

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Teaching Writing

In concept of teaching writing, followed by:

2.1.1 The Definition of Writing

Writing is one of the four language skills that should be taught besides the other skills. In addition, writing is one of the language skills that should be mastered by students. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. This statement is appropriate with the statement of Gupta and Jyoti (2015: 42) that stated writing is the most concrete and systematic of the language skills. The systematic is the individual's overall use of language. In conclusion, the students are expected to be able to express their knowledge and idea in form of producing the text called writing. According to Kellog (2009: 6) language production, emerges only after a decade or so of writing experience. It can be concluded that writing is as a means of thinking". Broughton et al. (2003) cited in Komang et al. (2013: 2) mentioned that there are a number of aspects in producing appropriate English writing, they are:

- 1) Mechanical problems with the script of English.
- 2) Problems of English grammar and lexis.
- 3) Problems of relating the style of writing to the demands of a particular situation.

- 4) Problems of developing ease and comfort in expressing what needs to be said.

Cox (1962) cited in Bagus (2011: 17) stated that there are some purpose of writing, namely:

- a. To inform, you may have more than one purpose in any assignment. You may wish primarily to inform, that is, to convey information.
- b. To amuse, when your purpose in writing is to amuse or entertain, be funny if you can; but examine carefully the humor you plan to use.
- c. To satirize, satire is often a form of humor, but it is always humor with a serious purpose - to effect reform.
- d. To persuade, if your purpose in writing is persuade you desire to influence your reader's thoughts or action.

From the definition above, the researcher can conclude that writing is an active skill. It meant that the students who are learning writing should comprehend the purpose of writing it self.

2.1.2 Teaching Writing

Ali (2014: 10) states that a good writing is arranged sequence sentence. Writing is an activity that produces something from mind become a meaningful text of the sentences. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

Based on Chairena (2007: 14) teaching writing is not just putting words in graphic form down. Teaching writing in the second language classroom is very

important since the students are taught to make composition in other language, not their mother tongue.

According to Shakespeare (2004) cited in Reszy et al. (2013: 30) there are some processes teaching writing:

1) Planning

Before starting to write, the student try and decide what is they are going to say. For some students this may involve making detailed notes.

2) Drafting

The teacher can refer to the first version of a piece of writing as a draft. Text is often done on the assumption that it will be amended later.

3) Editing (reflecting and revising)

Perhaps the way something is written is ambiguous or confusing, or the information is not clear, the teacher can give comments and make suggestions.

4) Final

The students is ready to send the written text to intended audience.

In conclusion, teaching writing cannot be done successfully without a good collaboration between the teacher and the students. To teach writing descriptive text needs appropriate method and media that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teacher's explanation. They should have equally skills to provide and receive information or knowledge.

2.2 Round Robin

Round robin is one of cooperative learning model that teaches students learning group. According to Kagan (2009) cited in Fina et al. (2016: 94) stated that the social skills of student establish cooperation within the group (team building), communication skills to build students' knowledge, students' thinking skills, as well as the ability to express information (presenting info) is the function or purpose of round robin. Hariyanto and Warsono (2012:12) state that steps of teaching round robin as follows:

- 1) The teacher delivers learning materials to students.
- 2) The students groups, each groups of 4 students.
- 3) The students sit around in a circle.
- 4) The teacher asks a question in the form of chunks of matter which answer only double or a topic that can be used for brainstorming.
- 5) The teacher sets time, for example 10 seconds for each students and 2 minutes for the whole teams.
- 6) The students sit around a table to write the answers in turns the time available.
- 7) The students continue brainstorming until the time provided for questions is over.
- 8) The teacher with the students making conclusion the overall material.

According to Kagan (1992) cited in Dhaniar (2015: 31-32) there are some benefits of using round robin, they are :

- a. Allowing all students to contribute answers

In round robin technique all students have responsibility to give contribution in doing the assignment. So, none will do nothing.

- b. Determining what students already know about a concept prior to its introduction

Since each student answers the question, his/her understanding towards the task will be observed. The rest of the group members also can build new knowledge or concept from the previous thoughts from different members.

- c. Creating positive peer response groups

The use of round robin technique in teaching learning process also can help the students create positive peer response groups. Students can learn how to respect their friends' thoughts and opinions.

- d. Useful for reviewing material or practicing a skill

This technique is useful for reviewing materials delivered by the teacher. Students do not only get the information from the teacher but also from their peers.

