

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents of some reviews of relevant theories and studies that are about which teaching writing using buzz group technique, definition of buzz group technique, purpose of buzz group technique, the advantages and disadvantages buzz group technique, procedure buzz group technique, teaching writing, and recount text.

A. Buzz Group Technique

1. Definition of Buzz Group Technique

Buzz group is a group of people who make a sound like a insects while they are working. The researcher have a statement about buzz group that is a small group discussion which consist of a leader, time keeper, notetaker, and participants discuss about the topic that chosen collective agreement. According to Jeffries and Huggett (2010 :35) state that Buzz Group technique is a small group discussion technique used to engage learners and re-energize the group. An initiate the buzz group, pose a question and ask learners to discuss their responses in pairs or groups no larger than four learners. It is technique useful for making a transition from one discussion task to another or for encouraging learners to share ideas or concerns they might be reluctant to share with entire group. Ask a small group teacher, learners role is to facilitate the process and use the buzz group as source of informal feedback about learners' understanding of the course material.

Furthermore, Harmer (2004:87) define that buzz group is the technique whose students “buzz” or generate ideas, reactions, cues, or opinions quickly and informally. Buzz group applied to students be a little group that consist some students then when they work in the group each students should give ideas. Not only that, they also generate of their ideas become one product or written product.

2. The Purpose of Buzz Group Technique

In applying buzz group technique in teaching process, it has a purpose in order to teaching the material successfully. The purpose of buzz group technique was made students more active to discussed of the group in learning process (Michele Crowe, et al, 1985:50).

Therefore, buzz group technique can student developed teamwork to discussed something problem. By using buzz group technique students more actively to share their mind and enjoyed in learning process.

3. The Advantages of Buzz Group in Teaching Writing

According to Brewer state the advantages of buzz group technique as follows :

- (1) It allows everyone ideas to be expressed
- (2) Participants learn to work in real-life situations where others' opinion considered.
- (3) It sets the groundwork to get discussion started.

- (4) Because participants are expressing opinions, it is good for dealing with conversial subjects.

4. The Disadvantages of Buzz Group Technique

According to Brewer state that the advantages of buzz group technique as follows :

1. Effectiveness of the group may be lowered by immature behavior of few.
2. It may not be effective for younger groups or groups that know each other too well to take each others' opinion seriously.
3. It can be time-consuming when dealing with very large groups.

5. The Procedure of Buzz Group Technique

When the teacher apply buzz group technique to teach writing, students should to know the step or procedure to conduct it. Furthermore, the teacher should to follow some steps. Brewer (1997:73) reports the main procedural steps in buzz group are :

- 1) Introducing the topic

The teacher tells the students about the way of the discussion and the information of buzz group and the limitation and also for instance, duration, groups, topic, procedure, and the purpose too.

- 2) Split the students into some groups

If the students in the classroom are big, so the teacher should to divided of each group can be 4 to 6 or the smaller one around 2 to 4 students.

- 3) The teacher asks the students to choose a leader/spokesperson

Each group have to choose as a leader about the top deal together.

- 4) The students start a 15-20 minutes discussion

The students have 15 to 20 minutes to discuss the topic will chosen of group discussion. Then, the teacher also check each group depends on the complexity of the problem and the number of students in each groups.

- 5) Discuss the result of discussion in a large group

B. Writing

This part describe about definition of writing, process of writing, purpose of writing, and characteristic of good writing.

1. Definition of Writing

Hedge (2005:7) stated that feature such as a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one's written text.

It means that when students start writing, they should be careful to connecting sentence structure ones to others, so that a reader getting the

information clearly. In the other words writing is the use of symbol of the alphabets and their combination in order to relate the sounds when used to speak up (Byrne, 2000).

It means that a set of alphabets if assembled will be produce a sentence that is combine sounds had been person speak. Then writing also be useful for people, because writing be able help to each other. Like a note, when someone does not finished talking with others yet. So, they left a note as a message that has not been delivered when come together.

