CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review
1. The General Concepts of Writing
a. Definition of Writing

Victoria Fromkin and Robert Rodman stated that writing is one of the basic tools of civilization. Without it, the world as we know it could not exist[1].It means that the development of writing was one of the great human writing. It is difficult for many people to imagine language without spoken word seems intricately tied to the written word. Children speak before they learn to write and millions of people in the world speak languages with no written form. Among these people oral literature abounds, and crucial knowledge is memorized and passed between generations. But human memory is short-lived, and the brain's storage capacity is finite. Writing overcame such problems and allowed communication across the miles and through the years and centuries. Writing permits a society to permanently record its poetry, its history and technology.

Writing is one of the ways to express things in our mind, feeling, ideas or thought. Marianne Celce and Murcia stated that writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.[2]

Writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material,

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[1]Victoria Fromkin and Robert Rodman, *An Introduction to Language, (*NY:CBS College Publishing, 1983), p.160

[2]Marianne Celce and Murcia Elite Olshtain, *discourse and context in language teaching,*(USA: Cambridge University Press, 2000), p. 142

and, more recently, on a computer screen.[3]John Harris adds that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft.[4]

From some definition, writing is a system of human communication which represents a symbol. By writing we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar, Therefore, students who want to be able to write a good writing, they must learn to write regularly.

b. Writing Process

Perhaps we can personally appreciate what it means to be asked to write something-say, a letter to an editor, an article for a newsletter, a paper for a course you are taking-and to allow the very process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization. Peter Elbow (1973: 14-16) expressed this concept as follow[5]:

> The common sense, conventional understanding of writing is as follows. Writing is a two-step process. First you figure out your meaning, then you put it into language: figure out what you want to say; don't start writing till you do; make a plan; use an outline; begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Don't let things wander into a mess.
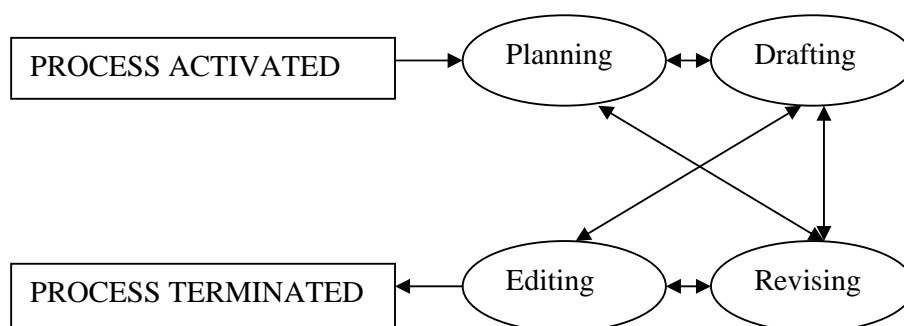
The writer assumes that before writing the writer must figure the meaning into language and the written in keeping control. Writing

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[3]John M. Swales and Cristine B. feak, *Academic Writing graduate students*, USA: The University of Michigan, 1994, p.34

[4]John harris, Op. Cit, p.10

[5]H. Douglas Brown, *teaching by Principle,* Op. Cit, p.336

is a process and that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. The Anthony Seow stated that writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing[6].

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┌──────────────────────┐      ┌──────────┐      ┌──────────┐
│ PROCESS ACTIVATED    │ ───▶ │ Planning │ ◀──▶ │ Drafting │
└──────────────────────┘      └──────────┘      └──────────┘

┌──────────────────────┐      ┌──────────┐      ┌──────────┐
│ PROCESS TERMINATED   │ ◀─── │ Editing  │ ◀──▶ │ Revising │
└──────────────────────┘      └──────────┘      └──────────┘
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1) Planning (Pre-Writing)

   Pre-Writing is any activity in the classroom that encourages students to write. It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

   When planning, writers have to think about three main issues. First, they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writer think of the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language. Thirdly, writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

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[6]Jack C. Richards, *Methodology in Language Teaching,* (USA: Cambridge University Press), p. 315-318

2) Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This first 'go' at a text is often done on the assumption that it will be amended later.

3) Revising

Students reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

To ensure that rewriting does not mean recopying. Students should collect and keep the draft and rewrite. Another activity for revising, students work in pairs to read aloud each other's drafts before they revise.

4) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stage.

Process writing as a classroom activity incorporates the four basic writing stages - planning, drafting (writing), revising (redrafting) and editing - and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier.

