

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature concerning with: definition of writing, teaching writing, descriptive text, cooperative learning, Numbered Heads Together (NHT) technique and Roundtable technique.

A. Writing

1. Definition of Writing

In English, there are four basic skills that will be learnt by students. They are listening, speaking, reading and writing. Writing is the most difficult skill to be learnt among the four skills. To support this opinion, Richards (2002:33) states that writing is the most difficult skill for second language learners to master. It can be said that writing can be distinguished as the most difficult skill from other ones. Many things must be considered in writing. Grammar, vocabularies, punctuation, and spelling knowledge are the factors that influence writing to be the good one.

According to Nunan (2003: 88) writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Writing needs thinking that focuses students on how to generate ideas. In written product it involves thinking, drafting,

and procedure. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into readable text.

Other expert states that writing is a cooperative activity, it works well whether the focus is on writing process or alternatively on genre study (Harmer, 2007: 328). The reviewing and evaluation are greatly enhanced by having more than one person working on a text, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own. When writing in groups, whether the process is long because it needs a consensus and work together, it can be greatly motivating for students. Not only writing they do in groups but research, discussion, peer evaluation and group pride in a group accomplishment.

Based on the theories above, writing is an act of putting letters, symbols, numbers, or words on paper or a computer screen which is used to express and explain ideas. Specifically, writing is the expression of language in the form of symbols, letters, or words. The primary function of writing is to communicate the writers' ideas to their readers.

2. Steps in writing

In the process of writing, some steps in writing is very requires for the learners while composing their writing response. According to Richard and Renandya (2002: 316-319) There are five common steps in writing:

a. Planning (pre-writing)

Pre-writing is any activity in the classroom than encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

b. Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writers' ability to visualize an audience. Although writing in the classroom is almost always for teacher, the students may also be encouraged to write for different audience, among whom are peers, other classmates, pen-friends and family members.

c. Responding

Responding to students' writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise.

d. Revising

When students revise, they review their text on the basis of the feedback given in the responding stage. They reexamine what was written to see

how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writers' intent is made clearer to the reader.

e. Editing

In this step, students are engaged in tidying up their texts as they paper the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as questions, examples and the like.

A simple checklist might be issued to students to alert them to some of the common surface errors found in students' writing. For instance:

- Have you used your verbs in the correct tense?
- Are the verb forms correct?
- Have you checked for subject-verb agreement?
- Have you used the correct prepositions?
- Have you left out the articles where they are required?
- Have you used all your pronouns correctly?
- Is your choice of adjectives and adverbs appropriate?
- Have you written in the complete sentences?

According to Flower and Hayes in Datchuk (2015) Difficulties with written expression may describe struggles with one or more writing skills used in planning, composing, or revising. One critical skill involved in the writing and revising of text is sentence construction. Sentence construction can be defined as the sequencing of syntactically correct words into a variety of sentence types understandable to readers, including simple, compound, and complex sentence types. Proficient sentence construction allows students to precisely express information, such as on short answer responses, and promotes continued acquisition of closely related writing skills (Datchuk, 2015).

Richard and Renandya (2002: 311-312) suggest some feature in steps of writing:

- 1) Topics. Will they engage the students' interest? What are they based on, experience, materials in book such as reading and pictures, activities and inquiries beyond the classroom, or out-of-the-blue random topics? Are the topics culturally appropriate for the students? Is the content relevant and engaging?
- 2) Types of writing. Are the students writing essay, letters, or paragraphs? Is that what they need to be writing?
- 3) Opportunities for and instruction in methods of generating ideas. Which of the following are included: brainstorming, free writing, listing, mapping, outlining? Which are appropriate for the students?

- 4) Instruction or principles of rhetorical organization. What information is provided to help students organize various types of writing-letters, description, narration, exposition, and argument. For example, and which types do the students need to practice?
- 5) Opportunities for collaboration. In group work a part of the activities? If so, how are collaborative activities viewed in the culture?
- 6) Opportunities for revision. Are students encouraged and directed to write drafts? Does the book provide instruction on what to do at various step? Does the curriculum allow for revision of essay?
- 7) Instruction in editing and proofreading. What can students learn from the book about hoe to edit their work? What instruction is provided in finding and editing grammatical errors?

