

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research

1. Thesis written by Nuraini¹. In this study the data are gathered through test and documentation. There were two test, they were pre-test and post-test. All data were analyzed using quantitative approach which used some formula to find the normality, homogeneity, test of average and hypothesis test. The researcher found that the pre-test average of experimental class was 69.23 and the control class was 70.33. While, the post-test average of the experimental class was 77.83 and the control class was 72.70. The obtained t-test was 4.654 whereas the t-table ($4.654 > 1.67$). It means that H_a was accepted while H_o was rejected, so Think-Pair-Share technique is effective to teach students in narrative text writing.

The similarities between her research and the researcher are that this thesis focused on writing by using TPS, and then the data participants are students of Junior High School. The other similar is on research approach that is use experimental research. The differences are the previous researcher focused on material

¹Eny Nuraini (093411022), "The Effectiveness of Think-Pair-Share to Teach Narrative Text Writing (An Experimental Research with the Eight Grade Students of MTs Riyadlotut Thalabah Sedan-Rembang in the Academic Year of 2012/2013)", Thesis (Semarang: UIN Walisongo Semarang, 2014)

narrative text and without media, whereas the researcher focuses on material descriptive text with realia as a media.

2. Thesis written by Khoerunisa². The result of analysis data in this study showed that the pre-test average score in experimental class was 51.78 and control class was 52.85. Meanwhile, the post-test average score of in experimental class was 71.037 and control class was 61.63. It obtained that t-test was 5.063 and the t-table was 2.01 for alpha 5%. The t-test was higher than t-table ($5.063 > 2.00$). It means that H_a was accepted and H_o was rejected. Based on the result that Think-Talk-Write as a teaching strategy was effective writing descriptive text at SMP Muhammadiyah 1 Semarang in the Academic Year of 2014/2015.

The similarities between her research and the researcher are that this thesis focused on writing descriptive text, and then the data participants are students of Junior High School. The other similar is on research approach that is use experimental research. The differencess are the previous researcher was using TTW as a method, and the researcher uses TPS as a learnig model with realia as media.

²Siti Khoerunisa (113411011), "Teaching Writing Descriptive Text Through Think-Talk-Write (An Experimental Research at Seventh Grade of SMP Muhammadiyah 1 Semarang in The Academic Year of 2014/2015)", Thesis (Semarang: UIN Walisongo Semarang, 2015)

3. Thesis written by Muyassaroh³. This research showed that after collecting data, it was found that the pre-test average of the experimental class was 69.06 and control class was 70.17. While, the post-test average of the experimental class was 77.78 and control class was 72.75. The obtained t-test was 2.539, whereas the t-table was 1.67 for α : 5%. The t-test score was higher than t-table ($2.539 > 1.67$). It means that H_a was accepted while H_o was rejected. In conclusion, brainstorming is effective to develop students' ability in writing descriptive text in SMA N 1 Boyolali. The similarities between her research and the researcher are that this thesis focused on writing descriptive text, and then the research approach is the experimental research. The differences are the previous researcher was using Brainstorming as a technique, and the researcher uses TPS as a learning model with realia as media, the data participants of previous researcher are senior high school students, and the data participants of researcher are junior high school students.

B. Theoretical Review

1. Teaching of Writing descriptive
 - a. Concept Writing

Harmer states that writing is a way to produce the language and express idea, feeling and opinion.

³Muflikhatun Nisa Muyassaroh (103411061), "Developing Students' Ability in Writing Descriptive Text Through Brainstorming Technique at Tenth Grade of SMA Boyolali in the Academic Year of 2013/2014", Thesis (Semarang: UIN Walisongo Semarang, 2014)

Furthermore writing 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.⁴

According to Linse, writing is a combination of process and product to discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.⁵ Thus, it is be stated that writing is one of language skill which combine to process and productive skill that can be used to preserve thoughts, ideas, and speech sounds.

Writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.⁶

⁴Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p. 86.

⁵Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (NY: Mc Graw Hill, 2006), p. 3.

⁶Jeremy Harmer, *How to Teach Writing*, ... p. 31.

Writing requires students to use grammar and vocabulary correctly to express what they want to say clearly. Students's writing shows how well they are mastering the language.

