II. LITERATURE REVIEW

This research is conducted based on some related theories which involved concept of writing, concept of text, concept of recount text, concept of summary, teaching summary writing, concept of Think Pair Share (TPS) technique and form of TPS group's discussion, teaching summarizing text through TPS technique, advantages and disadvantages of TPS technique, theoretical assumption and hypothesis.

2.1   Concept of Writing

Writing is productive skill in the written form. Writing is language skill that is used for indirect communication, example, letter, note, short message, invitation, etc. Through writing, students can express their understanding of problems or idea of text. Writing also can be defined as result of students understanding and comprehension of problems or text.

According to Raimes (1983), writing is a skill which we express the ideas feelings and thoughts, arranged in words, sentences and paragraph using eyes, brain and hand. Writing is a process of students to express their ideas and thoughts by using their understanding of structure and vocabulary, thus arrange it in sentences or paragraph. Writing summary of text is a productive skill in written form, which students do after they read text or article.

In writing summary they use their understanding of the idea of that text and express it in written form, by using their understanding of grammar and vocabulary. Moreover, Linderman (1983) mentions that writing is a process of communication using conventional graphic system to convey a message to the reader. Writing deals with the ability to arrange graphic system such as words and sentences of a certain language being used in writing communication in order that the reader can understand the information of it.

Jacobs (1981) states that there are five aspects in the process of writing that should be considered in order to make the writers success in their writing. They are as follow:

a. Content, it refers to substance of writing. It can be identified by seeing the topic sentence. Topic sentence should express the main idea and reflect the entire of paragraph.

b. Organization, it refers to the logical organization of the content (coherence). It is related to the ideas that join together so that those run smoothly within paragraph.

c. Vocabulary, it refers to the selection of word those are suitable with the content. It can be identified by seeing the diction to convey the meaning to the reader.

d. Language use, it refers to the use of correct grammatical form and syntactic pattern. It can be identified from the construction of well-form sentence.

e. Mechanics, it refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

From the theories above, the researcher conclude that writing is productive skill to express the ideas through the use of a set of symbols, such as in words, sentences and paragraph. Writing skill is the students' ability to express their idea into words, sentences and paragraph, thus arrange it in order to make the reader understand the information on that written form.

2.2   Concept of Text

Broadly, a text may refer to a coherent set of symbol that transmits some kind of informative message. It is a semantic unit realized in the form of word, clause and sentences. Arthur Hughes (in Wulandari D., 2012) states that the texts candidates are expected to be able to deal with can be specified along number of parameters: type, form, graphic features, topic, style, intended readership, length, readability or difficulty, range of vocabulary and grammatical structure. Text is any meaningful stretch of language either oral or written in the form of word, clause and sentences (Derewianka, 1990). Some models of text that are used by the teacher in Junior High School as the materials in teaching learning process are descriptive, recount, procedure, report and narrative. The difference of each text is the purpose for which the text is being used.

Here are some models of text:

1. Descriptive text

   Descriptive text is kind of text that is used to describe about a person, object, appearance, scenery or phenomenon. In this text, the writer tries to make readers as like they see, feel and experience what the story tell. Description could briefly explain and involve about process, compare, definitions and other strategies.

2. Procedure text

   Procedure text is kind of text that explain the instructions to make something that are usually in order, sometimes uses diagrams and detail in step by step. Based on its purpose, a procedural text may explain how things work or how to operate things (how to use computer, camera, etc.), give instrucions on how to do an activity (cooking recipes, rules for games, etc), or give advice concerning human behavior (how to be a good secretary, how to live healthily, etc).

3. Narrative text

   Narrative, originated from "*to narrate*" means to tell. Narrative text tells a story, in doing so, entertains the audience and makes the audience think about an issue, teaches them a lesson or excite their emotions. In other words, it can be said that a narrative text is retelling a story that is told by the other person's point of view. It is more about writing a chronological story, whether true or just a fictional.

4. Report text

   Report text is kind of text which presents information about something. It is as a result of systematic observation and analysis. It starts with stating classification of general aspect of thing which will be discussed in general, then describe the thing which will be discussed in detail. Report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Report is written after getting careful observation. This scientific and technical sense make clearer difference from descriptive text.

5. Recount text

   Recount text is kind of text that means to retell the reader about past event or past experience. The focus of the research is in recount text form. The more explanation will be discussed in the next session.