3. The purpose of writing

When we write we have the purpose why we write it, the purpose of the writer is also needed and put so that the writing will be clear. As a writer, we need some clear purpose to guide the reader. There are five common general writing purposes:

- a). To express ideas

A writer express his feeling, expression, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

b). To provide information. It means to give information and explain it. this purpose is to focus on the materials being discussed.

c). To persuade readers. It means to convince readers about a matter of an opinion. This also focuses on the readers' point of view.

d). To entertain. It means that the writer only write for entertain the reader. Just like; novel, poem, songs etc.

e). To create literary work. It means that a work which is based on one's point of view (opinion, attitude, and observation) of other matters occurring in one's environment. When the receiver of the communication is not physically present, writing is used. Except professional people like writers, journalist, lawyers, teachers etc., others have very few occasions to resort to his mode of communication. Writing also fulfills a pedagogic purpose in second language teaching. It is used to fix the structures and vocabulary already learnt.

According to Gintings (2014) there are four common general writing purposes:

- 1) To inform. Presenting information is one of the most common writing purposes.
 - 2) To persuade. We probably have strong views on many issues, and our feelings may sometimes impel us to try swaying the reader.
 - 3) To express. Yourself Creative writing includes personal essays, fiction, plays and poetry, as well as journal and diaries.
 - 4) To Entertain. Some writing is meant just to entertain: other writing complex entertainment with a more serious purpose.
- Based on the some purposes of

writing that the expert give, the researcher concluded that the purpose of writing is to express the ideas in their brain in the form of written.

B. Teaching Writing

Teaching writing becomes one of the most difficult for English teacher, because it requires to master some aspects. It also need a complex activities to create a good written. Writing is not just about putting spoken language down on the page or screen. It is also about composition – construction of texts that can communicate without their author's presence. So it is a more complex and demanding process than reading and consequently harder to learn (Dombey, 2013). According to Negari (2011) academic writing demands much effort and practice in composing, organizing, and analyzing ideas, students writing in a foreign language will naturally face with cognitive problems related to language learning. That is why, the teacher has to teach the student step by step or starting to write from the simple way first.

In teaching writing, the teacher can not ask the students to write one until three paragraph about something, because it will difficult for the students. They need some inspiration to write, even they need some help and information to get the idea. It is agree with Ariyanti (2016) statement's that "to do the process of writing, the students have to struggle in terms of how to put idea or argument on a paper, so they will find their needs of using the correct and appropriate words which are relevant to the context". Group work is one of the effective strategy to teach in this condition. According to Burke (2011) "Groups have more information than a single individual.

Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences. Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.”

Beside the important strategy in teaching writing, the teacher has to make sure that the instruction that they give can be understood by students. According to Harmer (2007: 327) writers frequently construct their writing so that people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry formats and we know what a formal letter should look like. Genre represents the norms of different kinds of writing. From the statement above, it can be concluded that we have to make clear the instruction to the learners when we ask them to write. Like what genre of text that they should write.

C. Descriptive text

1. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information or is the clear description of people, places, objects, or events using appropriate details. According to Harmenita and Tiarina (2013) Descriptive text is one of genre of texts. This text is one of the texts that have to be taught to Junior High school students. It is hoped that students in junior high school will communicate each other in oral and

written form of communication. Descriptive text is difficult enough to learn by the students.

Gerrot and Wignell (1995:208) states that descriptive text is kind of text which is aimed to describe a particular person, place or things. It has social function which is to describe a particular person, place, or thing. Descriptive gives sense impression like the feel, sound, taste, and look of things through words. Its aim is also to inform the readers about how something or someone looks like. The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

2. Generic Structure of Descriptive Text

According to Wardani et all (2014) The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

a). Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

b). Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

3. Language features

According to Makurto in Exdriko (2013) in describing a particular object, the descriptive text has to use some language features such as: focus on a specific participant, use of attributive and identifying process, frequent use of epithets and classifiers in nominal groups, and use of simple presents tense. According to Husna (2013) Descriptive text usually has own specific features as follows: first, make use of adjectives and adverbs. Second, Use comparison to help picture it-something is like something. Third, Employ students' five sense- how it feels, smells, looks, sounds and tastes.