Teacher often plan appropriate classroom activities that support the learning of specific writing skills at every stage. And to encourage process writing, teachers can model the selection of topics or the writing process itself.

c. The Skill Needed to Write

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. The following analysis attempts to group the many and varied skills necessary for writing into five general components or main ideas[7]. They are:

1) Language Use: The ability to write correct and appropriate sentences;

2) Mechanical Skill: The ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;

3) Treatment of Content: The ability to think creatively and develop thoughts, excluding all irrelevant information;

4) Stylistic Skill: The ability to manipulate sentences and paragraphs, and use language effectively;

5) Judgment Skills: The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

The actual writing conventions which it is necessary for the students to master relate chiefly (at the elementary stages) to punctuation and spelling. The greater importance in the teaching and testing of writing are those skills involving the use of judgement. The ability to write for a particular audience using the most appropriate kind of language is essential for both native-speaking and foreign students alike.

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[7]J. B. Heaton, Op. Cit, p.135

d. Writing purposes

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly. According to O'malley and Pierce, There are three purposes of writing that describe the kinds of students writing.[8] They are:

1) Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, the writer can share knowledge and give information, directions or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effects, and developing new ideas or relationship.

2) Expressive or Narrative Writing

Expressive or narrative writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

3) Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or Controversial issues.

Writing is one way of communication, if we look for a new job employers, public officials or even member of the family to protest unfair treatment or to say "thanks" for help. By improving the writing skill, the purpose of communication in written will be easier.

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[8]J. Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners,* (Great Britain: Longman, 1996), p. 137-138

2. Text – Type (Genre)

Genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose.[9] It means each genre of text, such as Bible translation, novels, reading primers, textbooks and newspaper, has served social and cultural functions. The authority of textbooks is related to the view that the meaning is in the text. Michael Stubbs stated that Text-type or genres are events which define the culture. They are conventional ways of expressing meaning: purposeful, goal directed language activities; socially recognized text-type, which forms patterns of meaning in the social world.

a. Kinds of Text-type (Genre)

According to Gerrot and Wignell, there are many kinds of genres (text type). Those are:[10]

1. Spoof

Retell an event with a humorous twist. It has:

   a. Generic structure:
      1) Orientation: sets the scene.
      2) Event(s): tell what happened.
      3) Twist: provides the punch line.

   b. Significant lexicogrammatical features:
      1) Focus on individual participants.
      2) Use of material process.
      3) Circumstances of time and place.
      4) Use of past tense.

2. Recount

Retell events for the purpose of informing or entertaining. It has:

   c. Generic structure:

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[9]Rudi hartono, *Genres of Texts,*(Semarang: Unnes, 2005), p. 4
[10]Linda gerot, Op. cit, p. 192-222

1) Orientation: provides the setting and introduces participants.

2) Events: tell what happened, in what sequence.

3) Re-orientation: optional-closure of events.

d. Significant lexicogrammatical features:

1) Focus on specific participants.

2) Use of material process.

3) Circumstances of time and place.

4) Use of past tense.

5) Focus on temporal sequence.

3. Report

Describe the way things are, such as with reference to a range of natural, man made and social phenomena in our environment. It has:

a. Generic structure:

1) General classification: tells what the phenomenon under discussion is.

2) Description: tells what the phenomenon under discussion is like in term of

a) Parts (and their functions).

b) Qualities.

c) Habits or behaviors, if living: use, if non-natural).

b. Significant lexicogrammatical features:

1) Focus on general participants.

2) Use of relational processes to state what is and that which it is.

3) Use of simple present tense.

4) No temporal sequence.

4. Analytical exposition

To persuade the reader or listener that something is the case based on fact or observation. It is emphasizing the result. It has:

a. Generic structure:

1) Thesis: position (introduces topic and indicates writer's position), preview (outlines the main arguments to be presented).

2) Arguments: point (restates main argument outline in preview), elaboration (develops and supports each point/argument).

3) Reiteration (restates writer's position).

b. Significant lexicogrammatical features:

1) Focus on generic human and non-human participants.

2) Use of simple present tense.

3) Use of relational processes.

4) Use of internal conjunction to stage argument.

5) Reasoning through causal conjunction or nominalization.

5. News Item

To inform the readers, listener, or viewer about events of the day which are considered newsworthy or important. It has:

a. Generic structure:

1) Newsworthy event(s): recounts the event in summary form.

2) Background events: elaborate what happened, to whom; in what circumstances.

3) Sources: comments by participants in, witnesses to and authorities' expert on the event.

b. Significant lexicogrammatical features:

1) Short; telegraphic information about story captured in headline.

2) Use of material processes to retell the event.

3) Use of projecting verbal processes in sources stage.

4) Focus on circumstances.

6. Anecdote

To share with others an account of an unusual or amusing incident. It has:

a. generic structure:

1) Abstract: signals the retelling of an unusual incident.
2) Orientation: sets of the scene.
3) Crisis: provides details of the unusual incident.
4) Reaction: reaction to crisis.
5) Coda: optional-reflection on or evaluation of the incident.

b. Significant lexicogrammatical features:

1) Use of exclamations, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events.
2) Use of material processes to tell what happened.
3) Use of temporal conjunctions.

