CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

a. Definition of Writing

Writing is a skill used to transfer information and to communicate to other humans by using written language. Writing is not as easy as we think. Because we must enclose ideas in order to make the readers understand what content of the message is. Meyers (2005:2) stated that writing is an action, a process of discovering and organizing our ideas, put them on the paper and reshaping also revising them. It means that writing is a process to attach the ideas so it can be used to share some information or to communicate by each other in written form.

In expressing the ideas, a writer should explore their thought to make readers interest in their writing. It makes the readers understand the messages clearly. So writing is very importance. The importance of writing, especially writing English is very great. In relation to the statement, Pillai (2012) has defined that writing is very essential for many field such as expression, education, business, government, and scientific. For example, in business world, the importance of the writing is used for appointment letter, memos, and application letters. In education, writing English is one of four skills that have to be achieved by students at secondary, high schools, and universities. That is why

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everyone should be able to write. Therefore, before writing the writer should know the components of writing itself.

In writing, learners must concern at least five aspects of good writing. These are content, organization, grammar, word choice, and mechanics. Then writing can be said as complex skill, because there are some components that should be focused on writing, such as the purpose of writing and writer's knowledge (paragraph and pattern organization). It means that writing should be taught to the students' cognitive which is useful for students who learn language.

Writing is a produced by the writer as a tool to communicate to other people with a various message. In line with this idea, Linse (2005) has mentioned that writing is combination of process and product. Then the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. So writing can be as a product that the final pieces of writing such a book, has grown out of many steps which make up the process.

b. The Components of Writing

There are some components that should be considered by writer in writing activity. Beside that the students need the components to construct their writing, the components are needed to creat effective writing. Based on Writing Alive Empowering Teachers and Students (2003) has suggested that the writer should be pay attention while writing to these components:

1. *Content,* the writer must be pay attention to the relevance, clarity, originality, and logic of writing.

2. *Syntax,* the writer should be able to compose the sentence structures, sentence boundaries, stylistic choices, etc.

3. *Grammar,* in here the writer should pay attention to rules of verb, agreement, articles, pronouns, etc. It is one of the important points that must master first. Because it is base of writing to arrange all of the words to be a paragraph, sentences, even essay.

4. *Mechanics,* it includes about handwriting, spelling punctuation, etc.

5. *Organization,* the writer should know about paragraph, topic and support, cohesion, and unity.

6. *Word Choice,* the writer should know how to apply vocabulary, idiom, and tone in writing appropriately.

7. *Purpose,* the writer should know the reason for writing. it is the important one for the writer. What for the reason they write or what aim they write.

8. *The Writer's Process,* in here the writer should be aware of how to get ideas, write drafts, and revise in their writing.

The writer formulates five components in the indicators as a measure of students' writing ability. These are content, organization (generic structure), vocabulary, language features (grammatical features), and mechanics (spelling and punctuation).

c. **The Purpose of Writing**

The purpose is very important in all of the aspects in writing activity. It will show the goals of the writer in his written. Pertaining to Nunan (2003:88), writing is both to express and impress. It is clearly that writing has many purposes.

Meanwhile according to Coffin et al. (2003:20) mentioned that writing has several purposes, including as assessment, as an aid to critical thinking, understanding, and memory. The purpose of writing also can be to extend students' learning beyond lectures and other formal meetings, to improve students' communication skills, and to train students as future professionals in particular disciplines.

Based on all of the statements above, the writer got an understanding that no matter our writing is, it is done to express the idea and feeling to raise a purpose based on each importance. Moreover, for the students, the purpose of writing is to improve their communication skills, share information to the readers and to train students to become professional writers.

d. Types of Writing

There are some types of writing. It shows the level of the students. Pertaining to the idea stated above, Brown (2003:220) defined that there are four types of writing, these are:

1. Imitative

This type is to produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. It includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, form is the primary while context and meaning are secondary concern.

2. Intensive (controlled)

This type focuses in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness.

3. Responsive

Here, this type requires learners to perform a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraphs.

4. Extensive

It implies successful management all of the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis.

