CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of some literatures related to this research, they are: Writing report text, teaching report text, assessing writing report text, definition of report text, Give One Get One Strategy and the previous study.

A. Writing Ability

1. Definition of writing report text

Every living person of course has varying abilities. The ability is influenced by several factors such as physical condition, intelligence, strength, skill, and skill. Without such factors one can not do well.

Tarigan describes writing is a communication skill with indirect communication fungtion without needs to face to face with the communication partner. a language skill that is used to communicate indirectly, not face-to-face with others. Writing is a productive and active activity. Mc Crimmon in Saddhono and Slamet mentions that writing is an activity of exploring thoughts and feelings about a subject, choosing the things to be written, determining how to write them so that readers can understand them easily and clearly. In line with that opinion, Mmry S. Lawrence stated that writing is communicating what and how the author thinks.

Hindun reveals that writing is an active language skill. The top ability of a person to be said to be skilled in his form is to be able to write.

Writing is a very complex skill. Writing is a medium for preserving and disseminating information and knowledge.

According Nuruclin, writing is a whole series of activities of someone in expressing ideas and to inform through the written language to others for easy to understanding. So it can be concluded that writing is an activity to explore thoughts, ideas and feelings using written language media that serves as an indirect communication tool useful for preserving and disseminating information and science.

Writing has many benefits. Tarigan reveals the benefits of writing Writing is very important for education because it makes it easier for students to think. Writing help us to have critical thinking through express our idea in form of written ext. it easy for us to feel and enjoy relationships, deepen our responsiveness or perception. Through written we can help some people to solve theirs problems by published our idea in to the social media, blog and others media social. Through writing we can develop our sequence of experiences which it can be share with others people and writing can help to explain our thoughts.

The conclusion that can be drawn from the above description that writing has many benefits, among them can develop the power of initiative and creativity, can provide new information to others, help think critically, facilitate in the process of thinking, can facilitate in pouring ideas or ideas into written form and as a means of self-disclosure as well as a means for understanding.

Besides having many benefits, writing also has a purpose. Hugo Hartig in Wibowo explained the purpose of writing as follows.

1. The purpose of assignment (assignment purpose). Write something for an assignment, such as a journalist assigned to write a story.

2. The purpose of alturistik (alturistik purpose). Write something in order to please or entertain the reader. For example features about the myth of movies that are loaded entertainment tabloids.

3. Persuasive purpose (persuasive purpose). Write something to convince the reader of an idea. For example the column on the fuel price hike (or opinion) contained in the newspaper.

4. The purpose of lighting (informational purpose). Write something to the reader to provide information / information / explanation, such as the actual news in the newspaper.

5. The purpose of self-expressive (self-expressive purpose). Write something to introduce the author to the reader, such as writing a poem or short story in a magazine.

6. Creative purpose (creative purpose). Write something for the achievement of artistic or artistic value. This objective is closely related to point 5. However, the creative impulse exceeds the self-assertion.

7. The purpose of problem solving (problem-solving purpose). Write something to explain, clarify, and solve a problem, for example thesis writing, thesis, or dissertation.

According to Gerot and Wignel (1994) stated that there are thirteen types of writing genres which every genre has their own characteristics and function.

Conclusion The purpose of writing from the above description is to write for assignment, write in order to please or entertain, write to convince the reader of an idea, write to give information, write for the sake of introducing self, writing for the achievement of a value or artistic, and write something to solve a problem.

2. Teaching Writing

There are four skills that we have to learn to be mastered in English as a foreign language there are listening, reading, speaking and writing. From the fourth skill that should be mastered in English language writing is the most difficult one. It is because in writing we should comparing the ideas in the correct word, structure, grammatical order, panctuation, spelling and the coherent between each sentences. So that why the English teachers have to concern on choosing the appropriate teaching strategy in teaching writing. There are a lot of teaching strategies that appropriate to be used in teaching writing. Harmer (2004: 44) sparated the teaching writing techniques in to the two terms that are coppying and parallel writing. Those techniques help the students got the mechanical competence which can used on the students writing text creatively by imitating a written model that has been exist. Harmer (2004) dividing the copying techniques into the some parts which each part has their own characteristics there are :

a. diguised word copying

the students gave alist of word in alphabetical order and they have to reflect them into writing activities.

b. copying from the board

The students are allowed to coppying the letter, word or sentences they got from the board in form of wriiten text from any writing sources.

c. making notes

the students aloowed to write the in formation they got from the text they have been read.

d. whisper writing

the students asked to whisper a given sentence each other and write down the sentence they heard in to written text.