Based on the statements above, the writer concludes that writing is means of communicating ideas and information. Writing improves a person's ability to think concisely and clearly. Through writing people learn how to organize their ideas in cohesive and following manners.

b. Process of Writing

Writing process is a stage a writer goes through in order to produce something in its final written form. The process of writing has four main elements:

1) Planning

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing. Secondly, experienced writers think of the audience they are writing for. Thirdly, the writer has 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.

2) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. Another reader's reaction to

a piece of writing will help the author to make appropriate revisions.

4) Final version

In the final version, when writers have edited their drafts, they making the changes that consider to be necessary, they produce their final version. This may look considerably changed in editing process. But the writer is now ready to send the written text to its intended audience.⁷

From those explanations above, there are four steps in writing process that should be done if someone wants to write easily. Before we write, we have to prepare our mind to write properly. Then, we have to check, it is the ideas? After that, the writter has to check all by reading repeately to find these errors. Finally, the writing is ready to publish. So that, the text is better produced.

According to Meyers, there are six steps to write well, The first step when we are going to write is exploring ideas. This action lets your mind explore freely about the topic you will write. But, in exploring ideas, the writers should focus on the explorations, including something to write (subject),

⁷Jeremy Harmer, *How to Teach Writing*, ... p.4-5.

reason why you write (purpose), and also the person who will read the writing (audience).⁸

The second step is pre-writing. after exploring the ideas, it is time to write the thought on paper. In this step don't worry about grammar, exact word choice, spelling or punctuation, because maybe there will be a changing of mind and wording later. This process includes 3 ways, brainstorming, clustering, and free-writing.⁹

After the writers do the three ways of pre-writing, now it is time to start organizing the writing. Start to select and subtract the best ideas in brainstorming, clustering or free-writing which have made before by underlining, highlighting or giving circle on it. Then, rewrite the list and putting the related idea together. After deciding the best ideas, then make an outline about the ideas include some supporting details under each choices. Ignore the parts or ideas which not have correlation with the ideas choosen.¹⁰

After the writers do some pre-writing, selecting the best ideas, expanded them and arranged in some reasonable

⁸ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, 2005), p 3.

⁹ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*,p. 6.

¹⁰ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, p. 8.

orders, now the writers can begin the first draft. Just write fast to record the thoughts. Write just like speak to the readers. The writers could say something aloud before write in order to remember the point. New ideas will come up later, and the writer may discover a better arrangement of new ideas.¹¹ In this step writer will find a lot of new thoughts. This can make their writing more comprehensive. But the writers also should notice every ideas that come up. Avoid the overlapping idea which will make their writing does not relate each other.

Revising is among the most important steps of writing. Read the paragraph carefully and study its organization, word choice, and details. In this action the writers probably will find things to omit and think of some things to add. The writers are expected to add ideas, remove ideas that do not fit, rearrange sections, say sentences differently and substitute words. After the writers finished revising the paragraph, they can begin the final copy. First of all, the writers should edit their work. Check it carefully on the grammar, word choice, verb forms, punctuation and spelling. Writers can edit their paragraph by the help of dictionary and other related references. Read the paper more than once. This draft should be neat and should represent your best

¹¹ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, p. 9.

effort. Secondly, writers should proofread their writing. Proofreading means carefully examining the final copy again. Check the corrections which have done. The writers can use tools to focus in reading, in example using ruler under each line to focus the eyes.¹² This is the last step in making a good writing. After completing this step, writer should be sure about their writing that this is the best writing. After all the steps are done, writers may distribute their writing in order other people can read. For the students who asked to write, it is the time where they can show their work to their teacher

c. Kinds of Genres

Genre can be recognized from three rhetorical structures. They are social function, schematic structure, and language/linguistic feature.¹³ Genre can be defined as a cultural specific text-type which results from using language (written or spoken) to (help) accomplish something.¹⁴

Genres have attracted growing interest because the idea of genre can help us to understand the way

¹² Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, p. 11.

¹³Etika Fani Fatmawati and Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (Semarang: IKIP PGRI SEMARANG, 2010), p. 10.

¹⁴Linda Gerot, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p.17.

individuals use language to engage in particular communicative situation and to employ this knowledge to help student create communicatively effective text.¹⁵

It can be concluded that genres has following rhetorical structures. They are social function, schemantic structure and language feature. Genres can help us to undestand the way individual use language and to help student create text effectively.

