

II. FRAME OF THEORIES

This chapter contains explanation of related theories used in this research; notion of writing, teaching of writing, various activities in writing, aspects of writing, text, descriptive text, teaching descriptive text writing, cooperative learning, models of cooperative learning, roundtable, procedures of teaching descriptive text writing through roundtable technique, advantages and disadvantages of roundtable technique, theoretical assumptions, and hypothesis.

A. Notion of Writing

Writing as one of the important skills in learning English has various definitions. As it is cited in Mardasari (2008:6), Chin defines writing as a way of communicating information, ideas, and feelings to other people by sharing the thoughts, ideas, and feelings in written symbols. It means that when we write, we compose or create meaning with words. In writing, a writer has to consider the way to convey his/her ideas with the purpose that the readers could easily grasp them. It is significant because between the readers and the writers there is no space to discuss. In order to make the readers reach the writer's ideas; they need to create a good writing. Writing is good when it achieves its purpose for the readers. No matter how attractive the writing, but, when it is out of context, it is considered ineffective Hairston (1986:5).

Moreover, Hoffman (1990:1) says that writing is a way of thinking. It means that while you get things down in writing, it helps you examine experiences, sort through information, and analyze ideas in order to understand and make better sense of the world. He also says that writing is an act of communication. Writing takes a greater importance when you begin to see it as a way to make yourself heard, to persuade people to see something your way, to argue for ideas you believe in, and to change things.

Concerning about writing, Gould (1989:30) in his book states that that writing is an effort to create a dialogue with readers, and it involves exploring our relationship to our readers in much the same way that we explore our relationship to people we talk to. Writing is not private; it is always a form of social dialogue, a way of talking to someone. From the explanation above the researcher summarizes that writing is an act of putting words into paper or other media as one way to communicate to others.

B. Teaching of Writing

Teaching is showing or helping someone learn how to do something providing with knowledge, causing to know or to understand (Harmer, 2004: 7). It means that when we teach our students, we have to help them to understand what materials being taught or help them to do what they have to do.

In relation with teaching writing, Lado (1959: 125) states that simply the goal of teaching a foreign language is the ability to use it, to understand the speech and of its native, and target culture in terms of their meaning as well as their great ideas

in achievement. It can be said that the goal of teaching writing is to make students able to write or use language in written form.

While according to Raimes (1938:3) reasons of teaching writing are important. First, writing reinforces the grammatical, structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learnt to say, to risks. Third, when they write, they necessarily become very involved with new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

And as we know that in writing evaluation, there are some elements should be considered such as structure, organization, language use, vocabulary, and also mechanics. Thus, teaching writing means teacher has to help them in understanding the components of writing, select relevant materials to his students and guide them in writing based on those aspects of writing.

Writing has some stages should be considered by teacher as the way to teach writing. Below are the stages of the writing process stated by Adelstein and Pival (1998):

1. Pre-writing

Pre-writing is the process of getting your ideas in preparation for writing.

Prewriting activities help you find a good topic, narrow topics that are too broad, and look at purpose. You should finish the prewriting activities with at least a sentence and a list. Or you may have something as formal as a three-part thesis sentence and a fully developed outline. During this stage you

basically choose your topic (limited subject) and state our precise opinion about it. Some people usually make an outline for starting this stage. For example, you choose the topic of describing member of family. Here, you are going to describe your mother. Then, you make the outline in order to make you easy in developing your ideas. Below is the example of an outline:

My Beloved Mother

1st paragraph

Introduce her name.

Mention her old.

Tell about her job or her activities.

.....

2nd paragraph

Describe her physical appearance (her eyes, her hair, her skin color, and the like).

3rd paragraph

Tell about her hobby.

4th paragraph

Tell about her traits.

5th paragraph

Conclude what you think about her and why she becomes your beloved mother.

2. Writing

Writing is the process of supporting your topic and your opinion. The supports can be in the form of examples, statistics, and statements by authorities. In this stage you set on the paper your opinions into words, sentences, paragraphs, and so on and also by giving supporting statement from other resources. After you have made the outline, now is your time to start writing; you have to develop each statement of each paragraph in the outline. This is the example of writing result of the outline above:

My Beloved Mother

I have a mother. Her name is Susanti. She is 45 years old. She is a teacher of one of elementary school in my village.

My mother is a beautiful woman. She has beautiful brown and bright eyes. She has long and straight hair. Her hair color is black. She is thin body and average tall. She also has long leg.