From theexplanation above the techniques that will be used in this study is closest to whisper writing which thw students' should make a written text based on their experiences or their own in certain topic.

On the other hand, Harmer (2004) clasified parallel writing into five there are:

a. sentence production (elementary)

The students gave the example of sentences and they required to write the similar sentence with the example.

b. paired sentences (intermediate)

the students paired the pronouns in a text and the sentences on a good writing structure.

c. paragraph construction (elementary)

the students are aloowed to write they have heard as same as the drill.

d. controlled text construction (intermediate)

students learn to write a particular genre of text.

e. free construction (elementary) students are doing the activity deals the students allowed to doing the activities deals with writing story.

The parallel technique will be used in this study belongs to controlled text construction, becaus ethe students taught to write report text based on their own knowledge. In arranging a written report text the students' are allow to construct their written text by comparing their experience, their knowledge, and the information they heard to be an unity text.

Sharwood and Smith (1973: 48) there are two matters that become problems by foreign learners in arranging a good written text, those are a matter of sellecting appropriate word and organized them in to grammatical order. The next matter was sellecting appropriate word and organized them to adjust particular rhetorical aim. Writng in foreign language is more difficult than writing in native language. It caused the less of students' vocabularies, grammatical order, and arrange the sentences coherently. In order to make the learners to be good writers, the teacher should measure that the learners have enough vocabularies, knoledge of grammatical order, language feature, panctuation and discourse to make a text reasonable and does not out of the context. Teaching those aspect was not easy if the teachers only used traditional

methode because the students often bored if only listen the teacher explanation without any interesting activities. Based on the problems above whisper writing and controlled text contrustruction assumed will be the appropriate technique in teaching writing to minimize the students difficulties in learning writing and increase the students' motivation in learning writing.

3. Assessing Writing Report Text

in teaching writing, the teachers have their own roles to help the students to be a good writer. The tasks of the teacher before the students create their writing text are demonstrating and motivating. The tasks of the teachers during the students creatng their writing is provoking and supporting. The tasks of the teachers after students writing is responding and evaluating. Evaluating is similar with assessing in which after gives explanation how to write to the students, supporting and gives the writing assignment the duty of the teachers is to assess the learners work. Brown (2004) pointed out that there are two scoring methods for scoring students' works, namely overall and analytical scales. The individual scores of the overall scale are assigned to a simple number that represents the reader's overall assessment. Which analytical scale divides the test takers into some subcategories, such as organization, grammar, and gives a separate score for each subcategory.

By comparing the two scoring methods, the study chose an analytical scale to evaluate students' written work in this study. The resulting analytical scale has sub-categories and wise grades to find out which aspects are further developed by students and which aspects need to be developed by students in written form.

Ther eare some criteria that must be considered to measure the students' writing ability of report text. Hughey et all (1983:139-140) stated that there are five general components in writing skill that can be seen bellow :

1. Content: The ability to develope creative thinking in to the relevant topic.

2. Organization: The ability organize the relevant information in form of paragraph.

3. Vocabulary: The ability to write the word effectively and to appropriate register.

4. Language use: The ability to write appropriate sentences correctly.

5. Mechanical skill: The ability to use panctuation and spelling correctly.

B. Report text

One of the texts taught in high school is report text. Inside the report text there is also a description text, which also describes a thing contained in the report text. The word 'report' comes from English, meaning 'to convey', referring to something that has proven its validity after going through various inquiry (observation) processes. Report text is a special text genre for reporting the results of observation (research) systematically. Because it is a report, the report text must be written in the state of his tasks without any sense, no matter how small it is exaggerated.

Griffith (2006: 37), concluded that Report is a text which presents information about something, as it is. It is a result of systematic observation and analysis (a text report is a text that informs something as it is, without being exaggerated, as a result of systematic research and analysis).