There are many kinds of genres¹⁶:

1) Spoof

The social function of spoof is retelling an event with a humorous twist.

2) Recount

The function of this genre is retelling events for the purpose of informing or entertaining.

3) Report

It is kind of genre that has social function to describe the way things are, such as with reference to a range of natural, manmade and social phenomena in our environment.

¹⁵Etika Fani Fatmawati and Siti Musarokah, *Writing 3 (Handouts and Assignments)*,..... p. 10.

¹⁶Linda Gerot, *Making Sense of Functional Grammar*, p. 192-222

4) Analytical exposition

The function of this genre is persuading the reader or listener that something is the case based on fact or observation. It is emphasizing the result.

5) News item

It is kind of genre that has social function to inform the readers, listener, or viewer about events of the day which are considered newsworthy.

6) Anecdote

The function of this genre is sharing with others an account of an unusual or amusing incident.

7) Narrative

The social function is amusing and deal with actual or vicarious experience in different ways.

8) Procedure

The function of this genre is describing how something is accomplished through a sequence of acts or steps.

9) Descriptive

It is kind of genre that has social function to describe a particular person, place, or thing.

10) Hortatory exposition

The function of this genre is persuading the reader or listener that something should or should not be the case.

11) Explanation

It is kind of genre that has social function to describe the process involved in the formation or working of natural or sociocultural phenomena.

12) Discussion

The function of this genre is presenting (at least) two points of view about an issue.

13) Reviews

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

From the explanation above, there are thirteen kinds of genres in English and every genre has different social function and language features. By the study kinds of genre, the students are expected to be able to

communicate whether their spoken or written after they graduate from school.

d. Descriptive Text

1) Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe and reveal a particular person, place, or thing.

Descriptive writing appeals to the sense, so it tells how something looks, feels, smells, taste, and/or sounds.¹⁷ Gerot and Wignell states that descriptive is kind of text which is aimed to describe a particular person, place, or thing. The generic structure consist of identification, that is identifies phenomenon to be describe and description, that is describes parts, qualities, characteristic.¹⁸

From the definition above, the writer concludes that descriptive text is kind of text that has a purpose to make students able to describe a person, place, or thing. Descriptive text reproduces the way things look, smell, taste, feel, or sound. A good descriptive

¹⁷ Alice Oshima and Ann Houge, *Introduction to Academic Writing*, ...p. 48.

¹⁸Linda Gerot and Peter Winell, *Making Sense of Functional Grammar*, ... p. 208.

text has generic structure such as identification and description.

2) Generic structure

Descriptive text has generic structure as below:

a) Identification

Identify the phenomenon to be described. This part contains the statements which describe the object to be described.

b) Description

Describing the phenomenon in parts, qualities, or/and characteristics. In describing the object, the writer should use adjective to illustrate the object's condition. Some dominant features that usually used when writing descriptive text such as using simple present tense, action verbs, noun phrase, adverbial phrase and figurative language.

3) Language features

The grammatical features in descriptive text are:¹⁹

a) The present tense predominantly used, when

¹⁹Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: UNSW Press, 2005), p. 98-100.

describing thing from a technical or factual point of view; for example,

Has, eats, sings, lays, swim

- b) Relational verbs are used when classifying and describing appearance /qualities and parts/functions of phenomena(***is, are, has, have***); for example,

My favorite toy ***is*** a teddy bear because it ***is*** cuddly and friendly. It ***is*** my friend too.

Turtles do not ***have*** teeth, they ***have*** sharp beak instead.

Eric the Red ***is*** an old man; Eric the Red ***has*** a greatcoat.

- c) Action verbs are used when describing behaviors/uses; for example

The queen ant ***lays*** the eggs.

Ants ***live*** in colonies.

- d) Adverbs are used to add extra information to verbs to provide more detailed descriptions; for example,

Turtles swim ***slowly***.

- e) Sentences and paragraph are thematically

linked to the topic of description; for example,
The moon is a lump of rock that goes
around the Earth.

It is grey and brown.