Descriptive text often used Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore. The significant grammatical features focus on specific participants, use of Simple Present Tense, use of Simple Past Tense if Extinct, verbs of being and having 'Relational Processes', use

of descriptive adjectives, use of detailed Noun Phrase to give information about the subject, use of action verbs 'Material Processes', use of adverbials to give additional information about behavior, use of figurative language.

D. Cooperative Learning

1. A General Introductory of Cooperative Learning

Cooperative learning is a part of a more general instructional approach also known as collaborative learning. Richard (2001: 192) states that cooperative learning is an approach to teaching learning that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. The group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Cooperative learning in Richard's context sought to do the following:

- Raise the achievement of all students, including those who are gifted for academically handicapped.
- Help the teacher build positive relationship among students.
- Give the students experience they need for healthy social, psychological, and cognitive development.
- Replace the competitive organization structure of most classrooms and schools with a team-based, high-performance organizational structure.

According to Gillies (2003: 54) Cooperative learning was designed and implemented to develop social strategies and acceptable social attitudes in students, and to improve social relations within and between groups. In addition, there is a large cluster of cooperative learning models aimed at cognitive development. Sometimes cooperative learning is directed at both the social and the cognitive side of human development.

The effects of group work that is founded by Gillies (2003: 59) in the type of learning environment:

- 1) Students in small groups are confronted by their fellow students in the group with different solutions and points of view. This may lead to sociocognitive conflicts that are accompanied by feelings of uncertainty. This may cause a willingness in students to reconsider their own solutions from a different perspective. The resulting processes stimulate higher cognitive skills. In principle, students can also conquer the uncertainty caused by different points of view with the help of other members of the group, particularly where difficult or complicated assignments are concerned.
- 2) Small groups offer group members the opportunity to profit from the knowledge that is available in the group as a whole. This may take the form of knowledge, skills and experiences that not every member of the group possesses. Students use each other as resources under those circumstances (resource-sharing).

- 3) Collaboration in small groups also means that students are given the opportunity to verbalize their thoughts. Such verbalizations facilitate understanding through cognitive reorganization on the principle that those who teach learn the most. Offering and receiving explanations enhances the learning process. Group members not only profit from the knowledge and insights transmitted through peer tutoring, but they can also internalize effective problem-solving strategies by participating in the collective solution procedures.
- 4) Positive effects of group work can also be expected on the basis of motivation theory. Co-operation intensifies the learning process. Students in the 12 to 16 age group are strongly oriented towards the peer group and very interested in interaction with their fellow students.
- 5) From the point of view of teaching methods, positive effects may be expected from the kinds of assignment that are used in groups. Varied assignments, which appeal to different levels of cognition and experiences, offer students the possibility of applying their strengths in the search for solutions.

According to Cohen et al (2004: 167) when using group work, many teachers worry about how to manage and organize the classroom to create an environment where students work cooperatively on intellectually challenging tasks. For group work to be equitable and productive, students need to make sure that all group members understand the learning task, participate actively, and contribute equally to the success of their group. Students need to learn how to request help and how to

provide help to members of their group. They need to learn how to engage in meaningful conversations about subject-matter content, and how to resolve substantive or interpersonal conflicts. Teachers need to know how to set up, promote, and sustain such group work, how to hold groups and individuals accountable for being on task, and when and how to intervene when problems arise.

2. Techniques in Cooperative Learning

According to Caelho in Richard's (2001:197-199) book describes three major kinds of cooperative learning task and their focus, each of which has many variations. The first is team practice from common input – skill development and mastery of facts. The second is jigsaw: differentiated but predetermined input – evaluation and synthesis of facts and opinions. The last is cooperative project: topics/resources selected by students – discovery learning.

