

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the following topics: teaching writing, two stay two stray strategy, report text, and review of previous research.

#### **2.1 Teaching Writing**

Teaching is to guide students in learning, organize and create the conditions that exist in the environment so that learners can perform the learning activities. In general teaching is to convey science to students in school. It suitable with Brown's view (2007:8) He states that teaching is to guide and facilitate learners in learning and to set the conditions in the study. This suggests that in the process of student learning must be made in the center of activities for shaping the character, and improve the quality of life of learners. Lessons need to empower all learners to master competencies expected.

Wilson and Carol's view (1993:6) they explain that writing is poured mind on paper. Writing and reading is the way to learn to communicate. Writing skills is a motor skill that can be developed with other activities to support the success in writing. This means, activities poured thoughts, ideas, and feelings expressed in written language to be understood by the reader.

Writing skills is a complex activity. In this case, writing is one that is productive language skills and expressive that can generate ideas embodied in written language derived from the process of thinking. To be able to produce writing, cognitive skills required in the form of knowledge, understanding, and asperses writer of what would be written.

##### **2.1.1 The writing process**

Writing is a creative process of expressing ideas in the form of written language. In this case there are several stages to produce good writing. There are four step in writing According to Hogue and Oshima (2007:16-18) they explain about the steps:

1. Prewriting

Prewriting is how to get ideas, choose a topic, collecting ideas and explaining the topic. In this step, there is technique used in prewriting called listing. Listing is a technique of writing a topic by writing a list of words or phrases that appear in your mind.

2. Organizing

Organizing is the writing process to organize the ideas into a simple line. There is model in organizing the process of writing called simple paragraph outline.

3. Writing

The next step is to write a rough draft using the outline. In this step is to write the rough draft quickly without stopping to think about grammar, spelling, or punctuation.

4. Revising and editing

This step is called the revision and editing, because at this step you will polish what you have written. Success in a two-step polish that is attacking a major problem and the organization then work on issues that are smaller than grammar, punctuation, and mechanics.

### **2.1.2 Aspect of writing**

Writing is not a difficult job but also not easy. Hadfield and Charles (2008:116) they explain that writing is a difficult skill for some students, even to their mother tongue. The reason, writing should learn, not like the speech obtained in the mother tongue as part of child development. To start writing, every writer does not have to wait to be a skilled writer. Writing as well as other language activities, is a skill. Each skill will only be acquired through practice. Practicing in a systematic, continuous, and full of discipline is a recipe that is always recommended by practitioners to be able or skillful writing.

Writing is one of the daily ranges of language skills that is productive. Writing can be said to be the most complicated language skills among other language skills. It is not just copying the words and sentences, but also develop

and poured thoughts in writing a regular structure. To enable students learn English language fluently, accurately and precisely, there are several aspects that need reconsideration. It is suitable Broughton, et.al (1980:116) :

1. Mechanical problems with the English language script
2. The accuracy of grammar and lexis
3. Problem writing style to the demands of a particular situation
4. The issue of development and comfort in expressing what is being said.

## **2.2 Definition of Report text**

Report text is a kind of text that describes something like objects, humans, plants, animals and other things that are still common. According to Firdaus and Sunaryo (2013: 500) explain that report text is text that describes the type of natural and social phenomena of our environment. For example, we talk about the elephant, and then discussed the nature, shape, character elephants in general. In addition, the text reports usually describe something with a scientific standpoint. It is followed by an explanation of the results of the study or observation of the object being discussed. The purpose of the Report Text is conveying information about something as a result of systematic observation or analysis. Information can include natural phenomena, environment, social phenomena or man-made objects.

### **2.2.1 Generic Structure of Report text**

According to Pestaria,et.al (2014:29-30) generic structure report text and significant lexicon grammatical features consists :

- a. Generic structure of report text
  1. General classification: explain the phenomenon being discussed. This section contains a general statement that describes the details of the subject of the report, a description and classification.
  2. Description: part of the Text Report provides an overview of the phenomenon or situation occurring, both parts, traits, habits

or behavior. In essence, describes the classification presented scientifically.

- b. The significant lexicon grammatical features :
  1. Focusing on the participation of generic
  2. Using a relational process to declare what is and which it is.
  3. Tenses used simple present tense
  4. No interim sequence

### **2.3 Two Stay Two Stray Strategy**

There are several methods or strategies that can be applied by teachers in the classroom. In teaching writing, one of the strategies that can be used is cooperative learning. According to Slavin, et. Al(1985:6) they stated cooperative learning method of learning are structured, has a systematic learning strategies, can be used for each grade level and subjects in school. So, cooperative learning model can be used by teachers in all levels by varying methods.

According to Kagan (2009:2.16) he explains that cooperative, interdependent in education. It is the experience of our class to allow the necessary democratic ideal classroom information and participation. Cooperative learning, to maintain traditional values, namely respect, kindness, and maintaining positive social relationships. Kagan emphasize cooperative learning models need to be applied in the classroom to help students have several roles and maintain positive relationships.