7. Narrative

To amuse, entertain and deal with actual or vicarious experience in different ways.

a. Generic structure:

a) Orientation: sets the scene and introduces the participants.
b) Evaluation: a stepping back to evaluate the plight.
c) Complication: a crisis arises
d) Resolution: the crisis is resolved, for better or for worse.
e) Re-Orientation: Optional.

b. Significant lexicogrammatical features:

a) Focus on specific and usually individualized participants.
b) Use of material processes.
c) Use of relational processes and mental processes.
d) Use of temporal conjunctions and temporal circumstances.
e) Use of past tense.

8. Procedure

    To describe how something is accomplished through a sequence of acts or steps. It has:

    a. Generic structure:

        1) Goal.

        2) Materials (not required for all procedural texts).

        3) Steps 1-n (i.e. goal followed by a series of steps oriented to achieving the goal)

    b. Significant lexicogrammatical features:

        1) Focus on generalized human agents.

        2) Use of simple present tense, often imperative.

        3) Use mainly of temporal conjunction (or numbering to indicate sequence).

        4) Use mainly of material processes.

9. Descriptive

    Describe a particular person, place, or thing. It has:

    a. Generic structure:

        1) Identification: identifies phenomenon to be described.

        2) Description: describes part, qualities, and characteristics.

    b. Significant lexicogrammatical features:

        1) Focus on specific participants.

        2) Use of attributive and identifying processes.

        3) Frequent use of Epithets and Classifier in nominal groups.

        4) Use of simple present tense.

10. Hortatory Exposition

    To persuade the reader or listener that something should or should not be the case. It has:

    a. Generic structure:

        1) Thesis: announcement of issue of concern.

        2) Arguments: reasons of concern, leading to recommendation.

3) Recommendation: statement of what ought or ought not to happen.

b. Significant lexicogrammatical features:

1) Focus on generic human and non-human participant, except for speaker or writer referring to self.

2) Use of mental processes (to state what writer thinks or feels about issue e.g. realize, feel, appreciate), material processes (to state what happens e.g. is polluting, drive, travel, spend, should be treated) and relational processes (to state what is or should be e.g. does not seem to have been, is).

3) Use of simple present tense.

11. Explanation

To describe the process involved I the formation or working of natural or socio cultural phenomena. It has:

a. Generic structure:

1) A general statement to position the reader.

2) A sequenced explanation of why or how something occurs.

b. Significant lexicogrammatical features:

1) Focus on generic, non-human participants.

2) Use mainly of material and relational processes.

3) Use of mainly of temporal and causal circumstances and conjunctions.

4) Use of simple present tense.

5) Some use of passive voice to get theme right.

12. Discussion

To present (at least) two points of view about an issue. It has:

a. Generic structure:

1) Issue: statement and preview.

2) Arguments for and against or statements of differing points of view: point and elaboration.

3) Conclusion or recommendations.

b. Significant lexicogrammatical features:

1) Focuson generic human and generic non-human participants

2) Use of :

a) Material processes e.g. has produced, have developed, to feed

b) Relational process e.g. is, could have, cause, are.

c) Mental processes e.g. feel

3) Use of comparative: contrastive and consequential conjunctions.

4) Reasoning expressed as verbs and nouns (abstraction).

13. Reviews

It is critique of art or event for a public audience. It has:

a. Generic structure:

1) Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event.

2) Interpretative recount: summarises the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.

3) Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive.

4) Evaluative summation: provides a kind of punchline which sumps up the reviewer's opinion of the art event as a whole; is optional.

b. Significant lexicogrammatical features:

1) Focus on particular participants.

2) Direct expression of opinions through use of attitudinal lexis (value-laden vocabulary) including: attitudinal

epithets in nominal groups; qualitative attributes and affective mental processes.

3) Use of elaborating and extending clause and group complexes to package the information.

4) Use of metaphorical language.

14. Commentary

To explain the process involved the information (evaluation) of a socio cultural phenomenon, as though a natural phenomenon. The text conveys the field of natural science, using the explanation to do so. It has significant lexicogrammatical features:

a. Generic, non-human participants.

b. Material and relational processes (mostly relational in this text).

c. Temporal and causal circumstances and conjunctions.

d. Past tense is used to trace the evolution of soft toys, which pre-dated modern Teddy.

To find the common characteristics, we first compare text-type in terms of social purpose, and the structure and language features which achieve that purpose. Sets of text-type which have similar purposes, and therefore use similar structures and language feature, can be categorized into families. As students progress through the levels, the social purposes students are expected to achieve within each family become more complex and demanding and so the text-type become more demanding in terms of structure and language features.