From the short explanation about kinds of text above, texts differ not only in term of their purpose but also differ according to particular situation in which they will be used.

2.3   Concept of Recount Text

Recount text is text which retells events or experiences of someone in the past. The purpose of recount text is to inform or entertain the audience. In recount text, the story is explained as clear as possible to make the reader or listener understands the story and they can imagine events which happened in that story.

Anderson (in Wulandari D., 2012) states that recount text is a text that tells about something that happened or retells past events or activities and has a purpose to give details information about what and when of that events.

Derewianka (1990) identifies that there are three major types of recount text, they are personal recount, factual recount and imaginative recount.

a. Personal recount text that telling about the activities which the writer involves. Personal responses to the events can be included, particularly at the end.

Example of personal recount text:

My Unfortunate

Last weekend was my luckiest day ever. Many good things were coming toward me.

When the morning broke in Sunday morning, I woke up and planned to jog around the neighborhood. So I changed my clothes and went to the bathroom to wash my sleepy face. As I stepped in the bathroom, I landed my foot on soap in the floor and feel down. A perfect morning greet me. Next, I began my jogging and saw my gorgeous neighbor, jogging too. I thought it was a good fortune to omit the gap between us. So I jogged to him and say hello. But, how poor of me, it was not him. It was just someone I never met before who looked like him. I was going home with people laugh at me along side of the street.

When I got home, the breakfast already settled and I immediately spooned a big portion of rice and ate. After I have done my breakfast my mother came up and said that the meal was not ready yet and she said that I might have a stomachache if I ate it. It was proven, I had a stomachache for the next three days. I past my weekend lie down on me bed and been served as a queen. That was not really bad, was not it.

(Taken from *http://www.text-types.com/2012/01/9-examples-of-recount.html*)

b. Factual recount text records the particular of an incident. Details of time, manner and place may need to be precisely stated.

Example of factual recount text:

Children Day's

On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology.

The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hoped to conduct many more such training sessions for these children. They fell that the skills the children had would be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organizations. Many people had benefited from their efforts. Many also praised the company for being so generous towards the needy.

(Taken From *http://bos-sulap.blogspot.com/2010/10/recount-text-children-days.html*)

   c. Imaginative recount text taking on an imaginary role and giving details of events. It may be appropriate to include personal reaction.

Example of imaginative recount text:

Pharaoh

Year 8 Ancient History-Egypt Research and Imaginative account The Greatest pharaoh who ever lived. The story of my death. It all began on one rainy day. I was 26 and I was drinking from a golden goblet, which had my name engraved on it, when suddenly, I began to feel dizzy and I lost my balance. Before I knew it, I found myself on the floor. The goblet that I drank from had pure venom in it from the most poisonous snake of Egypt. I saw my life roll past my eyes. I even had some visions, in which I was not at the scene.

At that very moment, my heart snapped in half. I saw the person who had wanted me to die. I saw the person who poured the venom into the goblet. I saw the person who sent me to my bitter death. I would have cried like a baby if I was still alive. My sister, Mer-Neith, who was also my wife, was the devil, the heartless woman, who killed me and put me to my miserable end.

My life and reign as Pharaoh Amat Hasafara was over. I, the wealthiest, most powerful being of Egypt was dead. I, the only person who ever became pharaoh on the day of his birth, was no more. My servants, belongings and the greatest life I could wish for was all gone into a state of nothingness. I had died in the most horrible way anyone could possibly fear. The only good news left to hope for was that I would for once meet my father, Tutankhamen. I would also meet my mother who passed away immediately after my birth. I would finally be re-united with the parents I never knew.

(Taken From *http://www.writework.com/essay/creative-writing-imaginative-recount/2009/03/ Pharaoh*)

Recount text generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure, they are:

   a. Orientation, this part introduces the participants involves in this story, such as character in the event, time, place, situation, etc,

b. Events, this part describes series of events that happened in the past chronologically. A recount, in most cases, is more than a 'shopping list' of every possible detail.

c. Re-orientation, this part states personal comment of the writer to the story and its involve the conclusion of the story. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

Besides generic structure, recount text also uses particular language features. Here are the language features of recount text:

1. Using simple past tense in most recounts. But present tense may be used in diary or journal. Future tense is sometimes used in conclusion of an imaginative recount to predict what might happen in the future.