Writing is one of the four skills, there are listening, speaking, reading and writing. According to Fulwiler (2002:16) state that writing is the way of find out or explore the world inside and outside. It means expert state that writing is find out the ideas or explore the idea to sequence the sentence be a good sentence. It requires where the students to be able to express their ideas, feeling and thought which arrange in the words, sentences and paragraph using eyes, brain, and hand (Raimes, 1983 : 76).

So that is why writer loved writing, because they able to express their ideas, feeling and though arrange in words, sentences, and paragraph. Furthermore, sometimes writer did not matter about their writing wether it is good writing or not, so they keep on writing be continuous and also as a writer always made a product from their writing.

2. Macro and Micro Skill of Writing

According to Brown (2003:220) state that micro-skills of writing are most appropriately to imitative and intensive types of writing task while macro skills of writing are essential for the successful mastery of responsive and extensive writing.

There are some points of macro skill of writing as follows :

- (1) Use the rhetorical forms and conventions of written discourse.
- (2) Appropriately accomplish the communicative functions of written texts according to forms and purpose.
- (3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- (4) Distinguish between literal and implied meaning when writing.
- (5) Correctly convey culturally specific references in the context of the written text
- (6) Develop and use a battery of writing strategies, such as assessing the audiences' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Brown (2003:221) also stated some points of micro skills of writing as follows :

- (1) Produce grapheme and orthographic pattern of English.
- (2) Produce writing at an efficient rate of speed to suit the purpose

- (3) Produce an acceptable core of words and use appropriate word order patterns.
- (4) Use acceptable grammatical systems (e.g., tense, agreement, plural), pattern, and rules.
- (5) Express a particular meaning in different grammatical forms.
- (6) Use cohesive devices in written discourse.

Based on the definition above, English writing skill is an ability to express the idea. Then, part of writing is macro and micro. It is appropriately to imitative and intensive types of writing task and essential for the successful mastery of responsive and extensive writing.

3. Aspect of Writing

In writing process, the writing can be successful if their writing contains some aspects of writing. there are five aspects of writing are :

a. Content

According to Jacobs *et. all.*, (1981:1) that content consist of knowledgeable, substantive, through development of thesis, relevant to assigned topic.

b. Organization

According to Jacobs *et. all.*, (1981:1) state that organization consist of fluent expression, ideas clearly stated / supported, succinct, well-organized, logical sequencing, cohesive.

c. Vocabulary

Birley and Lubis (1988:7) state that effective communication is not how many words you use, but about which words you select to use. You can only select the best words for the best occasions if you have a large vocabulary to draw from. Vocabulary helps people in arranging the sentence to communicate and it can make the language more variety (Nurhayati, 2019:20)

d. Language use

According to Jacobs *et. all.*, (1981:1) state that language use consist of effective complex construction, agreement, tense, number, word order / function, articles pronoun, and preposition.

e. Mechanic

According to Jacobs *et. all.*, (1981:1) state that mechanic consist of spelling,punctuation, capitalization, paragraphing, handwriting.

4. The Purpose of Writing

Writing in English needs great effort, so that is why all of students have to mastery of sentence structure and the ability to appropriate words for expression of the thoughts are required.

1) Informative Writing

In the informative writing students educated or explained something to the reader use such as essay, research paper, or presentations. This type of writing is clear, accurate, organized, through and above all fair.

2) Expressive Writing

In expressive writing, students can express the opinions. Its main purpose is to make connections to others, then contribute to human thought, culture, establish and deepen human contact.

3) Literary Work

Literary work is a form of creative writing as in fiction or non-fiction. In the literary work students writing a form is not a composition style of writing, but with the aim to entertainment more than information.

4) To persuade

Writing that has purpose to persuade states an opinion or goal and supports it with reason and supporting details in order to get the audience to agree, take action, or both.