3. **Descriptive Text**

   a. **Definition of Descriptive Text**

   A descriptive text is a text which lists the characteristics of something[11]. Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In description, a writer uses words to paint a picture of something-a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the "thing" he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general, descriptions do not occur alone: They blend with definitions and explanations[12].

   From those, it can be said that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

   b. **Social Function**

   Descriptive text aims to describe a particular person, place or thing.[13] It means that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not

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[11]Http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text/Monday, Retrieved on January 11, 2010

[12]Dorothy Grant Hennings, *Reading with Meaning (Strategies for College Reading),* (USA:Prentice-Hall, 1999), p. 2

[13]Rudi Hartono, Op. cit, p.6

used to generalize. All different readers should be able to show the same thing being described in the text.

c. Generic Structure of Descriptive Text

One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements namely identification and description[14].

1) Identification / a general opening statement in the first paragraph: Identifies phenomenon to be described.
   a) This statement tells the audience what the text is going to be about.
   b) This includes a short description of the subject.
   c) This can include a definition of subject.
2) Description / A series of paragraphs about the subject: Describes parts, qualities, characteristics.
   a) Each paragraph usually begins with a topic sentence.
   b) The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
   c) The sentences after the preview give more details.
   d) Each paragraph should give information about one feature of the subject.
   e) These paragraphs build a description of the subject of the report.
   f) They may include technical language that is related to the subject.

By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.

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[14]Mark Anderson, *Text-Types in English*, (Australia: Macmillan Education Australia PTY LTD, 1997), p.103

d. Significant lexicogrammatical features of descriptive text

Descriptive text has significant lexicogrammatical features that support the form of a descriptive text the followings are significant lexicogrammatical features of descriptive text are focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, and use of simple present tense[15].

1) Focus on specific participants

As stated before, the descriptive text purpose to describe particular person, thing or place. The subject who is described is not general, but more specific. Those, we cannot describe people in general. But, we can describe particular person. For example: my idol, my mother, my cat, Mr. Leo, etc.

2) Use of attributive and identifying processes.

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living horn player) or to assign a quality to something (Barry Tuckwell is a fine horn player).

Processes which establish as identify are called identifying processes and processes which assign a quality are called attributive processes. Each has its own characteristic participant roles.

3) Frequent use of epithets and classifies in nominal groups.

A nominal group is a group of words which has a noun (words which names a person, place or thing) as its head word and includes all additional information related to the noun. As a means of representing experience, the nominal group has a number of

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[15]Linda gerot, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p.208

functional components. Some of the components which frequently used in writing descriptive text are epithet and classifier.

4) Use of simple present.

The tense that used in descriptive text is simple present tense. The lexico-grammar of descriptive text is dominated with simple present tense. This is due to the factual nature of a descriptive text.

When we speak or write we always do so in particular social situations. This means that language we use is fashioned by those situations, not only in what we say, but also in how we say things.

e. **Example of Descriptive Text**

MacQuarie University[16]

Macquarie University is one of the largest universities in Australia. This year, in 2004, it celebrates its 40th anniversary.

The university is located at the North Ryde Greenbelt, Sydney, where the New South Wales government sets aside 135 hectares for the institution. In 1964, Macquarie area was a rural retreat on the city fringe, but today the campus and its surroundings have evolved beyond recognition. The North Ryde District has grown into a district of intensive occupation anchored by a vibrant and growing university.

Blessed with a fortune location and room to breathe, Macquarie can be proud of that careful planning that retains and enrich the university's most attractive natural features. A pleasing balance between buildings and plating is evident across the campus. This emphasis on the importance of landscape has created images of Macquarie as a place that members of the university are most likely to pleasurably recollect.

One of the highlights of the landscape is the Mars Creek zone. It comprises landscaped creek sides and valley floor, a

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[16] Departemen Pendidikan Nasional, Op. Cit, p. 61-62

grass amphitheatre, and artificial lake surrounded by rocks and pebbles, native plants and eucalypts.

Today, a railway station is under construction. In three years time, Macquarie will be the only university in Australia with a railway station on site. Macquarie is poised to be the most readily accessible in Sydney region by rail and motorway, yet retaining its beautiful site.

4. The Power of Two and Four

a. Definition of the Power of two and Four

Strategies associated with learning and teaching can be interpreted as a general pattern of teacher - pupil in the embodiment of the teaching and learning activities to achieve the objectives outlined In the world of education is defined as a plan, strategy, method, or series of activities Designed to achieves a particular educational goal. So with this learning strategy is to be interpreted as planning, mapping out a series of activities designed to achieve certain goals[17].

Learning strategy is one way that can be used by students to be able to learn to process their own thoughts. Teachers are expected to develop or find an alternative that is used to guide students' learning strategies. Basically there is not the most ideal strategy. Each strategy has advantages and disadvantages of their own. This is very dependent on the goals to be achieved, the strategy users (teachers), the availability of facilities, and the condition of students.

