

CHAPTER II

LITERARY REVIEW

This chapter consists of some theories that followed by support idea which are definition of writing, process of writing, type of writing, cooperative learning, round robin technique, video as teaching media, and descriptive text.

A. Definition of Writing

Writing is an English language skill which is essential for life, because it aims to convey information, opinions, and someone's opinion through written media. Writing is a difficult skill to learn. According to (Harmer: 255) writing text has some separate or different rules from speaking. It is not only in terms of the grammatical patterns of the sentences, but also the structure of writing, the selection of appropriate vocabulary in the development of ideas and information and creates the right style for the subject matter.

Carroll J.A. and Willson E. (1993:6) stated "Writing is thinking on paper. Writing and reading are ways into knowing, learning, and communicating." Writing skills is an ability that helped writers to incorporate their thoughts into words in the form of messages. Beside media, writing also aims to provide information such as exchanging messages via mobile phone or mail.

Harmer (2007:33) stated that writing is useful in preparation when starting an activity such as students writing sentences for preliminary discussion activities. When students write, they really need to engage in a new language. A unique way to strengthen the learning process of writing students is by casting ideas, the use of eyes, hands and brain (Raimes,Ann, 1993:3).

1. Process of Writing

Writing is a productive ability that requires a process to produce writing. According to Harmer (2004: 4) stage passed by the author to produce something thing in written form called the process of writing. There are four steps in the writing process:

a. Planning

In planning writing, the authors are required to consider three main points. The first is the author must think about the purpose of writing, because this will affect the type of text on the results of writing and also the language that the author uses along with information entered in the writing of text. Secondly, the writer should think about the reader or the audiences and what he writes for. Because it affects the writing and language used. Third, the structure of the contents of the writing should be considered by the writer, such as sorting facts or ideas that have been decided. This stage of stages is called pre-writing.

b. Drafting

Draft is the first version in writing. As a guide in writing, the author uses the ideas generated in the planning. In this stage requires editing to check the writing text.

c. Editing

In the first draft experiment called the first draft, it is almost impossible that the writer could produce perfect writing in the initial experiment because there was probably incorrect information in the writing that required a revision to correct the text. Editing is a way to revise the writing on the first draft. This section is very important to prepare writing as public consumption.

d. Final version

After the writer edits his draft and makes changes of writing, the writer generates his final draft. In this way, it will look good than the first draft because it has through process improvement in editing so that authors can convey or send written text to the intended audience.

2. Type of Writing

The text is divided into several types according to the generic structure and its language such as descriptive, narrative, recount, report and procedure. These kinds of texts are called genres that have their own style and their own language features.

1. Descriptive text

Descriptive text is a text that picture something such as character in novel or people, a place, and thing. Usually descriptive text use adjective and adverb, picture, and employ the reader's five sense such as how it looks, smells, taste, feels, and sounds.

2. Narrative text

Narrative text is a text or story that contains the problematic events that try to find the problem solving in the story. The most important part of the narrative text is a set of methods used in the purpose of communicating narratives through narrative processes. Narrative text aims to entertain the reader with a story. (Munand, 2017)

3. Recount text

Recount text is a story retold in the past, usually this text is written based on their own experience. The purpose of this recount text is to explain to the reader what happened and when it happened. (Rosyadi, 2011:1)

4. Report text

Report text is a text that gives or explains information about something. It usually contains the results of the analysis or observation

5. Procedure text

Procedure text is text that explain how to do or to make something such as how to make video, road safety rules, science experiment, etc. the purpose of the procedure text is to tell the reader about how to do or make something that is presented in a sequence of small step steps and procedure text usually using simple present tense.

B. Descriptive Text

Descriptive text is a text that must be learned by all levels from junior high school, senior high school and up to college. Descriptive text is a text that informs about people, animals, objects or specific places. Gerot et al in Mursyid states that descriptive text is a text that aims to provide information to the reader about people, animals, places, or objects (Mursyid, 2011:4). This

means we can describe many things consisting of the characteristics of a person, thing, place and etc. and provide information to the reader in writing the descriptive text.