This research was conducted for senior high school, so the types of writing that used in this research was responsive. In this type the students should be able to connect sentence into a paragraph and create a logically connected a sequence of two or more paragraphs.

e. Elements of Writing

In relation to the idea, Harmer (2004:4-5) has suggested that writing has four main elements as follows:

1) Planning

In this point, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing. In this step, the writers decide the topic. The topic is selected depending on the purposes of them selves. Then, the writers brainstorm their ideas about all things that are related to the topic and take notes about the ideas. The last, the writers make outlining of their writing. The writers write the main points and sub points in the order in which they plan write about them.

2) *Drafting*

This is the first version of a piece of writing. The writers begin to write. The outline will be guided for the writers to write in the writing process. The writers should develop their ideas in the paragraph. The paragraph should be coherent between one with another.

3) *Editing*

This stage needs some revising to make it better. The writers edit their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the writers should check their writing. When writers edit their draft, they will make some changes. They often add a whole paragraph or more, take out one or more paragraphs, change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies and so on.

4) *Final Version*

After editing the draft and making the changes that are considered before, the writer can produce their final versions. In this step, the writers should rewrite their draft. The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process.

f. Genre

A genre can be defined as a culturally specific text type which results from using language (written or speaking) to (help) accomplish something. Based on Paterson (2015:9-62) in Campbell High School text type book, there are some text types have been designed to assist the students with their class work either at school or at home. The text is to retell something that happened in the past and to tell a serie of past even for the purpose of informing or entertaining. This text is recount. It is different with description text. This text provides detail to show the reader what you are referring to. Use detail words to allow the readers to picture what you are describing.

Furthermore there is a text to examine (by argument) the consideration for and against an issue and come to a logical recommendation based on the evidence, it is discussion text. There is also the text that explains the processes involved in how and why something works. This kind is explanation text. Exposition can be said as text to persuade the reader to believe something by presenting one side of the argument. Meanwhile narration text is to amuse or entertain the readers and to tell a story. Then review is type text to provide information on a topic (a film, a book or a restaurant) whilst also presenting an opinion.

In other side there is a text to provide the readers with steps in logical order to understand the sequence or process, it is procedure form. Then there is persuasion type. It is to encourage the readers to accept a point of

view based on the evidence and points provided. How about report text, it is to present information about something. Other types is analytical exposition, it has the function is to persuade the reader or listener that something is in case. There is also text that persuades the reader or listener that something should or should not be the case. It is said hortatory exposition. The last type is anecdote. It has function is to share with others an account of unusual or amusing incident.

2. Narrative Text

Narrative text is a kind of the text that tells a story using a series of events. According to Kane (2000) a narrative is a meaningful sequence of events told in words. Moreover Crown (2008:1) has stated that narrative central to students' learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or wriiten, involves a set of skills and authorial knowledge but is also an essential means for students to express themselves creatively and imaginatively.

The range of narrative that students will experience and create is very wide. Many powerful narratives are told using only images. Narrative text can be fiction or nonfiction. So the essential purpose of narrative is to tell a story, but the details purpose may very according to type of narrative text itself. There are several type of narrative text that have the purpose each one, these are:

a. Mystery is to intrigue and entertain.

b. Fantasy has the purpose to entertain and fuel the imagination.

c. Myth that is to provide a fictional explanation for natural phenomena. Many cultures use myth to explain the world and its mysteries by handing them down from one generation to the next. Myths can also pass on cultural, religious or spiritual beliefs and traditions.

d. Legend is to provide information about the way particular people lived, and what they believed. It also helps students to reflect on their own lives because it often deals with issues that are cross-cultural and relevant today.

e. Fairy Tale is to amuse and to convey cultural information that influences behavior, such as where it is safe to travel and where it is dangerous to go. It is found in most cultures and many derive from the oldest stories ever told. Some modern fairy tales could be included in the more recently categorized type of fantasy.

f. Fable sets out to teach the reader or listener a lesson they should learn about life.