It is bumpy and has craters.

f) Personal and literary descriptions generally
deal with individual things; for example,

My favorite toy, my house, my big bear

g) Technical descriptions generally deal with
classes of things, rather than individual
things; for example,

Snails, turtles, volcanoes

h) Adjectives are used to add extra information
to nouns or to describe the features of the
subject; for example,

It is *grey* and *brown*.

She is **tall** and *slim*

4) Example of descriptive text

Table 2.1
The Example of Descriptive Text

Bongo the Orangutan	
Identification	There is an orangutan in Bandung zoo. People call her Bongo. She comes from a dense forest in the island of Kalimantan.
Description	She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal because she bears and suckles to her children. ²⁰

2. Think-Pair-Share

a. Definition of TPS

Think-Pair-Share is a type of cooperative learning designed to influence student interaction pattern. This

²⁰Artono Wardiman, et al, *English in Focus for Grade VIII Junior High School (SMP/MTS)*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p. 20.

learning model was first introduced by Frank Lyman and his colleagues at the University of Maryland.²¹

TPS is one of the models of cooperative learning which consist of three stages, namely 'thinking, pairing, and sharing'. Through the thinking process, students are invited to respond, think, and seek the answers from the teacher. Through the pairing process, students are encouraged to work together and help each other in small groups or work together to find the answer. Last, through sharing process, students are invited to be able to share the result of discussion to the other friends in the class.²²

It can be concluded that TPS is a learning model that have three elements that are think, pair and share. Which are those elements not only to be able to make students think individually but also to discuss the matter and conclude the solution by involving the group.

b. Purpose of TPS

The purpose of TPS is to improve students' ability to remember the information, and also the students can

²¹Jumanta Hamdayama, *Model-Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014), p. 201.

²²Jumanta Hamdayama, *Model-Model dan Metode Pembelajaran Kreatif dan Berkarakter*, ... p. 202.

learn from other students to convey their ideas each other to be discussed before it is delivered to the class. In addition, also to improve students' confidence and all of the students are given the opportunity to participate in the classroom.²³

c. Implementation of TPS

There are three phases in the implementation of TPS, they are:²⁴

1) Phase Think (think individually)

Students are given the time limit (think time) by the teacher to think individually about the answer based on the question are given.

2) Phase Pair (pair up with friend in the same seat)

Teacher divides students in pairs. Then, students start working with a partner to discuss the answer of the problems that have been given by the teacher. Each student has an opportunity to discuss a variety of possible answers together.

3) Phase Share (sharing answers with another couple or the entire class)

²³ Jumanta Hamdayama, *Model-Model dan Metode Pembelajaran Kreatif dan Berkarakter*, ... p.201

²⁴Jumanta Hamdayama, *Model-Model dan Metode Pembelajaran Kreatif dan Berkarakter*, ... p. 203-204

Students make a presentation about their result in individually or cooperatively to the class as a whole group. Each member of the group can get the value of their ideas.

d. Advantages of TPS

There are some of advantages of TPS learning model as follows:²⁵

- 1) The learning of TPS is expected to motivate students in learning, so that students learning outcomes could be better than learning by the conventional method.
- 2) Apathy will be reducing, by involving students actively in the learning process. TPS learning model would be more interesting and less monotonous than conventional method.
- 3) Accepted of lager individuals. In the conventional learning method, students who are active in the classroom only students who really diligent and quick in accepting the material that presented by the teacher. By learning TPS, it can be minimized because all of the students will be involved with the material that given by the teacher.

²⁵Jumanta Hamdayama, *Model-Model dan Metode Pembelajaran Kreatif dan Berkarakter*, ... p. 204

- 4) The result of study more in-depth. The parameters in the learning process are achieved by the students. By learning TPS, the development of the student learning outcomes can be identified gradually, so the result in the end of learning can be more optimized.
 - 5) Increasing kindness, sensitivity and tolerance. Cooperation system adopted in TPS learning model requires students to work together in teams, so that the students are required to empathize, accept the opinions of others or to admit sportsmanship if his opinion is not accepted.
- e. Disadvantages of TPS

There are some disadvantages of TPS learning model as follows:²⁶

- 1) It is not always easy for students to organize a systematic way of thinking.
- 2) Fewer ideas.
- 3) If there is a dispute, there is no mediator from the students in the group.
- 4) The number of odd students impact to the formation of the group, because there is one unpaired student.

