic and the parts. The characteristics can the size (big), color (brown, blue), or the quality (clean). For example, the adjectives big and clean describe the classroom.

e. Verb

The verbs usually used in a description are "have" (have, has) and to be (am, is, are.)[12]

4. Organization of Descriptive Text

Organization is derived from the Greek word organon and it has meaning an entity as an actual purposeful structure within a social context.[13] According Hodge and William organization is basically a system of coordinated social units concerned with accomplishment of certain goal.[14] From some definitions above, we can conclude that organization of descriptive text is component of text has function to reach the social function of descriptive. It can be called generic structure. The generic structure of descriptive text is shown in the following table:

Generic Structure	Function
Identification	Identifies phenomenon to be described
Description	Describes parts, qualities, and characteristics

C. Cooperative Learning Method

In English language learning, many different kinds of approaches and methods to teaching are used by language teacher. They try to use them

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[12]Alexander Mongot Jaya, *Genre Brilliant Solution*, (Jepara: Mawas Press, 2006), p.10.
[13]http://en. Wikipedia. Org./organization/5th june2010 05.00 p.m
[14] B.J.Hogde and William P. Anthony, *Organization Theory*, (United Stated of America: Allyn and Bacon, inc., 1984), 2nd ed., p. 10

depending on their assumption about how students learn and what methodology that can support the teaching learning. Recently, teaching learning process which emphasizes the involvement of the students becomes the favor. Student-centered learning considerably will give students big opportunities in learning where the teacher should not take the turn of giving instruction dominantly. At this point, cooperative learning method may become one of the options that support English language teaching.

Cooperative learning methods organize the little groups with the objective of establishing the requirements which is necessary for cooperation. As defined by Olsen and Kagan (1992) cited by Richards and Rodgers:[15]

> Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange on information between learners in groups and in which each learner is held accountable for this or her own learning and is motivated to increase the learning of others.

From the definition stated above, cooperative learning then can be inferred that if students want to succeed as a team, they will encourage their team mates to excel and help them to do so. Students can do a job of explaining difficult ideas to one another by translating the teacher's language or explanation into their own language.[16]

It had been also asserted that cooperation is the appropriate goal structure for most instructional situations. Cooperative learning is also viewed as an appropriate and promising instructional strategy for the diverse classroom because the interaction among peers increases interest of students in learning. It is also beneficial to students because there is a mutual relationship among the classmates academically. When students are involved in cooperative learning, they interact and use one another as resources. Those who can not understand the instruction well may get help from their peers.[17]

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[15]Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (United States: Cambridge University Press: 2003), 2nd Ed., p. 192.
[16]Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice*, (New York: Prentice Hall, 2002), 2nd Ed., p.4.
[17]Shlomo Sharan, *Handbook of Cooperative Learning Methods*, (USA: Greenwood Publishing Group: 1994), p. 84.

According to Johnson and Johnson, there are three theoretical perspectives in cooperative learning, positive social interdependence, cognitive-developmental and behavioral learning.[18]

1. Positive social interdependence means the interaction among students determines the outcomes of learning because cooperative learning is designed to foster cooperation rather than competition that are the students encourage and facilitate each other's efforts to learn.

2. Cognitive-developmental means the cooperative discussion among students will benefit each other. In this point, the knowledge is seen as something that is constructed from cooperative efforts to learn, understand and solve problems. Group members exchange their insights, discover weak points of the group, correct one another and adjust their understanding.

3. Behavioral learning focuses on the impact of group reinforce or rewards for learning. Because cooperative learning is designed based on Skinner's reinforcement theory, there is an assumption that actions followed by extrinsic rewards are repeated.

Furthermore, based on the Skinner's reinforcement theory, it was stated that consequences influence behavior. It means that people do things because they know other things will follow. Thus, depending on consequence that follows, people will produce some behaviors.[19] In this case, if the teacher as reinforce wants to increase a behavior (make it more frequent and more likely), then she or he should provide a consequence of reward. Concerning to the application of Teams Games Tournaments technique, there will be such a certificate for reward which will be given to students.