In an active learning environment the students should gain a sense of empowerment because the content presented and ideas discussed are relevant to their experiences and histories. For example, the teacher might present a list of thematic units to the students, who

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[17] Wina Sanjaya, *Strategy Pembelajaran BerorientasiStandar Proses Pendidikan,* (Jakarta: Kencana, 2006), p. 126

then decide what aspects of the themes they wish to investigate and which activities will allow them to pursue that theme.

Kemp explained that the learning strategy is a learning activity to be done so that teachers and students learning goals can be achieved effectively and efficiently. Agreed with the above opinion, Dick and Carey also mentioned learning strategy is a set of learning materials and procedures are used together to generate learning outcomes in students[18].

While the power of two and four means merging the two and four strengths[19]. Combines the power of two and four people in this respect is to form small groups, each group consisted of two and four people (students). This activity is done so that the emergence of synergy that is two or more are certainly better than one.

The power of two and four is included as part of active learning which is one of the best ways to enhance more active learning by providing learning tasks are performed in a small group of students. Support your fellow students and the diversity of opinions, knowledge, and skills they will help make the learning as a valuable part of the climate in the classroom[20]. However, learning together is not always effective. Perhaps there is an unbalanced participation, poor communication and confusion.

In implementing this learning strategy uses several teaching system using several methods appropriate to the learning strategy measures the power of two and four that support for student learning is the ease in using the method of lecture, discussion, group work, and others.

Learning strategies both strength (the power of two and four) including part of cooperative learning is learning in small groups to foster maximum cooperation through the learning activities by their

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[18]*Ibid*, p. 124
[19] Ismail SM, *Loc.cit.*
[20] Mel Siberman, Op.cit, p.99

own friends with a member of two and four people in it to achieve basic competence[21]. The power of two and four strategies designed to maximize learning collaborative (joint) and minimize the gap between students who are single with other students. Collaborative learning has become popular in educational environments today. By placing students in groups and given tasks in which they are dependent on each other to get the job done is a wonderful way to give students the ability to use in the community. They tend more interesting in learning because they do it with their classmates.

Collaborative learning activities help to guide active learning. Although independent learning and classroom management instruction also encourages active learning, the ability to teach through collaborative work activities in small groups will allow you to promote learning with active learning[22].

Learning Strategy the Power of Two and four is an activity undertaken to enhance collaborative learning and promote the interests and benefits of synergy, it would therefore two and (four) heads are better than one head[23].

From the above description, the strategy of The Power of Two and four is a tactic or trick that must be mastered and applied by educators to specific learning objectives which has been defined can be achieved by combining the strength of two and four men in teaching and learning. One of best ways to promote active learning is to give learning assignment that carried out in small groups of students. The peer support and diversity of viewpoints, knowledge, and skill help make collaborative learning a valuable part of our classroom learning climate and the power of two and four is used to promote cooperative learning and reinforce the importance and benefits of synergy.

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[21] *Ibid,* p.106
[22] *Ibid*, p. 10
[23] *Ibid*, p. 106

b. Procedure of the Power of Two and Four

Learning strategies both strength (the power of two and four) is an activity undertaken to enhance collaborative learning and encourage the emergence of the benefits of synergies, since two and four people would be better than one. Before using the power of two and four in teaching writing, we certainly need some preparation in order to make the teaching learning process successfully and more systematic. The procedure of this strategy as follows[24]:

1) The first step, create a problem. In the process of learning, teachers provide one or more questions to students in need of reflection in determining the answers. By answering them, they help students to create ideas in their planning.

2) The second step, the teacher asks students to answer the questions themselves. Here, students answer the questions to create their drafting that focused on the fluency of writing.

3) The third step, the teacher divides sets of pairs. Couples group is determined according to the original list of absent or can be randomized. In the process of learning after students complete all the answers, form into pairs and ask them to share (sharing) with other answers.

4) The fourth step, the teacher asked the couple to discuss search for new answers. In the process of learning, the teacher asks students to create a new answer to each question with a correct response to each individual. Students revise what they have written to see how effectively they have communicated their meaning to the reader.

5) The fifth step, the teacher asked the group to discuss search for new answers. In the process of learning, the teacher asks students to create a new answer to each question with a correct response to each pairs. Here, students are engaged in tidying up their text as they prepare the final draft for evaluation by the teacher.

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[24] Ismail SM, *Loc.cit.*

6) The sixth step, the teacher asked participants to discuss the results of his sharing. In the process of learning, students are encouraged to discuss the classical to discuss issues unclear or poorly understood. To end the teachers learning together with students studying material conclusion.