2. Specific descriptive words (adjectives) help the readers visualize or imagine events. For example, the butterfly spread out its limp and set wings to dry. In a factual recount or accident report, adjectives provide necessary detail for an accurate recount.

3. A range of conjunctions (because, although, while) is used to link clauses within sentences.

4. Time connectives (firstly, next, finally, after) are used to link separate events or paragraphs into a coherent whole text.

5. Adverb and adverb of phrases to indicate specific times and places. Example: yesterday, last week, at home and outside.

6. Specific participant (nouns and pronouns, such as Mr. James, William Smith) to provide detail and credibility.

7. Use of action verbs to indicate an event or action. Example: stayed, went, killed, etc.

From the explanation about recount text before, this research focus on personal recount because it tells the activities which the writers involves.

2.4   Concept of Summary

Aragoni (2008) argues that a summary is a shorter version of the original. Such a simplification highlights the major points from the much longer subject, such as a text, speech, film or event. The purpose is to help the audience get the information in a short period of time. In writing summary, first students should write title, author, text type and the main idea of the text. It has a clearly arranged structure. Unlike a retelling, a summary has no dramatic structure and only use indirect speech.

According to Lewis (in Suprijono, 2009), a summary is a brief account that contains the main points of something. Some examples of summary of text that can hear or see almost everyday are news reports given on the radio or television. Students often have to write summaries of books they have read. Writing a summary is use to know how much students understood of what they read or saw. Summaries are a great way to remember what has happened.

To write a summary of text, the students should first, look for the most important ideas and then put all the main ideas together, in a logical order. Summaries can save a reader time because it prevents the reader from having to go through and filter the important information from the unimportant.

Moreover, a handout from Columbia University (2012) adds that the goal of writing a summary is to offer as accurately as possible the full sense of the original, but in more condensed form. A summary restates the author's main point, purpose, intent and supporting details by changing its pronoun. Then, the knowledge gained allows the writer to better analyze and critique the original. In writing summary, make sure to state the author's name in the first sentence. Thus, present the main idea followed by the supporting points. The remainder of the summary should focus on how the author supports, defines and illustrates the main idea. A summary should contain only the author's views, so students should try to be as objective as possible. Summarizing is a process used to condense text into its most important ideas. It involves analyzing information and distinguishing central ideas from those that are less essential. Summarizing supports students' reading comprehension.

From the explanation above, the researcher proposes the points of how to summarizing the original text as follows:

1. Make the summary shorter than the original, its length at about one-third.

2. Write the introductory sentence (In this article…), title, author's name, main idea of text and supporting details.

3. Combine two simple sentences with the same subject by using conjunction.

4. Combine the main idea and supporting details by using sequential makers (moreover, in addition, then, etc).

5. Write the summary just in one paragraph.

This is example of the original article in title *"A Tour to the Botanic Gardens"*

Original Article: *"A Tour to the Botanic Gardens"*

On Thursday 24 April, when I was in second grade, my friends and I went to the Botanic Gardens. We walked down and got into the bus. After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First, we went to the Orchid Farm and Mrs. Rita read us some of the information. Then, we looked at all the lovely plants. After that, we went down to a little spot in the Botanic Gardens and had morning tea.

Next, we took some pictures and then we went back to the Education Centre to have lunch. After that, we went for a walk. A lady took us around and introduced herself, then she explained what we were going to do. Next, she took us in to the green house. It was most interesting. Soon after we had finished, we went back outside. Finally, we got into the bus and returned to school. We were tired but happy.

Posted by Nida (2008)

This is example of summary from the original article in title *"A Tour to the Botanic Gardens"*

Summary: *"A Tour to the Botanic Gardens"*

The article "A Tour to the Botanic Gardens", by Nida on Thursday 24 April, it tells the experience about went to the botanic gardens. Nida and friends went to botanic gardens by bus. When they arrived at the gardens, they walked down to the Education Centre and took a look around it. First, they went to the orchid farm and Mrs. Rita read them some of the information. Then, they looked at all the lovely plants. Moreover, they went to a little spot in the botanic gardens and had morning tea. After lunch, they went to the green house. At last, they returned to school.

2.5   Teaching Summary Writing

Teaching is the way of teacher to help students master in learning subject. The purposes of teaching are to show how to do something, share knowledge and make the students know or understand. Related in the teaching foreign language, Lado (1959) states that the goal of teaching foreign language is the ability to use it, understand the speech and written form in term of their meaning as well as their great ideas in achievement.