There are also theories underlying cooperative learning method as proposed by Slavin; motivational and cognitive elaboration theory. First, the

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[18]David W. Johnson and Roger T. Johnson, *Learning Together and Alone: Cooperative, Competitive and Individualistic Learning,* (Massachusetts: Allyn and Bacon, 1994), 4th Ed, pp.39-41

[19]Joe Lynn, "Reinforcement Theory", Retrieved from: http://www.mdc.edu/jmchair/joe%20lynn%20jr/Articles/Reinforcement%20Theory.htm on May 10, 2010.

motivational perspective on cooperative learning focus on the reward or goal structures the students operate in which the goals are identified as cooperative; where each individuals goal oriented efforts contribute to others' goal attainment, competitive; where each individuals goal-oriented efforts frustrate others' goal attainment, and individualistic; where individuals goal-oriented have no consequences for others' goal attainment. In other words, rewarding groups based on group performance creates an interpersonal reward structure in response to groupmates' task-related efforts.

Secondly, cognitive elaboration theory states if information is to be retained in memory and related to information already in memory, the learners must engage in some sort of cognitive restructuring, or elaboration of the material. One of most effective means of elaboration is explaining the material to someone else.[20]

There are some characteristics which are pointed out by Angela Streeter.[21]

a. A broad range of instructional methods in which students work together to learn academic content.

b. Students are divided into heterogeneous groups of 4-6 members.

c. Groups work toward a common goal.

d. Success of groups must depend on individual learning of all group members, not on a single group project.

e. Instructional strategies are structured and systematic.

f. Can be used at any grade level and for most subjects.

The use of cooperative learning in English classroom can be a strategy to make the instructional more dynamics. The group work activities in cooperative learning have a number of advantages as pointed out by Richard and Lockhard in which the advantages can be viewed from the teacher and student side. Firstly, it reduces the dominant role of the teacher over the class

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[20]Robert E. slavin, *op.cit,* p.16-18.

[21]Siti Ulinnikmah, *The Use of Cooperative Learning of Teams Games Tournaments for Teaching Grammar to Eight Grader of MTsN Kudus in Academic Year of 2008/2009.* (Unpublished thesis, Semarang: FT IAIN Walisongo Semarang, 2009), p. 11.

and enables him or her to work more as a facilitator and consultant. Secondly, when it is viewed from the student's side, it increases students' participation in class, promotes collaboration among learners and gives learners more active role in learning.

D. Teams Games Tournament (TGT) Method As the Derivation Of Cooperative Learning

1. Teams Games Tournament (TGT)

Teams games tournament is a structure for reorganizing the classroom into four or five member teams, each having members from all level of achievement.[22] A rank ordering procedure is used to form teams of comparable ability. The teams sit together and regularly engage in peer tutoring sessions in preparation for TGT tournaments. They focus on being taught at the time. During the games, students compete individually as representatives of their teams against two or three other students of comparable ability. At each game table, the contesting students can score just as many or more points for their teams as high achieving students.

TGT was promoted by De Vries and Edwards in 1973. TGT is the same as STAD in every respect but one: instead of the quizzes and the individual improvement score system[23].

2. The Advantages of Teams Games Tournament Method

Research on TGT in classroom experiments shows a clear pattern of increase in academic achievement, students' satisfaction with the class, peer tutoring or mutual concern among students, cross racial cooperation, and subject matter understanding.[24] As a teaching method TGT works for several reasons. First, it capitalizes on the cooperatives aspects of small

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[22]David L De Vries, *Teams – Games – Tournaments: The Team Learning Approach*, (United Stated Amerika: Educational Technology Publication.inc, 1980), p. xi

[23]Robert E.Slavin, *Cooperative Learning: Theory, Research, and Practice*, (New York: Prentice Hall, 2002), 2nd Ed., p. 84.

[24]David L De Vries, *op.cit*, p. 5

groups, the motivational nature of instructional games, the competitive of spirit tournaments, and the students' familiarity with all of these. Second, TGT is inexpensive. It does not require costly materials or special facilities. TGT uses only materials and equipment available in most schools even those whose budgets are limited and it is at home in any kind of physical classroom structure. Third, TGT is easy to implement. It is designed to be used in 30 to 45 minutes class periods, in any subject, with elementary and secondary classroom arrangements. And, it can be used with equal success by both novice and veteran teachers.

TGT is a classroom method that can help to make important and widespread changes in students' attitude and achievements to date has demonstrated its advantages to[25]:

a. Increase academic achievement

Learning basic facts and skill, such as mathematic and English grammar, has always implied an element of drudgery. The TGT structure relieves the drudgery of memorization and drill by making these parts of the game playing process. Students are more willing to work at the task and increase their achievement levels. In this case the writer hopes using TGT technique to teaching writing organization of descriptive text can help students to understand and memorization the generic structure and lexicogrammatical of paragraph descriptive.

b. Improve students' attitude.