²⁶Jumanta Hamdayama, *Model-Model dan Metode Pembelajaran Kreatif dan Berkarakter*, ... p. 204

- 5) The number of groups that formed too much.
 - 6) Depend on the partner.
3. Realia

Realia are real objects or materials that are used as a learning resource.

In language teaching, realia are actual objects and items which are brought into classroom as examples or as aids to be talked or written about used in teaching.²⁷

There are some examples the use of realia.²⁸

- a. To illustrate and teach young learner vocabulary for animals, clothing, and, fruit for example, I use actual objects or facsimiles there of (piece of clothing, toy animals, and plastic fruit). For transition period, it's a very useful tool in making the abstract concrete.
- b. Realia are useful in teaching preposition of place (such as on, in, under, next to, in the front of, over). Object can be placed on a desk, in a desk, under a desk, and so on.
- c. Realia, were used "frequently", as one might

²⁷Bryan Smith, "University of Arizona Program in Second Language Acquisition and Teaching Tucson, Arizona 85721-Virtual Realia", Retrieved on Tuesday, November 3rd 2015 at 6:54 pm from <http://iteslj.org/Articles/Smith-Realia.html>.

²⁸Marguerite Ann Snow and Donna M Briton, *The Content-Based Classroom*, (New York: Longman Published, 1997), p. 29.

expect in elementary school.

The advantages of realia are possible to teach in almost any subject. Using realia stimulates the mind, and is one way to encourage creativity by involving the sense. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanation and drawing funny pictures on the board.²⁹

According to Arsyad realia also include model, specimen (example), and manipulative (map, doll). When the object is not available or impractical, teacher can use models or semi-concrete objects, such as photograph, illustration, and artwork. Model in realia is an object that can be created with a size larger, smaller, or the same as complete as the original form, can also be simplified by only showing parts/ characteristics important ones.³⁰

Based on the explanation above, the writer concludes that realia are media in teaching learning process; it is real thing that can see, hear, or touch directly. By using realia students are exposed the real object and make students more interesting and easy to understand the learning.

²⁹Chris Soames, *Using Realia in the Classroom*, Retrieved on Tuesday, November 3rd 2015 at 7:09 pm from <http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=4488>.

³⁰Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. RajaGrafindo Persada, 2003), p. 34.

4. The Teaching of Writing Descriptive Text by using TPS with Realia

Writing is one of communication means in which the writer uses the language to express his ideas, thoughts, and feelings. Most of students in junior high school level are still difficult to express it in written form. So, the teacher must select what method will be used in teaching learning process. In teaching descriptive text by using TPS with realia, teacher needs some procedure to do it.

The implementations of teaching descriptive writing by using TPS with realia are:

- a. Teacher explains the materials about descriptive text include the social function, generic structure, and language features.
- b. Teacher chooses one object which available in the class, and then asks each of students to think individually to identify what are the things that can be described based on that object. (Think)
- c. Teacher asks some questions about the characteristic of the object that will be described.
- d. Teacher divides the students into pairs; each student is paired with a friend in the same

seat. Then teacher asks of each pair to discuss, sharing ideas, and create descriptive text based on generic structure and language features about object that was decided into written form. (Pair)

- e. After working together in pair, then teacher asks one of couple to share their result with a whole class and write down their descriptive text in the front of the class. (Share)
- f. Teacher evaluates students' work together with students.

The main point of this learning model is that TPS can improve the mastery and understanding of the material that delivered by the teacher and also, by working together with the partner will make the teaching learning process becomes more interactive. In addition, the use of realia is really helpful for student in writing descriptive text, because by using realia, the students can see and touch the object directly so that the learning process can be more interesting, and the students can be more easily in composing descriptive text.

C. Hypothesis

Hypothesis testing will bring the conclusion to accept or reject the hypothesis. Thus, there are two options, so that in the formulation one of choices can detail specified and easier to do.

Consequently, it uses the formulations to whatever extent necessary.³¹

Based on the title "The Effectiveness of using TPS with Realia to Teach Descriptive Text Writing" the researcher has a hypothesis that Realia supported with TPS are effective to teach descriptive text writing as reflected in the students' achievement.

³¹Sudjana, *Metode Statistika*, (Bandung: PT. Tarsito Bandung, 2002), p. 221-222