Teaching writing is teaching the students to express their idea in written form. In teaching writing, when helping the students, teacher must be considered on the aspects of writing, such as content, sentence organization, vocabulary, language use and mechanic. The teacher should be the facilitator and guide the students in order to make them more creative in express their idea. The other important thing is teacher should make the students have many practice to make their writing better.

Teaching summary writing is teaching students how to summarize the original text based on their understanding. Teacher helps the students to distinguish main ideas from supporting details in order to write a summary of a text. Summary writing is used to get the important ideas and represent them in a shortened form. Writing a summary is a good way to make sure that students understand and remember the key points in the text.

The steps that can be followed by the students to make a summary writing are the steps which are modified from Raymond Jones (2006), those are as follow:

A. Pre-writing, in this step,

  1) The teacher explains important points of how to summarize the text.

  2) The students read the text at first then select and underline the main ideas.

  3) The students try to find the supporting point of the main idea.

  4) The teacher explains about creating an introductory sentence, for example "This is an article about …" and sequential markers, for example *in addition, moreover, then, etc.*

B. Writing, here, the students express their ideas in their mind into words, sentences, paragraphs and text.

  1) The students write an introductory sentence consist of title, author's name and date, for example "The article *"A Tour to the Botanic Gardens"* by Nida on Thursday 24 April, it tells …"

  2) The students focus on the main point of the article and the most important details.

  3) The students write the main point in indirect speech and also write supporting points that support the main idea.

  4) The students give attention in length of their summary; it should be about one third of the length of the original.

C. Rewriting, in this last step the students evaluate their writing in form of:

    1) The students are guided to check and correct the content and the form. Here, students read again the summary which has written and students can discuss with chair mates about it. Then replace overused or unclear words, make sure it runs smoothly.

    2) The students are guided by the teacher to correct the spelling, diction, capitalization, vocabularies, punctuation and grammar.

    3) Last, the students are guided to correct writing errors, words duplication and omission. After that share it in groups or all other students in front of the class. Here students are asked to come infront by the teacher randomly.

Thus, from the explanation above, teaching writing is teaching and helping students to express, organize and develop their idea in written form, then guiding them to make a creative writing, after that evaluating their writing in the form of vocabulary, grammar, sentence organization and mechanics, and last giving more practice to make their writing better.

2.6 Concept of Think Pair Share Technique and Form of TPS Group's Discussion

Cooperative learning presents many techniques which are developed by many experts and advantages. Some of them according to Kagan (1992) are Number Head Together, Jigsaw, Students Team Achievement Division, Team Game Tournament, Team Assisted Individualization, Group Investigation and Think Pair Share.

The other cooperative techniques are The Power of Two, Rotating Trio Exchange, Group Resume, Make a Match, Listening Team, Inside Outside Circle, Bamboo Dancing, Point Counter Point and Two Stay Two Stray.

TPS is cooperative learning by Lyman (in Sari N., 2010) and his colleagues in Maryland. According to Lyman, TPS is a summarization strategy that can be used in any content area before, during and after a lesson. First step, *thinking*, teacher tells clues about the topic that they read first, then let them thinking about it. After that, teacher makes them work in *pairs* and discuss their problem. During this second step, students might wish to revise their original ideas to be a better understanding of problem. The last is *sharing* their work in front of the class.

Lie (2002) states that TPS is a technique which gives the opportunity to students to work individually and also together with their pair. It will increase the students' participation in learning. Arends (in Sari N., 2010) also points that TPS technique helps the students develop their conceptual understanding and develop their ability to consider the other point of view. Moreover, Carss (in Sari N., 2010) claims that the use of TPS unites the cognitive and social aspect of learning and promotes the development of thinking and the construction of knowledge. It seems to the powerful reason that TPS can arrange the students' thinking to be more structural and also develop their social abilities. From the explanation, it can be stated that TPS technique gives chance to students to work individually as well as cooperatively in pair.

The good side of this technique is to maximize students' participation in learning eight times better in order to make them known by the teacher and show their participation to other students. Besides, TPS gives students the opportunity to discuss their ideas and provides other way to solve the problem.