TGT creates a sense of urgency and purpose in the students, both in the classroom and when they are outside it. For example, students become concerned about their attendance and class work. This sense of purpose typically produces a more favorable attitude toward classmates and the subject matter at hand. In short, TGT gets students highly involved in the class work and lets them enjoy the work.

c. Create student peer tutoring.

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[25]*Ibid. .6.*

Through use of team grades, TGT foster active tutoring among students. Particularly within their teams, students show an active and positive concern for each other's academic progress in the class. It becomes important to the students that their teammates consistently are present in class and that they are well prepared. Given the opportunity, teammates translate this mutual concern into actual tutoring. The students themselves have shown an uncanny ability to asses who on the team needs the most help on what skills assistance is need and who is the best individual to do the tutoring.

d. Simulate the outside world.

The TGT reward structure which involves intense cooperation within a team and competition among individuals but depends heavily upon successful competition at the group level. Because TGT requires students to cooperate with others on small work oriented teams, shifting competition to the group level, it is a closer approximation of the society that students to operate in other organizational contexts.

e. Dissolve social barriers.

TGT can reduce the natural social barrier present in classroom which includes students from a variety of backgrounds. For example biracial teams represent perhaps the best way of truly integrating a desegregated classroom. Students of different backgrounds, placed together on a team will work together for a common goal. Through such activities, social or other difference is blurred and common interests and skills become more apparent.[26]

TGT guarantees the implication of each and every member of the group and allows them to compete with other members of the other teams who have a similar level to their own.

Slavin says that description of the components of TGT follows.

1. Class presentation. Teacher selects an instructional topic and presents it to the students.

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[26]*Ibid*

2. Teams. Students are assigned to make group consisting of 4-5 students in each team to discuss the given materials from the teachers presentation. Here, they have to do the worksheet and discuss it together and share their insights related to the topic.

3. Games. It contains the relevant questions to the material discussed in team to test their individual understanding. It takes place in a table consisting of three students who become the representatives from the different teams. The rules can be seen as follow.

   a. 1st student picks a numbered card and finds the corresponding question on the game sheet, read question out loud, and tries to answer.

   b. 2nd student challenges if he or she wants to (and gives a different answer), or passes.

   c. 3rd student challenges if 1st challenger passes if he or she wants to, when all have challenged or passed, 2nd challenger checks the answer sheet. Whoever was right keeps the card. If the reader was wrong, there is no penalty, but if either challenger was wrong, he or she must put a previously won card, if any, back in the desk.

4. Tournaments. It is the structure where the games are take place. It is conducted after the teacher gave presentation and the teams have practiced with their worksheet.

   The students are assigned to tournament tables in which the tournaments are composed of homogenous students. The technique can be figured out as follows.[27]

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[27]Robert E. Slavin, *op. cit.*, p. 89

Figure.1 Assignment to Tournament Tables

TEAM A
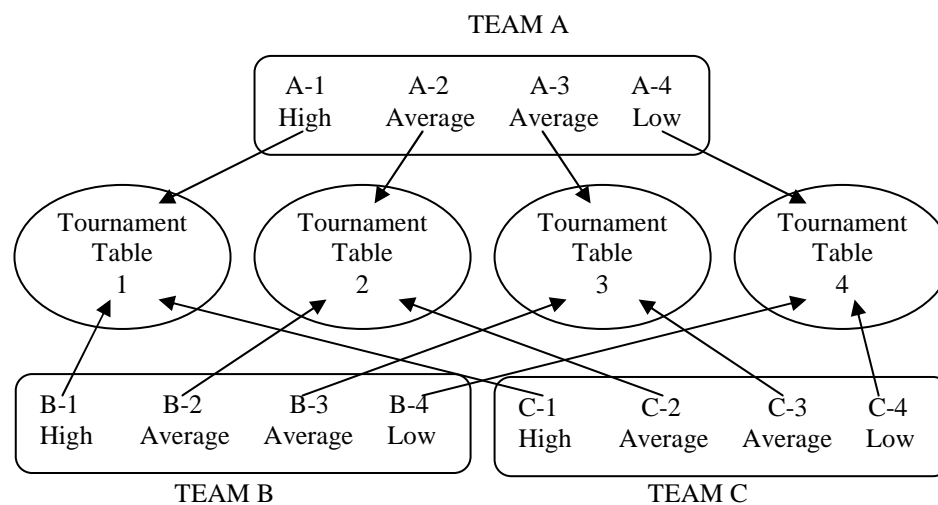
5. Team recognition. The teams will receive the reward if the total score of team have fulfilled the certain criterion. Team score is calculated based on the score gained by each member in tournament. The criterion for the scoring the students' work in tournament is as follow.