My mother has some hobbies. One of them is making a traditional food such as "lambang sari", "bakwan", and also "bubur sum-sum". I like all of these foods. When I am in home, she makes it for me and it is so delicious. Besides, she also likes making "kristik" handicraft.

My mother is a kind person. She is so kind to everyone. She loves so much with her family. She is also so patient person when she faces problems. Besides, she is so care and wise.

She is my mother who I love very much. She becomes my beloved mother because of her good traits. One day, I really want to be a mother like my beloved mother. I love her so much and she will be my eternal beloved mother.

3. Re-writing

Re-writing is the process of editing your writing. This can be done in phases.

You should focus on obvious things during the first phase; spelling, grammar errors, etc. During the second phase you should read your writing out loud and edit the awkward and senseless sentences. This is the example of the writing result that has been edited:

My Beloved Mother

I have a mother whose name is Susanti. She is actually a teacher of one of the elementary school in my village and her age is 45 years old. She is quite busy because she is a teacher of one of elementary school in my village.

My mother is a beautiful woman I have. She naturally has brown and bright eyes and she has long, straight, and black hair. She also has slim body and she hasfairly tall because she has long legs. She is so elegant with her blue dress.

My mother has some hobbies such as making a traditional food like “lambang sari”, “bakwan”, and also “bubur sum-sum”. I like all of these foods. When I am in home, she makes it for me and it is so delicious. Besides, she also likes making “kristik” handicraft. The result is so amazing. Sometimes, I ask her to teach me how to create it. But, I can not create it as beautiful as my mother’s.

My mother is a kind person. She is so kind to everyone. She loves her family so much. She is also so patient person when she faces problems. Besides, she is so care and wise to everyone. That is why she is loved by every people around her.

She is my mother who I love very much. She becomes my beloved mother because of her good traits. One day, I really want to be a mother like my beloved mother. I love her so much and she will be my beloved and my irreplaceable mother forever.

C. Various Activities in Writing

Harsyaf, Nurmaini, and Izmi (2009:16-18) suggests some writing activities that teachers can use in introducing or guiding the students to various written text types. They are:

1. Controlled writing

The main importance of writing at this level is that it helps students to “learn”.

Writing new words and structure helps students to remember them and as writing is done more slowly and carefully than speaking, written practice helps to focus students’ attention on what they are learning. In doing so, the activities can be an integrated skill activity. The following are examples of controlled writing activities:

a. Gap filling

Listen to the teacher, and then write out the complete sentence!

Paper.....wood. It.....the Chinese in

b. Reordering words

Write the sentences correctly! They are about a description of a nurse’s working day.

We / six o’ clock/ and / tea/ drink/ get up/at
Then/ the patients/ wake/ go/ and the wards/ we/ round
Sometimes/ medicine/ injections/ them/ we/ or /give

c. Substitution

Write a correct sentence like this about yourself!

Joe enjoys playing football and reading adventure stories.

d. Correct the fact

Rewrite the sentences so that they match the pictures!



At the office, the staffs are talking to the guest. The guest is sitting on the chair while listening to the woman’s explaining about a form. The man brings her a cup of tea.

2. Guided writing

As soon as the students have mastered basic skills of sentence writing, students need to progress beyond very controlled writing to freer paragraph writing. However, students will make this transition more easily and learn more if we can guide their writing. There are two main ways of doing this (Doff, 1988, p. 153). Here are examples of guided writing:

a. By giving a short text as a model

Students read a short text, and perhaps study particular features of it (e.g. the way sentences are joined, the use of verb tenses, the use of the passive). They then write a paragraph which is similar, but involves some changes. Examples of texts that could be used: Students read a paragraph about a student's day, and then write about their own day; students read a description of a car, then write descriptions of other cars; students read a description of a town, then write descriptions of their hometown or other cities that they might have visited or they can write descriptions of persons (see page 25).

b. By doing oral preparation for the writing

Another way of guiding paragraph writing is to do oral preparation before and with the whole class; the students make suggestions, and the teacher builds up an outline or a list of key expressions on the board. The students then use this as a basis for their writing. This approach has several advantages: It is flexible: it can be done in different ways according to the interests and ability of the class. Ideas about what to write come from the students themselves; this

make the activity much more interesting and involves the class more. It does not require specially-prepared texts or other material.

c. Free writing

Students here are considered to be able to use the pattern they have developed to write a particular text type. Teachers can guide them to use various techniques of brainstorming to help them to write. This is its example:

Write a descriptive text! Describe anything you want to describe. Do not worry about spelling, grammar, or even the right words! Just write down your thoughts about a topic without stopping for the time you've allowed

In this research, the researcher used guided writing as writing activity when she did the treatment (roundtable technique). She gave an example of descriptive text of a person as a model to the students, then she and students discuss the purpose, the generic structure, and the language use of the text by following the instructions of roundtable technique.