The generic structures of narrative text as follows:

a. Orientation

It tells about opening text where the characters of the story are introduced as well as time and place of occurrence.

b. Complication

Complication section contains an overview of the emergence of crises or problems experienced by the characters in the story or in other word where the problems developed in the story.

c. Resolution

Resolution contains characters from a story about how the solve the problems that exist in the complication.

d. Re-orientation

This is a closing remark to the story and it is optional, can be added or not. It consists of a moral lesson, advice or teaching from the writer.

Narrative text also has the language features. They are using past tense, adverb of time, e.g. long time ego, time connectives and conjunction to arrange the events, e.g. then, before, soon, etc., action verbs, and specific noun as pronoun, e.g. the king, the queen, etc. Based on all of explanation about narrative text above, it can be concluded that narrative text is generally used to tell a story and entertain the reader or listener. Knowing the generic structures and the language features of narrative text can help the students to make good narrative text easily.

3. Round Table Technique

a. The Definition of Round Table Technique

Round Table Technique is one of the cooperative learning techniques which led the students to work together in a small group by taking turns in a round table. In general cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

According to Johnson and Johnson (1993:9) quoted in Jacobs, cooperative learning is a small group so that the students work together to maximize their own and each other's learning. In addition, pertaining to Jacobs (2002) stated that cooperative learning is principles and techniques for helping students work together more effectively. So cooperative can be said working together to accomplished shared goals. It can be concluded that cooperative learning is the instructional use of small groups to accomplished shared goals.

There are some elements of cooperative learning that differentiate it from another team work. Those elements are described by Roger and David cited by Suprijono (2009:58), *first element* is positive

interdependence. I this element the team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences. *Second element* is personal responsibility or individual accountability. In this element, all students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

Third element is face to face promotive interaction. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another. *Forth element* is interpersonal skill. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills. *The last element* is group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make the function more effectively in the future.

Meanwhile according to Kagan (1998:7) stated that Round Table technique is one of the cooperative learning that can be used to work well for assessing prior knowledge, practicing skills, recalling information, and creating cooperative art. Moreover Jacobs G. (2004) also has stated that Round Table is cooperative learning technique in which each person writes on idea for a multiple ability task and passes their paper to the

person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task then whole class discussion should follow.

In conclusion Round Table is a conference or discussion involving several participants in general. But Round Table here can be said as defined a small group of students. The students sit around the table to accomplished shared goals in writing narrative text, with each student given chance to write a word or a phrase in their group in teaching writing.

b. The Advantages of Round Table Technique

Pertaining to Stenlev at al. (2011) has defined that Round Table Technique is very useful for brainstorming, reviewing, and practicing skill and can be as a content-related team building exercise. Furthermore Kagan (1998) had an opinion that Round Table Technique will achieve some advantages in terms of academic and social point of view. The advantages of Roundtable Technique are:

1) Assessing prior knowledge

2) Practicing skill especially writing skill

3) Recalling information

4) Creating cooperative art

5) Teambuilding, participation of all

In this research the writer saw that Round Table technique has given many benefits for the students especially and teachers generally. After giving treatment by using Round Table technique, the students started interest in writing so the writer knew that this technique would help the students to increase their writing ability not only in narrative text but also in all types of text.

c. Teaching Writing by Using Round Table Technique

According to Barkley (2005:241-242), the steps of using Round Table Technique in teaching writing as follows:

1) The teacher forms some groups that consist of four or more students each group.

2) The teacher determines which group member will begin and inform students that they will circulate the paper clockwise.

3) The teacher gives a topic to be discussed in group.

4) The teacher gives a clue dealing with the topic and asks the first student to write his word, phrase, or sentence as rapidly as possible.

5) The student passes the paper to the next student, who follows the same steps.

6) The process continues until all of the students have been participated and the teacher stops it.

In this research, the writer applied Round Table technique for experimental class (class that was given treatment) in teaching writing. The writer followed the steps of using Round Table technique based on Barkley opinion above.

