

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the writer presents reviewing literature related to the research. It includes teaching writing, descriptive text, cooperative learning, write around technique, procedure of teaching writing by using write around technique and review of previous studies. Each of the items is discussed as follows.

#### **A. Teaching Writing**

Writing is an activity to express thoughts and feelings through writing. As Meyers (2005:3) stated that, “writing is a representation of language through a text using signs or symbols.” If we want to teach writing so, we have to look for good ways to teach it. As Nunan (2005: 110) stated that, “Teachers can help students to group their ideas and help to write down their ideas based on several ways those are writing model, group writing, talking and writing box also writing center.” From that statement, it can be concluded that there are some strategies to teach students in generating their idea to start writing. From those techniques, teacher can choose which one the technique that suitable to help students’ problems. Further, few writer’s explanation about those four techniques as below:

##### **1. Writing Model**

The teacher can help students by giving a model to inspire idea.

## 2. Group Writing

The students are grouped in some teams. They will work cooperatively.

## 3. Talking and Writing Box

There will be a box contain in picture. The writing box will carry the students to create the text by telling first to their friend.

## 4. Writing Center

The activity of writing is placed in one room or place called writing center. In this place the students are trying to write everything. The place of writing should be comfortable for students to write.

Next, a good writer has requisites for a good writing. At least, there are four main areas of skills that are needed. As Heaton (1974: 138) said that there are four skills are needed for good writing those are grammatical skills, stylistic skills, mechanic skills and judgment skills. Further, few writer's explanation about those four skills as follows:

1. Grammatical skills : the ability to write correct sentences with correct tenses.
2. Stylistic skills : the ability to arrange sentences and use language effectively.
3. Mechanic skills : the ability to use conventions for written correctly, e.g. punctuation, spelling.

4. 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.

From that statement above, we are able to know the measurement of good writing. It means a good writing at least has those criteria.

Furthermore, a good writer has to know the steps to make a good writing. As Langan (2006:20) stated that there are four steps to make a good writing those are first, discovering a point-often through prewriting. Second, developing solid support for the point-often through more prewriting. Third organizing the supporting material and writing it out in a first draft. The last, revising and then editing carefully to ensure an effective, errorfree paper.

Learning with that sequence will give students confidence when they write. Students will know that use prewriting is a way to think on paper and to gradually discover just what ideas they want to develop. Students will understand that there are four things in good writing: goals-unity, support, organization, and error-free sentences in their writing. Students will realize that they can use revision to rework a paper until it is strong and effective piece of writing. Also, they will be able to edit a paper so that their sentences are clear and error-free

In English lesson for first grade of junior high school there are some kinds of text students have to study. Those are report text, descriptive text,

exposition text, explanation text, etc (Appendix Copy of PERMENDIKBUD Number 68 Year 2013 : 57 - 60). In this research, the writer will observe about decriptive text.

## **B. Descriptive Text**

The writer will tell about what is descriptive text based on some experts As Savage and Shafiei (2007:15) said that,

“ In a descriptive paragraph, the writer uses words that create an image and help the readers see, touch, feel, smell, or taste the topic that he or she is describing. So, descriptive text uses detail explanations about something, person, or place by using words that related to describe the topic.”

Further, as Wyrick (1987:227) stated, “The writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.” Also, as Oshima and Hogue (1997:50) stated, “Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds.” From those statements above, we are able to say that descriptive text is a text that describes someone or something in detail.

In other hand, descriptive text has similarity with report text. They tell about describing something. Actually, there is the difference between them. As Barker (2000:23) said that, “ Report text is a piece of writing which aims to describe something in a general way.” So, it is clear that repot text is a text

that describes something in general but descriptive text is a text that describes something specifically.

### **C. Cooperative Learning**

Cooperative learning is a method that helps students to study in a group with enjoy situation but they are able to understand well the lesson. As Arends (2007:344) stated that,

“The cooperative learning model requires students’ cooperation and interdependence in its task, goal and reward structures. The cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development.”

From the definition above, it can be said that in cooperative learning students are more active than the teacher. The students are also expected to conduct and manage the situation, they are demanded to think creatively and independently.

Moreover, Suprijono (2012: 58) stated that Roger and David Johnson mention five elements to difference team work and cooperative learning, those are positive interdependence, personal responsibility, face to face promotive interaction, interpersonal skill and group processing. Further, few writer’s explanation about those five elements as below:

1. Positive interdependence

This element show that in cooperative learning there are two team responsibilities. First, learn the team task. Second, ensure all of the members learn the team task individually.

2. Personal responsibility

This responsibility will appear if there is measuring of the team's success. It means, after follow team work, the member has to do the same task individually.

3. Face to face promotive interaction

The characteristics of promotive interaction are helping each other effectively and efficiently, giving information, processing information together, trust each other and motivating each other to success together.

4. Interpersonal skill

Organize students' activity in goal achievement are students have to know and trust each other, they are able to communicate accurately and they are not ambitious, accepting and supporting each other, also they are able to solve the conflict constructively.