One of the best ways to promote active learning is to give learning as assignments that are carried out in small groups of students. The peer support and diversity of viewpoints, knowledge, and skill help make collaborative learning a valuable part of your classroom learning climate.

c. Variations of the Power of Two and Four

This strategy has been around a long time. It will probably never go away. Teacher needs good arrangement and here Mel silberman gives the variation ways that can be chosen[25]:

1) Invite the entire class to select the best answer for each question.

2) To save time, assign specific questions to specific groups than having all groups answer all questions.

Those are that can make easier in teaching learning process. There are many activities which are suitable for students writing in pairs and groups. However, the main objective of writing activities done in groups or pairs is to involve everyone in the creation of written text, whoever does the actual writing.

d. The Purpose of The Power of Two and Four

The strategy chosen by the educator should not be contrary to the purpose of learning. The strategy should encourage interaction where educational activities to proceed in order to achieve the goal. The basic aim is to develop learning abilities of individual children so that it can solve all the problems it faces.

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[25] Mel Silberman, Loc. cit

The choice of some particular method or strategy in a learning aims to provide the best possible way or ways for the implementation and operational success of learning. Whereas in other contexts, methods or strategies can be a means to discover, test and compile the necessary data for the development of a science discipline. In this case, the strategy aims to further simplify the process and learning outcomes so that what can be achieved with a well planned and easy as possible[26].

In the exercise of the power of two and four learning strategies have some goals to be achieved include the following:

1) Familiarize individuals and groups (study with the result more impressive)[27].

2) Enhance collaborative learning.

3) So that learners have the skills to solve problems related to the subject matter

4) Minimize failures.

5) Minimize the gap between students who are one with other students.

e. Advantages and disadvantages of the Power of Two and Four

1) Advantages of the Power of Two and Four

The Power of Two and four strategies are emphasized in the activeness of students by involving students actively through discussions about the answers to the questions given by teachers with their partner and group. In this case, a group of students will be tutors for students under the group.

Slameto states that the receipt of the lesson if the students' own activity, the impression it will not go away, but thought, processed, and then issued again in a different form[28]. Using the power of two and four strategies are expected to enhance more

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[26]Ismail SM, M. Ag, op.cit, p. 17-18

[27] *Ibid*, p. 77

[28] Slameto, *Belajar dan Faktor-Faktoryang Mempengaruhi,*Jakarta: Rineka Cipta, 2010, p. 2

active learning by providing learning tasks are done in small groups of students.

Learning strategy of the power of two and four has several advantages such as[29]:

a) Students are not so much dependent on teachers, but can increase confidence in the ability to think myself, find information and learn from other students.

b) Develop the ability to express ideas and then compare it with others.

c) Help students to be able to cooperate with others.

d) Help students to be more responsible in performing their duties.

e) Increase the motivation and stimulation to think.

f) Promote academic achievement and social skills.

Overall implementation of learning strategy the power of two and four aims to familiarize students learn actively, both individually and in groups and help students to work together with others. Thus, learning to use the learning strategies of the power of two and four on the subject of descriptive text is expected to enhance students' writing skill so that he earned academic achievement is also expected to increase.

2) **Disadvantages of the Power of Two and Four**

In addition to the advantages, the power of two and four also has the weaknesses are[30]:

a) Sometimes it can happen there is the view from various angles to the problem is solved, perhaps even the conversation became distorted, so it takes a long time.

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[29]Fatimah Atik Larasati, *Keefektifan Strategi Belajar the Power of Two Dalam Meningkatkan Keberhasilan Pembelajaran Aqidah Akhlak di MTs Darussalam Sukodadi Lamongan,* http://digilab.sunan-ampel.ac.id, Retrieved on Juni 20, 2010, p.24
[30]*ibid*, p. 25

b) With the division of groups and between groups shering make learning less conducive.

c) With the existence of the group, students who are less responsible in the task, making them more so they rely on their partner playing themselves without wanting to do the work.

5. **The Use of The Power of Two and Four in Teaching descriptive Writing**

a. **The Implementation of the Use of the Power of Two and Four**

We use language to achieve of variety of social purposes. For example, we use it to entertain, to explain how something works, to provide information, to argue a position, to explore the inner world of the imagination, we also use language to make sense of the world, to express and develop ideas on a range of topics, from everyday experiences to the ideas that are considered across all the areas of the curriculum.

Writing is an important skill to be taught and should be mastered by students because there are a lot of reasons in teaching writing. The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second and foreign language education. The reason for teaching writing to students of English as a foreign language include reinforcement, the language development, learning style and most importantly, writing as skill an its own right.