In the last kind of cooperative learning there is cooperative project that has some techniques. The techniques are: think pair share, three-step interview, roundtable, numbered head together, and solve-pair-share. In this study, the researcher concerns the research on using Numbered Heads Together technique and Roundtable technique. Based on the explanation above, the researcher make some considerations; by using Numbered Heads Together and Roundtable Techniques, each member of group has equal chance to participate in their group, the students can express their ideas freely without having ashamedly, students will active in teaching and learning process because they are given same chance to share their ideas.

E. Numbered Heads Together Technique

1. Definition of Numbered Heads Together

Numbered Heads Together is one of the technique in cooperative learning that is use number as media to apply the method when discussion process. Number Head Together is to develop the students understanding and to review the material that has been learned. This strategy facilitate the students to share the idea with their friends to find the correct answer. It is also can motivate the students to learn and to compete positively with their friends in the other groups. Then, Numbered Head Together can be implemented in any kind of material and any students level.

According to Hunter et al (2015) Numbered Heads Together (NHT) is an alternative teacher strategy that actively engages all students simultaneously in collaborative, content-related discussions. All students write individual responses to each teacher question; share those responses in small, heterogeneous groups; and reach consensus. One member of each team is then selected randomly to provide the group's response. Numbered Heads Together (NHT) is more effective than the voluntary hand-raising practices. Kagan in Hunter at al (2015) states that Numbered Heads Together (NHT) can increase active student engagement, enhance interpersonal relationships, and improve student learning.

Numbered Heads Together is a cooperative learning strategy designed to influence the students interaction pattern and as the alternative for traditional class structure. Students with special needs often benefit when this strategy is used. The group supports each member and provides opportunities to practice, rehearsal and

discussion about the content of material. group learning method encourage students to take greater responsibility for their own learning and to learn from other, as well as from the instructor.

2. The Steps of Numbered Heads Together

There are some steps in conducting this method. According to Richards (2001:199) there are four steps in Numbered Heads Together; (1) Students number off in teams, (2) Teacher asks a questions (usually-high-consensus), (3) Heads Together – students literally put their heads together and make sure everyone knows and can explain the answer, (4) Teacher calls a number and students with that number raise their hands to be called on, as in traditional classroom.

Specific procedural steps for using Number Heads Together technique: students are placed in small, heterogeneous learning teams, preferably with four members. Teams are formed systematically and are heterogeneous in terms of gender, ethnicity, and achievement (Hunter at al, 2015). According to Gintings (2014) there are some steps that can be used in Numbered Heads Together (NHT) Technique: 1) Divide the students into groups of four and give each one a number from one to four. 2) Pose a question or a problem to the class. 3) Have students gather to think about the question and to make sure everyone in their group understands and can give answer. 4) Ask the question and call out a number randomly. 5) The students with that number raise their hands and when called on, the student answers for his or her team.

From the explanation above, the researcher take the conclusion that in this technique the students doing the collaborative activities, but every students have their own responsibility with the number that they got.

F. Roundtable Technique

1. Definition of Roundtable Technique

Roundtable Strategy is an information-sharing strategy that is used to generate multiple answers to a question posed by the teacher. Students respond in writing to a question that requires factual answers rather than conceptual or controversial responses. Kagan in Larasati et al (2016) in teams, students take turns generating written responses, solving problems, or making a contribution to the team project. The purpose of using roundtable technique is to find an easy and interesting way of teaching writing. The technique can also make the learning process more effective. By using Roundtable technique, it will make the writing process becoming easier and building team spirit of the students.

As one of cooperative learning strategies, Roundtable is a useful way to use in writing. Because of the Roundtable, the students can easily brainstorm their ideas or their thoughts about the topic. Then, they review it in a group. It makes them can improving their skill in the language. Roundtable Strategy is also an active learning strategy. It means that the students' role is bigger than the teacher in the classroom. It is good for the students to be active in the classroom, because in the language class the students must be active to follow the lesson. Roundtable can encourage the

students to share their opinion with the others. It can affect the students' confidence. They are not just waiting the teacher explanation or just becoming a good listener.