1. Generic structure of report text

   Gerot and Wignell (1994:194), generic structure of report text:

   a. General Classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.

   b. escription: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

   Report text has language characteristics such as using general nouns, using relating verbs to describe features, action verbs in explaining behavior, using present tense to express a common, using paragraphs with topic sentence to compile some information. Report text has two general structures (generic structure), namely general classification (general statement describing the subject of the report, description and classification), and description (description of the classification presented scientifically).

2. Language Features of report Text

   Gerot and Wignell (1994: 196-197), language features of report text:

   a. Introducing general aspect

   b. Using conditional logical connection

   c. Using of simple present tense

   d. No temporal sequence.

3. Measurement of Writing Skill in Report

　　　To know students' ability in writing, there are some criteria that must be considered. Hughey et al (1983:139-140) states that the skill of writing includes five general components or main areas such as the following:

a. Content: The ability to think creatively and to develop thought including all of the relevant to assigned topics

b. Organization: The ability to write correct and appropriate manner for a Particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.

c. Vocabulary: The ability to write the word effectively and to appropriate register.

d. Language use: The ability to write correct and appropriate sentence.

e. Mechanical skill: The ability to use correctly those conventions peculiar to written language, e.g.; punctuation, spelling.

Based on the above concept, it can be concluded that the report text is to convey information of observation and systematic analysis. The information described in the report text is general. Language text report is a text that serves to provide information about an event or situation, after the holding of the investigation and through various considerations.

C. Give One Tke One Strategy

Teaching using cooperative learning is very beneficial. Slaven (1995: 15) pointed out that the most important goal of cooperative learning is to provide students with knowledge, concepts, skills and understanding. Teachers hope to implement cooperative learning methods in their teaching and learning process to improve the level of education. In this study the researcher used give one take one strategy as cooperative learning method which the learners should work in teams and pairs. In teaching learning process by using give one take one technique the students have the right to share their own information with their classmate, everyone who has a lot of information may give to thewhom who has less information about the topic. There are some adventages and disadvantages in implementing give one take one strategy.

1. The advantages of give one take one strategy

There are some adventages of give one, take one strategy to teach writing skill. The general adventages of give one, take one strategy are to increase the learners' creativity on writing, enrich the students' vocabulary and train the students to opened their mind to compare their knowledge or their experience with others. Give one, take one strategy helps the students to develop the relationship between the students possitively, gave the learners eperiences to have relation in the social term, psycological, cognitive development and students are expected to be motivated and able to create create good relation to receive the idea from the other students with the differents characteristics and mindset in writing class.

Preszler (2005) stated that Give one, take one challenging the learners to gather a lot of information about a content topic. On other hand, Zwiers (2004) states that by applying give one takeone strategy the learners be able to share the information what they already know about the topic with each others. give advantages to make the students to be able to share each others what they already know about a certain topic. It means by applying Give One Get One the students are allow to exchange their own knowledge. Judy (1997) states that give one take one is a strategy used initiate physical movement to promote the students to be able to think divergently and to generate any ideas quickly and. It can be said that by applying Give One Get One the students are trained to be creative thinking and thingking quickly to comparing many ideas to be an unity text.

2. Disadventages of give one, take one strategy

Judy (1997) said the disadventages of give one, take one strategy are:

a. It spends more time for discussion

b. Deviding the students in to groups in paars and share each others make the class condition unconducive.

From the statement above, the researcher assumed that to minimize the constraint above the teachers must be able to controll the class as well as possible and provide general information of certain topic to stimulate in developing their own information. The teachers must be able to manage time allocation effectively to make the process of teaching learning more conducive without ditract the students' enthusiast.

3. Procedures of Give One, Take One

   Addapted from (https://college.livetext.com/doc/1708049) from Marzano, Pickering and Pollock (2001:5) the steps of doing give one take one strategy in teaching writing process are as follows:

   a. The firs step, each learner writes down his own knowledge in the give one column. (the teacher provides a worksheet with two columns give one and take one).

   b. When their column of give one was full of the learners ideas the members of the group stand up. When all of the groups was already stood up, every members of the group raised his hand to moved to the new partner.

   c. On their new groups, every students give one idea to the every members of group from their give one column and take one idea from the other members of the group to fill their take one column with their own word.

   d. When everyone column was full, all of the members of group stood up.

   e. When all of the students' worksheet was full, they return to the their perevious group and arrange the information they have received in form of report text individually.