According to Pauline Gibbons, Teaching writing skill should be an integrated part of mainstream instruction. Thus the subject matter content provides the relevant context for the many different purposes of writing associated with the various genres found in a given culture[31]. People often begin a paragraph with general ideas and then

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[31]Patricia A. Richard-Amato, Marguerite Ann Snow, *Academic Success for English Language Learners,* (NY: Pearson Education, Inc, 2005), p.275

write more specific ones. The last sentence of paragraph often describes a personal reaction, opinion, or feeling.

In the process of learning, teachers provide one or more questions to students in need of reflection in determining the answers. Then, teacher asks students to answer the questions themselves and divides sets of pairs. Couples group is determined according to the original list of absent or can be randomized. In the process of learning after students complete all the answers, form into pairs and ask them to share (sharing) with other answers. The teacher asks the couple to discuss search for new answers. In the process of learning, the teacher asks students to create a new answer to each question with a correct response to each individual. After that, teacher asks the group to discuss search for new answers and asks students to create a new answer to each question with a correct response to each pairs. Last, teacher asks participants to discuss the results of his sharing. In the process of learning, students are encouraged to discuss the classical to discuss issues unclear or poorly understood to end the teacher learning together with students studying material conclusion.

b. Glossary Teaching Activity in descriptive Writing

Group activities in a language classroom have a very different flavor. Successful collaborative writing allows students to learn from each other. It gives each member of the collaboration access to others' minds and knowledge, and it imbues the task with a sense of shared goals which can be very motivating And in the end, although the collaborators may have to share whatever glory is going (rather than keep it for themselves individually), still, any less-than-successful outcome is also shared so that individuals are not held solely responsible for any shortcomings in what they produce. For these reasons collaborative writing, as exemplified in the following activities, has the power to foster the writing habit in a unique way.

The following examples show ways of writing to make enjoyable and productive[32]:

1) Barrier Games

Barrier Games are usually played in pairs, and involve solving problem of some sort. They involve an information gap, whereby each player has different information that both need if they are to solve the problem.

2) Cloze

Cloze activities are pieces of text with some words deleted. They are useful teaching strategy for encouraging students to use prediction skills as they are reading, to help you assess their general comprehension and to gange the difficulty of a text for a particular student.

3) Dialogue Journal

As the name suggests, this is a conversation that is written down. It may be between the student and teacher.

4) Dictogloss

This is a technique adapted from Ruth Wajnryb (1990). It is designed to develop listening skills, but is particularly valuable because it integrates this with speaking, reading, and writing. It encourages students to reflect on what they are writing.

5) Semantic Web

Semantic Web, sometimes called a semantic map, is a way of collecting and organizing information. Often this is carried out initially as a brainstorm, with students recalling what they already know about the subject and the words and concepts they associate with the key word.

There are many activities which are suitable for students writing in pairs and groups. Some of them depend on a scribe to write

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[32]Ibid, p. 302-306

the final version of the piece, while some of them involve every single person writing their own version of the text.

c. Evaluating Student Writing

After giving exercises or tasks, teachers have to evaluate and score the students' work. H. Douglas Brown stated that there are five basic categories for evaluating writing[33]:

Figure 2.1

Categories for Evaluating Writing

No	Aspect	Score	Criteria
1	Organization	20-18	Excellent to Good: Appropriate title, effective introductory paragraph, topic is stated, leads to body.
		17-15	Good to Adequate: Adequate title, introduction, and conclusion.
		14-12	Adequate to Fair: Mediocre or scant introduction or conclusion.
		11-6	Unacceptable: shaky or minimally recognizable introduction.
		5-1	Not college-level work: Absence of Introduction or conclusion.
2	Content	20-18	Excellent to Good: Essay addresses the assigned topic.
		17-15	
			Good to Adequate: Essay addresses the issues but misses some points.
		14-12	Adequate to Fair: Development of ideas not complete or essay is somewhat off the topic.
		11-6	
		5-1	Unacceptable: Ideas incomplete.
			Not college-level work: Essay is completely inadequate and does not reflect college-level work.
3	Grammar	20-18	Excellent to Good: native-like fluency in English grammar.
		17-15	Good to Adequate: Advanced proficiency in English grammar.
		14-12	Adequate to Fair: Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on
		11-6	communication.

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[33] H. Douglas Brown, *Language assessment (principles and classroom Practices),* (NY: Pearson Education,Inc. 2004), p.244-245

		5-1	Unacceptable: Numerous serious grammar problems interfere with communication of the writer's ideas. Not college-level work: Severe grammar problems interfere greatly with the message.
4	Mechanics	20-18	Excellent to Good: Correct use of English writing conventions.
		17-15	Good to Adequate: some problems with writing conventions or punctuation.
		14-12	Adequate to Fair: Uses general writing conventions but has errors.
		11-6 5-1	Unacceptable: Serious problems with format of paper. Not college-level work: complete disregard for English writing convention.
5	Vocabulary	20-18	Excellent to Good: Precise vocabulary usage; use of parallel structures; concise; register good.
		17-15	Good to Adequate: Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
		14-12	
		11-6	Adequate to Fair: Some vocabulary misused; lacks awareness of register; may be too wordy.
		5-1	Unacceptable: Poor expression of ideas; problems in vocabulary; lacks variety of structure. Not college-level work: inappropriate use of vocabulary; no concept of register or sentence variety.