B. Relevant Research

There are many relevant researches which have relevancies to the research, especially in writing area. According to Syafi'i (2005:103) mentioned that relevant research is required to observe some previous research conducted by other researchers in which they are relevant to our research. Researchers are various, either in general or in specific one. Dealing with this research, the writer takes some relevant researches that have been investigated by previous writer concerning about the area of writing, they are:

1. Anggi Sinta Hapsari has conducted a research entitled "The Use of Round Table Technique to Improve Students' Achievement in Writing Hortatory Exposition Text of Grade XI Students of SMAN 1 Batang" in 2011. The design of this research was a quasi-experimental design. The research has conducted in Semarang. She tried to find out whether or not the Round Table technique gave contribution to improve students' achievement in writing hortatory exposition text of grade XI students of SMAN 1 Batang. She concluded that the use of roundtable technique could improve students' achievement in writing hortatory exposition text very well. It could be shown that the students wrote hortatory exposition text in correct grammar and punctuation, and it could also increase

students' interest in writing hortatory exposition text. The students were more active, more interested during the learning process, and respond the lesson well.

2. Ending Sartika has conducted a research in 2014. The title of this research was "The Effectiveness of Round Table Technique to Improve Students' Speaking Skill in the First Grade Students of SMAN 3 Salatiga". The research has conducted in Salatiga. The design of this research was also quasi-experimental design. The problems of her research were: many students were still lack of vocabulary, limitation of practice to speak English and psychological such as being nervous and fear to speak English. In her research, she has found that there was a significant effect of Round Table technique toward students' speaking skill in the first grade of SMAN 3 Salatiga. At the end she concluded that the students taught by using Round Table technique had higher speaking ability than the students taught without using Round Table technique. It means that this technique was successful to be applied in teaching and learning process.

In conclusion, both Anggi Sinta Hapsari and Endang Sartika researches, using Round Table technique in teaching and learning process have been successful. Anggi's research that has used Round Table technique in teaching writing hortatory exposition text has been successful to improve the students' achievement. Meanwhile, Endang Sartika focused on teaching Speaking ability by

using Round Table technique. It was successful also. In this research, the writer focused on teaching writing narrative text ability by using Round Table technique.

C. Operational Concept

Operational concept is a main element or a concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in this research. This research is designed into two variables, variable X and variable Y.

1. Variable X

   Variable X is independent variable that shows the procedures of Round Table technique in teaching writing. The indicators as follows:

   a. The teacher makes some group that consist of four or more students each group.

   b. The teacher determines which member to be the first member and inform the students that they will circulate the paper clockwise.

   c. The teacher gives them a topic to be discussed in Round Table discussion.

   d. The teacher starts by giving a clue, it can be word classes (nouns, verbs, adverbs, so on) dealing with the topic.

   e. The first student must write down a word, a phrase, or a sentence that they have gotten on piece of paper as rapidly as possible.

   f. The first student gives the paper to the second student.

   g. The teacher gives a different clue to the second student and the student must write down what his/her idea.

h. The process continues until the paper filled by the last student.

i. The ideas that have been written on the paper are used by the students to make a narrative text.

j. Then, the last result of narrative text will be discussed in each group.

2. Variable Y

Variable Y is dependent variable shows the students' ability in writing narrative text. The indicators of students' ability in writing narrative text as follows:

a. The students are able to develop the ideas in writing narrative text.

b. The students are able to write narrative text based on the organizational structure correctly.

c. The students are able to write appropriate vocabulary in narrative text.

d. The students are able to write grammatical feature correctly in narrative text.

e. The students are able to write punctuation and spelling appropriately in narrative text.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the result of this research is the students' writing ability would be better after being taught by using Round Table technique toward students' writing narrative text at tenth grade of State Senior High School 2 Bangkinang Kota.

2. Hypothesis

H_o: There is no significant effect in writing narrative text ability between students taught by using Round Table technique and students taught without using Round Table technique at tenth grade of State Senior High School 2 Bangkinang Kota.

H_a: There is a significant effect in writing narrative text ability between students taught by using Round Table technique and students taught without using Round Table technique at the tenth grade of State Senior High School 2 Bangkinang Kota.