## 5. Group processing

Processing means assessing. From processing, group is able to identified by sequence or step of group activity and activity of group's members. Who is the most helper in the group and who does not help in the group. There are two processing grades. Those are little group and the whole class.

So, elements of cooperative learning are students have positive inter-dependence when do the task from teacher. Students have personal responsibility to help in the group effectively and efficiently. Students have accepting attitude to all members of the group. At last, group processing is teacher assess group activity.

Furthermore, there are some phases in cooperative learning. As Suprijono (2012: 65) mentioned that there are six phases in cooperative learning those are first, present goals and set (teacher explains goals of the lesson and prepares students so that ready to study). Second, present information (teacher presents information to the students verbally). Third, organize students into learning (teacher explains to the students about steps to construct the learning group and teacher helps group do transition efficiently). Fourth, assist team work and study (teacher helps every team when they do the task). Fifth, test on the materials (teacher gives test to the students or lets them presenting their team work's result). The last, provide recognition (teacher prepares how to recognize students' achievement

individually also in the group). From that statement above, we are able to know that those are all of phases that teacher has to do if they want to teach with cooperative learning method.

Actually, cooperative learning has many strategies or technique. As Munnisa (2015) said that, “There are many types of cooperative learning, they are think pair share, three steps interview, round table, jigsaw, round robin brainstorming, three minutes review, team pair solo, write-around, and others.” In this research, writer will use write around technique.

#### **D. Write Around Technique**

Write around is one of the techniques that is able to help students to improve their ability in writing especially, writing descriptive text. As Mandal (2009:100) said that, “write around is a strategy for creative writing or summarizing.” Not only improve students’ writing skill but this technique also improve their collaboration skill. It is caused by this technique needs: speed, good collaboration, concentration and carefulness. As Baliya (2013:299) said that, “... this strategy can be used to improve students’ writing skill. It also develops students’ writing ability by asking them to both think critically and constructively also respond to different students' opinions in a group.” So, writer believes that this technique is suitable with writing’s english teachers who want their students are able to enjoy in learning and also increase their achievement in writing.



### **E. Procedure of Teaching Writing by Using Write Around Technique**

The procedure of teaching writing by using write around technique has some steps. First, divide the class into some groups, each group consists of four or five students and each group fix who become the first person until the last person. Second, teacher gives the topic and the paper for each group. Third, the first person of group has to write a sentence, the time for about 60 seconds or a minute. Fourth, the next person of the group has to read and correct the sentence of previous person (if there is mistake). Then, he or she has to write a sentence to continue the story. All those activities will be done in 60 seconds or a minute. The last, repeat that activity until the last person. After all activity finish, teacher with all of groups evaluate the each written if there is enough time or just some written together. As Mandal (2009:100), stated that,

“Write-around is started with a sentence starter and continued by the students in a group by passing the sentence. Student write to the next student. After all students have done writing their sentences by their own opinions, teacher should give time for the students to write conclusion in their group.”

So, those rules are hoped to help teacher who teach writing especially, descriptive text. Teacher is hoped to follow those rules well so that makes students enjoy in learning and also increase their achievement in writing.

## F. Review of Previous Studies

There are some previous studies that have same variable with the present research. First, Fahmi (2011) conducted a research by the title “ *Developing Students’ Writing Ability of Descriptive Text through Clustering Technique (A Classroom Action Research at VII-4 Class of SMPN 38 Bekasi)* “. The objective of his research was to analyze the use of clustering technique to develop students’ writing ability of descriptive text at first grade of SMPN 38 Bekasi. This research showed that this technique actually was able to improve students’ writing ability of descriptive text at first grade of junior high school. The similar variable with the present research are the subject research that is the first grade students’ of junior high school and the kind of text that was observed that is descriptive text. In other hand, the differences between the present research and his research is the teaching technique that was observed. Second, Sahrianto (2012) conducted a research by the title “*The Effectiveness of Collaborative Learning in Teaching of Descriptive Text Writing*”. The objective of this research was to find out whether collaborative learning can be used in teaching descriptive text. The result of this research was this strategy can be used and also effective to teaching descriptive text. The similarity with the present research is the kind of text that observed. The differences is teaching technique that was observed. The last, Munnisa (2015) conducted a research by the title “*The Use of Write Around Strategy to Improve Students’ Writing Skill of Descriptive Text (A Classroom Action Research at Eight Grade of SMPN 39 Semarang in the Academic Year*

2015/2016)”. The objective of her research was to find out in what ways write around strategy could improve students’ writing skill of descriptive text. This research showed that this strategy was able to improve students’ writing skill of descriptive text by allows students’ behavior to be positive behaviour. The similar variable with the present research are the teaching technique that was observed and the kind of text that was observed. In other hand, the differences is the subject of the research. Logically, This difference of course makes different result although it is not absolute. It caused the previous study observed second grade or eight grade that more understand about descriptive text. In other hand, the present research observed first grade or seven grade that still acquaint descriptive text.