2. The Steps of Roundtable Technique

According to Wulandari (2015) there are some procedures of round table technique in teaching writing are: (1) Grouping-the teacher asks the students to sit in a group of four students; (2) Preparing-the teacher gives the groups similar theme; (3) Brainstorming-the teacher asks the member of the groups to write words or phrases related to the theme; (4) Writing-the group writes a text using the words/phrases written; (5) Presenting-each group presents their writing; (6) Evaluating-the teacher asks each group to make correction; (7) Revising-each group revises their work/writing.

Beside that, Richards (2001: 198) stated that there are four steps common use: 1) there is one piece of paper and one pen for each team; 2) one student makes a contribution; 3) passes the paper and pen to the student of his or her left; 4) each student makes contributions in turn. If done orally, the structure is called Round Robin. Every student in their group has different answer. It makes many variations answers about one topic. The answers can be used as a guide for the students in their writing. So, it makes the student being able to write easily.

From the explanation above, the researcher concluded that the important thing in roundtable technique is when the students turn the paper to their friend and

continue to write the answer. Even, in this step the students can help their friends to answer it.

G. Previous Study

There are two previous study that related to Numbered Heads Together and Roundtable strategy. The first is Ni Kadek Sri Ambarawati (2014) which entitled *The Application Of Roundtable To Improve Writing Skill Of The Eighth Grade Students Of SMPN 1 Amlapura in Academic Year 2013/2014*. The research identifies whether Roundtable technique can improve students writing ability or not. The research design that used is Class Action Research (CAR) with two pre test and post test. The result of the tests shows the improvement of subjects' ability in writing. The data of the research was taken from the students of SMPN 1 Amlapura in which the researcher collected the data from the pre-test, post-tests, questionnaire and also from the observation during teaching learning process.

The second previous study is Pratiei (2012) which entitled *The use Of Number Head Together Technique to Improve Writing Recount Text at The Second Year Student of Junior High School 5 Tambang of Tambang District of Kampar Regency*. The research identifies whether the Number Head Together effective or not to improve students writing ability. The research focus on the students ability in writing only that use 22 students for the sample. The researcher use cluster sampling in taking the sample. The data of this research was taken from the second grade students of Junior High School 5 Tambang of Tambang District of Kampar Regency.

There is a previous study that related to descriptive text. It is written by Fikri Fauzi Alawi (2011) which entitled *Improving Students' Ability In Writing Descriptive Text Using Clustering Technique*. The research design that used is Class Action Research (CAR) with pre-test and post-test. The data was taken from Eight Grade Students of MTs. Darul Ma'arif Cipete – Jakarta. The result of this study shows that using clustering technique in teaching descriptive writing can improve students writing's ability.

There were differences between this research and the three researches above. In the first research the different is the research design, in this research used Quasy-experimental research design and that research used Class action research (CAR). Then the focus of the research also different, that research focus on improving writing ability generally but my research only focus in writing descriptive text. The data of that research was collected from the score of eight grade students of SMPN but this research take the data from seventh grade of SMPN.

The second research has the same focus but different design. This research applied Quasi-experimental design and that research applied Pre-experimental research design. The sampling is also different. This research used purposive sampling and that research use clustering sampling. The data of that research was collected from the second grade of MTS but this research take the data from seventh grade students of SMP. The last research has the same focus in writing descriptive text but the technique is different. That research used Clustering technique and this research used Numbered Heads Together (NHT) Technique and Roundtable

Techniques, the research is also different, this research used Quasi-experimental research design and that research used Class action research (CAR). The data of that research was taken from eight grade of MTS and this research take the data from seventh grade students of SMP.

From all the previous study the researcher only wants to find out the effective of one techniques that they use in their research. But, this research used two techniques and compare between Numbered Heads Together (NHT) Technique and Roundtable Techniques to find out which one is more effective in teaching learning especially to improve the students' writing ability in descriptive text.