   Taking into account the above description, the researchers concluded that the images in the film generally attract attention. All images have their own meaning and interpretation. The film can therefore be used as a medium of instruction and has educational values for students so that it

ultimately enables learning effectively. Therefore, in this research the researcher use film media that is media of film of clokumenter. Documentary film media in writing poetry climaksuclkan to reveal the natural beauty of Indonesia so that students can gain direct experience of the object he sees the picture of the natural beauty of Indonesia. This is useful to give students the ease of expressing ideas and ideas into the form of writing that is text report.

Nowadays documentary films can be obtained easily. Documentary films can be used by teachers effectively in learning to write text reports that reveal history. The content of the film is tailored to the purpose and the lesson material that will be presented to the students as media. The documentary of history presented must be able to describe the real situation because the film given to the students is not just seen, but must be understood and experienced by the students. Thus the student can draw conclusions about the image shown to him.

Teachers can utilize documentary film media in accordance with learning objectives. In learning to write a text report, the teacher can requires the students to write their own information in form of report text based on the image shown in the documentary by developing the imagination and imagination of the students. The documentary film of Indonesia's natural beauty is very helpful in the process of learning to write text report becomes more effective. What the eyes see and hear is the ears of the students, faster and more easily understood than just seen or

heard. It certainly can help improve the effectiveness and efficiency of the process of writing text report.

D. Previous Study

There are many previous studies that are relevant to this research. The researcher has found the research done by Amalia (2017) This study was measure the used of give one, take one strategy give the effective adventages in increasing reading comprehension of the students. The study showed that the learners' reading achievement after the implementation of give one, take one strategy was increased. from the result of the study concludes that the implementation of give one, take one strategy was effective improving students' reading ability. On other hand Chersia etc (2015) This research conducted to know the effectiveness of give one take one strategy in improving students' reading comprehension of narrative text. This research concludes the implementation of give one, take one strategy gave significant improvement of students' reading achievement of narrative text compared than group discussion strategy. The high motivated students who were taught through "give one get one" strategy got better result in reading comprehension of narrative text rather than high motivated students who were taught through group discussion strategy. The low motivated students who were taught through "give one get one" strategy got better result in reading comprehension of narrative text rather than low motivated students who were taught through group discussion strategy. There was no interaction between strategies used and students' motivation on students reading comprehension of narrative text. Seeing the effectiveness of give one, take one strategy on learners' reading achievement was motivated the researcher to applying the strategy on writing class.

Izza (2015) applyed give one, take one strategy in teaching descriptive text to know the effectiveness of give one take one strategy in increase students' achievement on writing narrative text. The result of this study concludes that the used of give one take one strategy was effective in improving the students' writing skill of descriptive text. The used of give one take one strategy give some adventages in teaching writing descriptive text. The students will be very curious and exciting doing this strategy because they will do the activities in their process learning writing that they never been known before. This strategy can be encouraged the students to exchange their ideas and knowledge to develope their ideas and enrich their vocabularies. The used of give one take one strategy will help the students to correct their grammatical error, word organization, panctuation and writing content by comparing their wor sheet each others. The similarities of the research above with this study are the strategy and the skill tht was focused on. Both of them use give one take one strategy and focus on writing skill but here the researcher used report text which the previous study used descriptive text as the subject matter.

Based on some previous studies, the researcher knew that the implementation of give one, take one strategy was effective for teaching both of reading and writing. According to researcher above, there are any similarities and differences with this study. The similarities were that the strategy used for teaching. The differences are the subject matter, technique in collecting data, population, sample, place of conducting the study and the matterials to be assess. This research was designed more specific on the use of give one, take

one strategy toward the learners' writing ability of report text. While the researcher wants to conduct a study entitled " The Effectiveness of Give One Take One Strategy on The Students' Writing Ability at Eight Grade Students of MTsN 2 Blitar. The researcher used those researh as guidelines and references in conducting the further research.