5. The Characteristic of Good Writing

Good writing is a product of writing that critical thinking. According to Dean (2004:118) state that criteria for good writing as follows ;

- 1) Good writing has a lot less to do with following grammatical rules than most English teachers would have you believe.
- 2) Good writing usually does have correct spelling. Unless it is an intentionally bad or odd spelling to make a point.
- 3) Good writing does not have to have big words, though some of my favorite good writing uses mostly simple English with an occasional and well-place use of something a little testier, without becoming overtly erudite or patently pedantic.

4) Good writing is frequently universal.

So, the writer have a unique way of expressing themselves that goes beyond drawing readers in. they keep readers hooked by writing words and sentences that are clear, easy to read, and interesting.

C. Genre of the Text

Hyland (2004:4-5) writes that genre is a term for grouping text together, representating how writers typically use language to respond to recurring situation. He also explains that genre adherents argue that people do not just *write*, they write something to achieve some purpose. Furthermore, Hyland (2004:14) explain that genre approach is empowering because it provides EFL learners with “knowledge of the typical patterns and possibilities of variation” and allows them to “gain access to the powerful genres of mainstream culture, revealing *why* writers make certain linguistic and rhetorical choices and *how* to use these genres effectively”. There are types genre of the text :

1. Description

Descriptive text is a text describes about sensory experience like what person tastes, sounds, something what person look. Descriptive text also describes something by kind of perception. Generic structure of descriptive text used is identification and description. Identification contains about describe person, animal, place, or object what person look. Then if the description objects, feature, color, thing, and others, for example an animal have a blue wings. Language feature which used in

descriptive text are specific object; to use describe of adjective to clarifying noun; action verb that use like a run, sleep, etc. Language feature that use are featuring genering participant, using chronological connection, passive voice pattern, simple present tense.

2. Explanation Text

Explanation text is texts that describe about things are in general. Not only that, explanation text is a text which tells processes relating to forming of natural, social, scientific and natural phenomena. Generic structure that used to are general statement and sequenced of explanation. General statement that used to stating the phenomenon issues which are to be explained. Then sequenced of explanation is stating a series of steps which explain the phenomena. Language feature in explanation text are using simple present tense, abstract noun (no visible noun), passive voice, action verb, containing explanation of the process.

3. Analytical Exposition Text

Analytical Exposition text is text that elaborates the write's idea about the phenomenon surrounding. The are three points of generic structure :

- 1) Introducing the topic and indicating the writer's point of view.
- 2) Explaining the argument to support the writer's position.
- 3) restating the writer's point of view / to strengthen the thesis.

In analytical exposition the writer should to attention the language feature are using relational process, internal conjunction, causal conjunction, simple present tense, compound and complex sentence, word that link argument (such as

firstly, secondly) and reasoning through causal conjunction (such as in addition, furthermore, however, therefore, etc).

4. Discussion Text

Discussion text is talk about how to solve the problem or text which presents a problematic discourse. This problem will be discussed from different viewpoints. Generic structure of discussion text are statement of issue, list of supporting points, list of constrastive point, recommendation. Then in discussion text have a language features are introducing category or generic participant, using thinking verb, using additive, constrastive, causal connection, modalities , and adverbial of manner.

5. Procedure Text

Pocedure text is a text that explain how something works or how to use instruction / operation manuals. The generic structure that use are goal, material or ingredients, and step. Then language feature that use in the procedure text are adverbial of sequence / temporal conjunction, command / imperative sentence, adverbial, action verbs, and simple present tense.

6. Narrative Text

Narrative text is a text about describe the story about in the past. Generic structures of narrative text are orientation, complication, resolution, re-orientation, and evaluation. Then the language feature used to use active verbs, past tense, conjunction, the first person or the third person, use specific nouns, use adjective and adverbs.

D. Recount Text

In this part describe about definition of recount, generic structure, and linguistics feature.

1. Definition of Recount Text

According to Knap and Watkins (2005:223) Recount text is the sequence text that does little more than sequence series of events. Recount text also part of genre which is competent in writing skill on English curriculum basic level.