The statement above is supported by Noprianto (2017: 67) that the process of describing something starts from a clear sequence of characteristics such as attributes, traits, behaviors, functions and so on so that readers or listeners can see what the author is writing as if the reader or the listener can see with their own eyes. It means that descriptive text's function is to make the reader imagine the object in the text clearly.

“Descriptive paragraph explain how someone or something looks or feel. A process of paragraph which explain how something is done” (Zemach & Rumisech, 2005:25). It means that descriptive text is deliver someone or something looks and feels.

Based on the above explanation, it can be concluded that the descriptive text is a text that describes a person, objects, or a particular place in detail so that through descriptive text, the reader can imagine the object that conveyed in the descriptive text.

C. Cooperative learning

Cooperative learning is a small group learning model where students can communicate with each other. Cooperative learning is an excellent method for learning because this method encourages students' social skills such as appreciating and asking each other or communicating alternately (turn-taking). In addition to social skills, this method can also encourage other important skills for academic success (Kagan, 2009: 111).

D. Round Robin Technique

According to Mandal (2009:7) round robin is a brainstorming technique in which students generate ideas and other students alternately convey or respond to questions with words or short answers. Students submit responses in the order that is arranged until all students or members get a turn to express opinions. This technique is helpful because all students participate

so that a collection of ideas from each student can be formed according to a predetermined topic. This statement is supported by Govindo (2013: 7) which explains the function of round robin to introduce ideas and practice metrics as students' understanding. The teacher explains in accordance with the learning strategy then the teacher gives a question for each group and students answer it with different answers.

In conducting round robin techniques, there are several steps (Kagan, 2009). First, the teacher divides the students into small groups of four to six people per group. Secondly, the teacher explains the material that is learned and gives the exercise or task to the students. Third, the teacher determines the topic to be discussed to each group. Fourth, students discuss the topic in turns with the group until all members get their turn to channel their respective opinions.

Furthermore, according to Kagan (2009) states that the application of this technique can improve their social skills to be a good team. The team members should help each other and how to be a good leader. They cannot be shy to participate and not too hard or firm to burden members of the team. Students must know how to motivate their team members and listen to understand the perspectives of their team mates. They must know how to reject an idea that does not fit politely. They must know how to take turns well, explain conflict, and reach consensus. These skills are important skills in the world of work, family, and other social relationships.

E. Video as Teaching Media

The use of interesting media in descriptive text learning is helpful to students. Now, students feel more energetic and enthusiastic in following the lessons if teachers use interesting media such as audio visual. Video is one of the media that can improve student ability especially in writing descriptive text. Students can easily describe the objects in the video clearly by watching the video which played by teacher about describing something.

A problem that is often encountered in previous research and in this study is from teachers. Teachers only use the facilities in a manner like

whiteboards and English books without using media that is interesting in teaching. So that, learning situation of teaching becomes monotonous and boring. Based on this problem, students need interesting media such as video so they can motivate students in writing descriptive text. By using video media, students can begin to start how they write their own text.

Audio visuals are well known in motivating and facilitating to help foreign language learning. According to Wright (cited in Cakir, 2006), many kinds of visual presentation such as media and styles that are useful for students in learning foreign language. Through visual media, students can learn more actively and teachers can also encourage more creative students to express through writing. This means that audio visual has a positive role in learning foreign languages especially English because in this learning process students use their eyes and ears to observe the video, and the eyes is the basic or has important role in learning (Cakir, 2006).

F. Previous Studies

In this part, the researcher explains that there are several studies that use round robin technique in the process of teaching and learning. Therefore, the researchers will summarize some previous research related to research using round robin technique as a guide for researchers in conducting new research.