For scoring, teacher can use numerical scores. Then, she or he can establish a point scale. Such a weighting scale might look like this:

Organization	: 20 Points
Content	: 30 Points
Grammar	: 25 Points
Mechanics	: 05 Points
Vocabulary	: 20 Points
Total	100[34]

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[34]*Ibid,* p.246

Two important components in the authentic assessment of writing are the nature of task and the scoring criteria. Writing prompt defines the task for student writing assignments. The prompt consists of the question or statement students will address in their writing and the conditions under which they will write. The task should specify the amount of time students will have to complete the writing.

B. Previous Research

The research will describe some works which are relevant to these thesis to make the thesis arrangement easier:

1. Sri Amik, in her final project entitled: The Use of Contextual Teaching Learning Technique in Teaching writing Descriptive Text to The First Year Students of SMP N 1 Doplang in the Academic Year of 2008/2009. The objectives of her study were to know the students' writing ability before teacher applies the contextual teaching learning as a technique and there is an improvement after teacher applies the contextual teaching learning as the technique. Her thesis explained how the contextual teaching learning can improve students' writing ability, about the procedure, the result, the advantages and disadvantages of teaching writing descriptive text using the contextual teaching learning. She carried out a Classroom Action Research. To find out the result of the research, she gave test every cycle. It can be seen the improvement the students made. Their descriptive text writings were getting better. In Pre-test, The mean score is 50.5%, The mean score of test I is 61.55%, The mean score of test II is 66.825%, The mean score of Post-test is 71.175%, which means that there is the achievement of students' ability in learning writing using the contextual teaching learning technique.

2. Laili Mawadah, in her final project entitled: The Effectiveness of Mind Mapping Strategy in Teaching the Students to Write Descriptive Text (An Experimental Research of the Eight Grade Students of SMP N 1 Pegandon Kendal in The Academic Year of 2008/2009), The objective of her study

were to know the students' writing ability before teacher applies mind mapping as the strategy and to know if there is an improvement after teacher applies mind mapping as the strategy. Her thesis explained how mind mapping can improve students' writing ability, about the procedure, the result, the advantages and disadvantages of teaching writing using mind mapping. She carried out an experiment research. To find out the result of the research, she gave Pre-test before treatment and gave Post-test after that. There is the significant difference result between teaching the descriptive text by using mind mapping strategy and teaching descriptive text by using the conventional strategy in SMPN N 1 Pegandon. The result of Pre-test, the average score of the experimental group was 73.47 and the control group was 72.87, the result of Post-test of the experimental was higher than the control group, and those are 78.50 and 75.53. It means that the different between the experimental and control group was 2.98. The t-test result shows that the t-value was 4.57672 and t-table for a: 5% was 1.99. It means that t-value is higher than the critical value (4.57672 > 1.99)**,** which means that the students" achievement in learning writing descriptive text had a significant improvement.

3. Realita Mardiana Putri, in her final project entitled: The Use of Group Investigation Approach to Teach Descriptive Writing in Junior High School (The Case of the Seventh Grade Students of SMPN1 Mojogedang Karang Nganyar in the Academic Year 2008/2009). The objectives of her study were to know the students' writing ability before teacher applies the group investigation approach as a method and there is an improvement after teacher applies the group investigation approach as a method. Her thesis explained how the group investigation approach can improve students' writing ability, about the procedure, the result, the advantages and disadvantages of teaching writing descriptive text using the group investigation approach. She carried out a Classroom Action Research. To find out the result of the research, she gave test every cycle. It can be seen the improvement the students made. Their descriptive text writings were

getting better. In Pre-test, The mean score is 53.4%, The mean score of test I is 70.325%, The mean score of test II is 76.125%, The mean score of Post-test is 80.085%, which means that there is the achievement of students' ability in learning writing using the group investigation approach.

In other words, this research is different with previous one. The first final project stated that the research used the contextual teaching learning technique. The second one used mind mapping strategy. The third used the group investigation approach. The study focus among them is the same with researchers that is teaching writing in descriptive text. From the previous research that the writer described, it can be said that improving students' writing skill in descriptive text is very important. And using the power of two and four in order to reach that goal can be applied in the writing teaching learning. The researcher hopes that this study will give contribution especially in English teaching learning process.

C. Action Hypotheses

The action Hypotheses of this study is that the use of the power of two and four can improve students' writing skill in descriptive text.