TPS has a formal group discussion that can be homogeneous or heterogeneous grouping, random grouping and interest grouping. Here also students can choose their own partner or decided by the teacher depends on the situation. First, homogeneous or heterogeneous grouping is the group's form which depends on the different achievement level and language proficiency. Next, random grouping is groups that formed by the teacher who gives the students cards, papers or shapes with the different color. After that, the students with the same color will be in one group. In this group there is no specific category like achievement level. The last is interest grouping, this group is made by teacher with gives the students many topics and they will have members by the same topic interest.

From many kinds of grouping system above, this research uses heterogeneous grouping, because this form is better than other based on academic achievement categories. Group of TPS technique is heterogeneous in terms of achievement level and language proficiency in order to give a chance to students who have lower achievement discuss with the students who have better achievement, then students who have higher achievement can internalize their knowledge deeper by changing idea with others and increase their relation also interaction, ability and achievement. Thus the researcher grouped students depend on their achievement in the pre test, while the slow students will pair with the advanced students.

2.7   Teaching Summarizing Text through Think Pair Share Technique

The researcher proposes the procedure of teaching writing summary through TPS technique by modifying teaching steps from Edelstain and Pival (1988) as follow:

A. Pre-activity

1. The students are introduced to the topic and are given background knowledge related to the topic by questions and answer.

2. The students are informed about the material which is going to be learned and are introduced procedure of TPS technique.

3. The text is administered to the students.

B. Whilst-activity

1. The students are guided by the teacher about important points of how to summarize text.

2. The students are paired; the students who have low achievement are paired with students who have high achievement. The students read the text and discuss among their friends to solve their misunderstanding.

3. The students write their summary based on the teacher's guidance to find the main point and supporting details of the text. At first, they should read the text then select and underline the main ideas they can find. Then, try to find the supporting point of the main idea and make an introductory sentence consist of title, author's name and date.
For example "The article *"A Tour to the Botanic Gardens"* by Nida on Thursday 24 April, it tells …" After students have written the main idea and supporting points, they are guided to chek and correct the content and the form.

4. The students are called by the teacher randomly to share their summary in front of the class. Other pairs give their argument, suggestion or revision if they find contrary opinion.

5. The students get the teacher's response by giving them revision, additional information and lead them to reach the conclusion.

C. Post-activity

1. The students submit their pair work and evaluate what they had already learnt.

2. The students are asked by the teacher about their difficulties in understanding the lesson.

2.8 Advantages and Disadvantages of Think Pair Share Technique

2.8.1 Advantages of Think Pair Share Technique

a. The *think time* allows all students to develop their answers. Students will give longer and more elaborate answers. In every answer students have reasons and justifications, because they have thought and discussed it. Students are more willing to take risks and suggest ideas because they have already tested the answer with their pairs.

b. TPS benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem and increase interest in other students and school.

c. Students spend more time on task and listen to each other more when engaged in TPS activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. So, TPS can improve the quality of students' responses.

d. TPS provides the opportunity to share students' thinking and increases students' sense of involvement in classroom learning. *Pair* and *share* time can make quiet students response question. It means they become more active in group discussion and classroom participation.

e. During pair discussion, students can solve their misunderstandings of the topic being discussed. The lower ability students learn from the higher ability students, then the later can internalize their knowledge by changing idea with others.

f. This technique is easy to implement in classroom because it does not take many time to do preparation.

2.8.2 Disadvantage of Think Pair Share Technique

The disadvantage of this technique is might be time consuming. It happened if the process could not run well. Here to solve this problem, the teacher can create amusing environment in classroom and make some rules to make successful learning process.

2.9   Theoretical Assumption

In line with all the explanation of active learning through TPS technique mention earlier, the researcher assumed that there was increase of students' ability in summarizing text through TPS technique. The reason was because in learning process, class became more interesting. Thus, the researcher assumed that TPS technique was an effective technique to improve students' participation in learning, gave the opportunity to students to work individually and also together with their pair. Moreover, it seemed that they were more active and enjoyed the learning activity when they were studying in pair with their friends.

After that, through TPS technique the students could develop their conceptual understanding and their ability to consider the other point of view. The students also were accustomed in expressing their ideas and built up their personal confidence. TPS made the students arranged their thinking to be more structural and also developed their social abilities.

2.10   Hypotheses

Based on the theories and assumptions above, the researcher formulated the hypothesis as follows:

H_0 : There is no increase of students' ability in summarizing text after being taught through TPS technique.

H_1 : There is an increase of students' ability in summarizing text after being taught through TPS technique.