The first previous study is “Improving Grade X Students’ Speaking Achievement under Round Robin Technique” by Syafryadin , IstiqomahNurRahmawati and Rizki Widiastuti. In this study using Classroom Action Research (CAR) with investigated the use of round robin to improve students’ speaking achievement that conducted in X grade of senior high school Bandung which consist of two cycles. The researchers used round robin to the students by divided them into small group which consist of six members and asked them to make around to talk about the topic that the teacher had given. This technique will make the students speak more and also they can enhance their knowledge by sharing the information related to the topic. In teaching speaking using round robin, they use the following steps:

1. Teacher give the topic that will discuss by using round robin technique
2. Teacher forms the students into some small groups and sit in circle. Each group contains of five students and there is a leader as the speaker in it.
3. In this technique consists of five rounds. The leaders will speak about the topic which is given in several minutes. After the time is up, the speaker is moved to the next audience in that group.

The result of this research, round robin technique is able to improve the students' speaking especially in accuracy. Each cycle had the improvement about the score of students although it still has some problem on grammatical, pronunciation and also vocabulary. However, this technique is effective to make the students speak more confident and free.

The similarity of this research and this study is the technique, subject, language skill, and using Classroom Action Research. The difference is the steps of round robin. The researcher using writing round robin in descriptive text by giving students video and they will describe in written text start to the leader of group to the next member of group until the descriptive paragraph is done. It will make students easy to describe with this way.

Second previous study is *Improving Reading Comprehension Through The Use Of Round Robin Technique For The Tenth Grade Students Of SMK Farmasi Indonesia Yogyakarta in The Academic Year 2014/2015*. This research is classroom action research which conducted in two cycles. The data of the research is using qualitative and quantitative. The qualitative data is taken by observations which are interview and filed notes. The quantitative data is taken by the result score of students in reading. The application of round robin in this research is asking the students to make group consists of four members counting one until nine. Then the researcher gave the students text and read individually, then the students answer the question based on the text provided hand out in turn.

The similarity of this research and this study is the method and it was using classroom action research. Whereas the difference of this research is the

subject of research conducted in senior high school and chose the reading skill to do the research.

The third previous study is *The Use of Cooperative Round Robin Discussion Model to Improve Students' Holistic Ability in TEFL Class* by Slamet Asari, Ulfatul Ma'rifah & Yudhi Arifani. This research using classroom action research which consists of two cycles and using quantitative research. The qualitative data was taken from students' critical comprehension on TEFL through test, quiz and worksheet. The researcher using cooperative teaching strategies which implemented Round Robin Discussion strategy where the students were asked to make small group consist of four or five students and discuss with the other member in that group about the topic. The other groups do the same thing to talk and discuss about the same topic. The main teaching was the group presentation about the topic that had given by the lecturer with they own language. The students were not allowed to copy the language from book, because the other groups or students will monitor them and give them questions.

The similarity of the research above with this study is the method that we used is same by round robin technique from cooperative learning method to make discussion class effectively. However, the researcher found that there are some differences from this research which are the scope and limitation from research above are all students in TEFL class of forth semester in Muhammadiyah University of Gresik to how the round robin discussion learning model is able o enhance students' critical thinking, presentation skill, confidence and independent learning in TEFL. Whereas this study is conducted in junior high school to make the group discussion when making descriptive text paragraph using round robin.

The forth previos study is *Improving Students' Speaking Skill Using Round Robin Technique At The Second Grade of MTs. Muhammadiyah Gobah Kampar Regency*. This research conducted two cycles which consist of planning, action, observing and reflecting. The implementation of round robin technique was effective to improve students' speaking skill in each cycle. However, this research is different with this study, because the

researcher using round robin in writing as the subject and facilitate the students with video to describe the object in group.

The last previous study is The Effect of Round Robin Writing Strategy on Students' Achievement in Writing Descriptive Text At The Tenth Grade of MAS PAbB 2 Helvetia Medan in 2016/2017 Academic Year which written by Rizky Tia Maudina from Islamic University of North Sumatera. This research was using experimental research and intended to find out the data of students' achievement in writing descriptive text using round robin. This technique was effective and successful in increase students' writing. Although this research has similarity from this study such as the use of round robin in writing descriptive text, but it is absolutely different because this study using classroom action research that consist of two cycles with using video as the media of writing descriptive text.