Cooperative learning provides many benefits for teachers and learners. Many benefits arise from the power of intrinsic motivation cooperative learning and the extent to encourage and foster cooperative learning for students. It is suitable with Crowford,et.al (2005:48) they explain that cooperative learning has benefits for students' academic and social, cooperative learning not only as an expedient device but also participate in classroom learning.

Cooperative learning has variance methods. One of them is two stay two stray strategy. Two stay two stray is one type of cooperative learning model by

dividing students into groups, each group consisting of four students. The group formed a heterogeneous group. It is provide students with opportunities to learn from each other and support. This strategy adapted by Kagan. According to Lie (2002 : 61) she explain that two stay two stray strategy give the opportunity of group to share the result and information with each group.

Furthermore, Two stay two stray technique is suited to help increase the activity of students in the learning process in class, this strategy to make them familiar with another friend, responsibility themselves, and interaction with other groups. In the process of learning to use these strategies the students have experience collecting information when they became strays to another group. This activity adds to the students' ideas and after they come back to their group, they must provide information that they can from the other groups for their own group.

According to Lie (2002:62) Two stay Two stray consists of 5 steps:

Students work in groups containing four students. Then, two students left the group, and two of these students transferred to other groups. Two people who live in a group in charge of dividing the discussion and information to guests. Guest excused to came back and report the results of their group information. Groups matches and discuss their work

### **2.3.1 The Advantage and Disadvantage of using Two stay Two stray**

The advantage and disadvantage using two stay two stray according to Fatoni, Hammidin, and Sulisworo (2014) they explain that as follow :

- 1.) The Advantage of Two stay Two stray
  - a. Provide opportunities for students to solve problems that are given to them.
  - b. The strategy make students work well in sharing activities and idea
  - c. The students get experience in discussion and submit information from the other group.
  - d. Increase students' motivation in learning to express their opinion.
  - e. Every group learn responsibility to own group.

- 2.) The disadvantage of Two stay Two stray
  - a. This strategy need more time to discussion
  - b. Student fell difficult to cooperate if they seldom work in their group
  - c. Generally, the students usually fluent in dominate of discussion

#### **2.4 Teaching Writing of Report text using Two Stay Two Stray**

In the earlier discussion report text and two stay two stray strategy, we can connect between the two stay two stray and teach students to write report text. Early stages needs to be done by teachers when teaching writing is to provide instructional media that will be used to make students active in writing. In this case the teacher in charge to make preparations as writing teaching requirements that will be used.

In teaching learning process used two stay two stray strategy, the students divisible into four students every groups. Then, each groups given a picture by the teacher in writing material to discuss in the group. Every group has different picture to discuss. When the discussions have been completed, two people from every group leaving the group to stray in to another group to look for information. While, two people who stay in groups has been providing information or material that has been discussed within the group to the two other groups of people who visit. In the process of learning to use two stay two stray, given knowledge to students when distributing information that has been discussed in each group. Furthermore, this strategy make students enjoy in learning with discuss and sharing to another group.

#### **2.5 Previous Study**

In this part, the study presents previous study that related with this research. The first study that related with this research composed by Nur fathoni (2014) titled *The Influence using two stay two stray in learning reading comprehension of Recount text*. He conducted research by using experimental class and control class. Class experiments using two stay two stray strategy while

class control using conventional methods (Grammar translation Method). He found that the two stay two stray strategy is significant in teaching reading texts recount compared to other techniques. There are some similarities and differences of research written by Nur Fathoni and writer. The similarities both use two stay two stray strategy and the difference he focused on teaching English reading in recount text using experimental method while the writers focus on writing in English Report text using Classroom Action Research.

The second study from the journal of English Language Teaching by the titled *Using Two Stay Two Stray technique to finds ideas for writing A Hortatory Exposition text*. This research written by Dwi Febrianti, saunir Saun (2013) they did research by dividing the class into groups and each group contains four people. Each group discussed with them the original group with the material that has been given by the teacher and shared their work with other groups. The purpose of the research is to develop their writing skills, especially in writing hortatory exposition text. The similarities both use two stay two stray technique and the difference they focuses on teaching writing a hortatory exposition while the writers focus on writing in English Report text.

The last previous study is *The use of Two Stay Two Stray in teaching speaking Descriptive genre*. This research composed by Evi Puspitasari(2015) she explained in her research using a quasi-experimental design. The purpose of the study to determine the level of effective use of techniques two stay two stray in teaching speaking Descriptive text. The result from this study that two stay two stray techniques is effective for use in teaching speaking Descriptive text. The similarities both use two stay two stray technique and the difference she focused on teaching speaking Descriptive text using quasi experimental design and the writer focused on teaching writing Report text using Classroom Action Research.