2. Generic Structure of Recount Text

According to Wardiman (2008:61), there are some steps for constructing a written recount are :

- Orientation

In the orientation, it gives the reader of background information needed to understand anything what the writer written.

- Event

The researcher describe how the characteristic in the events. it is a series of events, that ordered in a chronological sequence.

- Re-orientation

Re-orientation consists of optional-closure of events or a personal comment about the event what happened in the end.

3. Language Feature of Recount Text

According to Emilia (2011 : 76) that state about language feature as follows :

- a) In the form simple past tense
- b) Using temporal sequence, such as On Friday, On Saturday, etc.
- c) Using pronoun : I , we ; explanation event with specific used to chosen text more interest.
- d) Telling about specific participants : father, mother, friends, or someone else.
- e) Using action verb, such as left, walked, throwing, etc.

4. The Kinds of Recount Text

Recount text used to related experiences or retell events for the purpose of informing, entertaining or reflecting in the past. Recount text classified into three points, they are personal recount, factual recount, and imaginative recount (Department of Education and Child Development of Australia, 2012).

a. Personal Recount

Personal recount involves what happens of a personal experience.

In personal recount used to retells each an event of writer personally in the past.

b. Factual Recount

Factual recount involves retell of events from perspective informations. It can be used to retell the particular incident in the past.

c. Imaginative Recount

Imaginative recount is one way to recount or recreate a story, experience, or an event. Imaginative recount differ from personal and factual recount.

d. Procedural recount

Procedural recount is recording the steps in an investigation or experiment thereby providing the basis for reported results or findings.

e. Literary Recount

Literary recount is to retell a series of events for the purposes entertaining

E. Previous Study

The same research concerned about teaching writing had been conducted by the previous researchers. The first research was conducted by Ula (2019), entitled “Teaching Writing Using Buzz Group Technique to Eleventh Grade Students at MAN 1 Kota Kediri”. She used one-shot case study design applied 40 students of her research used quantitative research. In applying buzz group technique, the researcher instructs to write her experience. The result of the research showed that there were increases of writing ability explanation text.

The second researcher was conducted by Agustin (2017) entitled “The Effect of Buzz Group Technique on Students’ Writing Descriptive Text at The Tenth Grade of SMAN 2 Sekampung East Lampung in Academic Year 2017/2018”. She used true experimental design applied 28 students. In applying buzz group technique, the researcher instruct to write her experience. The result of the research showed that there were increase of writing ability of descriptive text.

The next previous study from Canadian Center in Science and Education Research of International Conference on English Language Teaching (ICOELT 2018) entitled the effect of buzz group technique in teaching writing at the first class of SMA HKBP I Tarutung. In this research used quasi-experimental design by Pangaribuan and Manik. They used written text and instrument of the research, consisted pre-test and post-test. Based on the result of the research, the students’ score increased after using buzz group technique. The result of the study shows that the average score of buzz group

77.2 and the average score was 74.5 after the students got the treatment. It means that the buzz group technique can improve students writing ability.

The last previous study from International Journal of Theory and Application in Elementary and Secondary School Education (IJTAESE 2019) entitled, "Buzz Group Technique to Increase Writing Skill at EFL Students of Junior High School in Indonesia by Arisman. He was conducted the research at SMP Negeri 7 Baubau on the eighth grade, Southeast Sulawesi. In this research used quasi-experimental design. He used written text and instrument of the research, pre-test and post-test. It means that buzz group technique had significant effect toward students' writing skill. There were two groups involved in this research, the experimental and the control group. The experimental group was taught buzz group technique and the control group was taught conventional method. After both groups were given the treatment, the result of the study shows that the mean score of experimental group was 72.18 and the control group 56.36. It means that the score of the experimental group was higher than the score of the control group. Based on the result of this study, it is concluded the buzz technique can improve students' writing skill in writing skill at EFL students of Junior High School. Based on the result of this research, the students' score considered was improved.