2.3 Inside Outside Circle

Inside outside circle is one of cooperative learning model consisting of two groups students in pairs form circle. Hamzah et al. (2010: 128) said that is teaching students the sharing information at the same times with different partners briefly and regularly with a circular pattern inside and outside the circle. According to Nurhayani (2015: 15) inside outside circle requires communication skills and a good group process and students are required to work in groups, so as to strengthen the relationship between the individual.

Some of which must be prepared in inside outside circle:

- 1) Learning media
- 2) Forming cooperative groups
- 3) Arrange seating
- 4) Team work

The following steps of inside outside circle: (Suprijono, 2011: 97)

- 1) The students sharing of information.
- 2) This information exchange can be done by all partners within at the same time.
- 3) The students in the outside circle dwell on place, while the students in the inner circle shift one or two steps clockwise.

2.4 Teaching Writing Descriptive Text by Using Round Robin and Inside Outside Circle

Round robin and inside outside circle is a learning model that is applied in group discussion in the learning process. Teaching writing descriptive text by using round robin or inside outside circle is almost the same, but the steps is different.

In the teaching writing descriptive text using round robin, the steps are make a group – communication skills – express information. (Hariyanto and Warsono, 2012:12).

In the teaching writing descriptive text using inside outside circle, the steps are making a group and sharing information at the same times with different partners. (Hamzah et al. 2010: 128).

2.5 Descriptive Text

Descriptive text is to describe a particular person, place, or thing. For the example:

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

Identification

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

Description

(Ahmad Fatoni, 2016:7)

According to Hyland (2004: 214) cited in Chairena (2007: 21) a text which has social purpose to give an account of imagined or factual events is definition of descriptive text. As stated by White (1986) cited in Bagus (2011: 26) to present the reader with a picture of person, subject or setting is the purpose of descriptive text. There are several aims of descriptive text:

- a. To see means to help the reader to see the objects, persons and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.
- b. To give example means to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help explain to the readers how mechanized flight is possible.
- c. To persuade means the writer describes something to make the readers interested. For example: an might describe the damage done to a bedroom window to help prove forced entry and thereby persuade the jury that accused committed burglary.

As mentioned by Enre (1988: 158) cited in Yulita (2015: 12-13) the purpose of descriptive text made the readers like as seeing real of the material presented, so the quality is clearly.

In addition, Pardiyo (2010: 44) stated that the generic structure of descriptive text. There are two generic structure of descriptive text, that is:

Identification : it is a statement that identifies the object, usually interesting and able to provoke the readers.

Description : this part is used to give sufficient description about the object as mentioned in the identification and the object can be done according to different color, length, condition of location, strength, etc. In writing descriptive text also used genres, that are:

According to Gerot (1994: 191) genres represent potentials, within which individual creativity is not only possible but enhanced. The genre describe were already out there in use in school and non- school environments. These genre arose in social interaction to fulfill humans' social purpose. All genre are equally valuable, but they were not all equally valued, especially in schools. When genre theorists suggest that all students be taught the genre used in schools, they were not suggestion that these are only genre around. Not that these are more valuable than other genres used in the community.

a) Social function

To describe a particular person, place or thing.

b) Generic structure of descriptive text:

- a. Identification: identifies phenomenon to be described
- b. Description : describes parts, qualities, characteristics

c) Language Features:

- 1) Focus on specific participants: character in a story
- 2) Use of simple present tense
- 3) Use of adjectives

- 4) Use of relational process: serially in story telling
- 5) Use of figurative language: parable words in the story

According to Lila Fink et al. (1983) cited in Bagus (2011: 24) descriptive text has some elements, they are:

a. Concrete details

A concrete detail is a specific description that supports, reflect or expands a writer's attitude or purpose.

b. Image

An image is concrete, literal (real, actual) description of person, physical of object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell).

c. Similies

A simile is a comparison, using like or as, between two objects. The comparison is between two things essentially yet similar in one aspect.

In conclusion, this research used descriptive text, because the students had low motivation in writing especially describing something or someone. So, the researcher wants to apply descriptive text using round robin and inside outside circle to find out the improvement and the differences of the students' writing result. In additon, it used descriptive text because it was a simple text than can be created by them based on their environment. After, that she will analyze the text to describe the differences both of classes.