Table.1 The scoring criterion for three players in tournament.[28]

Player	No Ties	Ties for Top Score	Tie for Low Score	3-Way Tie
Top Scorer	60 points	50	60	40
Middle Scorer	40 points	50	30	40
Low Scorer	20 points	20	30	40

There are three levels of awards that are given to the students based on the average team scores:

Criterion (team average)	Award
40	Goodteam
45	Greatteam
50	Superteam

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[28]*Ibid*, p.90

E. Procedure of TGT method for Teaching Writing Organization of Descriptive Text

Before conducting the teaching by means of TGT method, there are many things to be prepared by the teacher in order to make the teaching learning process well-prepared and more systematic. Here are the things should be prepared in advance.

1. Students' pre-test score. This score becomes the guidance for teacher to determine the student groups in different ability.
2. The arrangement of team list consisting of 4-5 students in each team.
3. Lesson Plan.
4. Worksheets containing the given material. These worksheets are used for studying to be discussed in team work.
5. Test containing the given material to be completed in tournament phase.
6. The post test to measure the students' understanding in last session of teaching learning.[29]

Having prepared things stated above, the teaching procedures in English classroom by means of TGT might be sequenced as follows.

1. Teacher delivers the chosen material, at this point is writing organization of descriptive text to the students.
2. Teacher groups students to the heterogeneous team and manage their seats so that they can work collaboratively.
3. Teacher distributes the worksheets containing English generic structure and lexicogrammatical feature of descriptive text questions.
4. Teacher suggests students to work in pairs within their groups and have them check their work among students.
5. Teacher suggests students to teach each other when one of them find difficulties in understanding the given material.
6. Teacher distributes worksheets' answer key so that they can check their own works.

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[29]Robert E. Slavin, *op. cit*.,p. 86 - 89

7. If there is a student questioning about the topic, teacher has them ask for help from their peer within the team.

8. Teacher walks around the class to control the students' works.

9. Team leader report the successfulness or the obstacle of the team they have experienced in doing worksheets

10. Team leader has to ensure that all members of the team understand the given material and are able to do the given worksheets.

11. Teacher's role is as a source or a facilitator if needed.

12. Having worked on the worksheets, teacher assigns students to participate in tournament. Here, they have to work individually and compete to do the worksheets in tournament table with the other member from other team. After completing the tournament, they are assigned to check their works.

13. Teacher appreciates their work by giving reward to the team for their work in tournament.

14. Teacher can disperses the team and the students can sit back to their own desks.

F. Previous Research

There are some researches done in writing implementation. One of them is a study by Toyyibah, Tarbiyah Faculty, IAIN Walisongo Semarang, 2009 . She made a "Using Realia to Improve Students' Writing Organization of Descriptive Text: A Classroom Action Research At The 7th Grade Of MTs Nahdlatusysyubban Ploso Karangtengah Demak in Academic Year 2008/2009. She did this study because based on some students feel difficult to express their ideas to make descriptive text. So, she uses a realia as a media to teaching writing organization of descriptive text. The result of the research that teaching of writing descriptive text by increasing the exercises in writing. Teacher should give more attention to the students in organizing descriptive text. The similarity between her research and the writer's is on the object of study and the data analysis.

Second researcher is Siti Ulinnikmah (3104056),Tarbiyah Faculty, IAIN Walisongo Semarang, 2008. She conducted study about "The Use of

Cooperative Learning of Teams Games Tournaments for Teaching Grammar to Eight Grader of MTsN Kudus in Academic Year of 2008/2009.

She did that study because there many students have difficulties in learning grammar. She used TGT to teach grammar. The result, the activity offered in Teams Games Tournaments is interesting so that the students will feel the new atmosphere in classroom and are interested in learning grammar.

The similarity between her research and the writer's is on method of collecting the data. The differences participant and data analysis.

G. Action Hypothesis

In this research, the hypothesis can be stated as there is improvement of students' writing organization of descriptive text at the at the VIIA grade of MTs Sudirman Magelang after being taught using teams games tournament.