D. Aspects of Writing

A writer will be said successfully in writing if their writing contains some aspects writing. According to Jacobs (1981: 90) there are five aspects of writing:

1. *Content* refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. *Organization* refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. *Vocabulary* refers to the selection of words that are suitable to the content. It begins with assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. *Language Use* refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. *Mechanics* refers to the use of graphic conventional of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

Meanwhile, Harris (1974:68) states that there are five general components of writing needed to be appropriately viewed; namely:

1. *Content*: the substance of the writing, denoting the thought that is written about in the passage.
2. *Form*: the organization of the content or ideas, whether the passage has fulfilled the criteria of unity and coherence, or not.
3. *Grammar*: the employment of grammatical forms and syntactic patterns. The principles of grammar that are of importance are those that concern words and those that concern word relationships.
4. *Style*: the choice of structures and lexical items to give a particular tone or flavor to the writing.

5. *Mechanics*: the use of the graphic conventions of the language. In composition, it is the general term for matters of spelling, capitalization, hyphenation, abbreviation, and the like.

In this research, the writer applied those aspects of writing stated by Jacob in evaluating the students writing score because it provides a well defined standard and interpretive framework for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students' writing (Jacobs, 1981:90).

E. Text

Text is a semantic unit that is realized in the form of words, clauses, and sentences. A text is sometimes envisaged to be some kind of super-sentence, a grammatical unit that is larger than a sentence but it is related to a sentence in the same way that sentence is related to clause. Derewianka (1992:17) said that text is any meaningful stretch of language - oral or written. Not all texts are the same.

They will have differences in its purpose, its generic structure, and also its language use. One factor, which accounts for differences in texts, is the purpose for which the text is being used. Texts are structured in different ways to achieve their purposes. Take for example; the purpose of descriptive text is to describe a particular person, thing, or place. The structure of the text is:

1. Identification : identify the topic
2. Description : provide details of the topic such as parts, quantities, qualities, characteristics, etc.

F. Descriptive Text

Descriptive text is a text that is used to describe a particular thing, person, or place. It talks about specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Anything being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their minds clearly as the writer sees in his/her. For example, if you want to make a descriptive text about your mother you have to write her physical features, such as how is her hair, nose, lips, checks, body, etc. her personality, and other descriptions.

Nainggolan (2010:24) define descriptive text as a text which talks about or describes on a particular person, place, or thing. So, the function of this text is to give readers description about a particular person, place, animal, or things.

According to Decker (1989:249) in its forms description is either objective or impressionistic (subjective). Objective description is purely factual, uncolored by any feelings of the author; it is the type used for scientific papers and most business reports. But impressionistic description, as the term implies, at least tinges the purely factual with authors' personal impression; instead of describing how something is, objectively, he describe about how it seems subjectively. In this case, the definition of description can be concluded as description of how something is or how it seems, or how it looks like. We can describe person, place, animal, things, moments, theories and also facts.

It is supported by Langan (2008:179) who states that when you describe someone or something, you give your reader a picture in words. To make word pictures as vivid and real as possible, you must observe and record specific details that appeal

to your reader's sense (sight, hearing, taste, smell, and touch). More than any other type of essay, a descriptive paper needs sharp and colorful details. It means that what a writer writes in his description paper or text must contain details information about what he describes so that the reader can see, feel, hear, smell, and touch what he describes in his writing. By having the details information about what he describes, the reader can imagine your description as vivid and real as possible.

In relation with descriptive text, Corder (1979:158) says that you will probably use description to serve some other purposes, such as describing something in order to explain it to someone or describing something in order to persuade an audience to see and believe as you do. In addition, Smalley and Ruetten (1986:25) also states that descriptive text relates to the description of something in order to make the readers see, feel or hear what the writer sees, feels, or hears. A description can be objective or suggestive. Objective description deals with fact of technicalities, you give no judgment or emotional reaction. Your purpose is mainly to describe fact, while suggestive description involves the impressions and feelings that the writer has about what he/she is describing. Besides that, descriptive paragraph can be divided into description of place, animal and person.

Moreover, Sudarwati, and Grace (2007: 135) confirm that the social function or the purpose of descriptive text is to describe a particular person/thing. The text organization or generic structure of descriptive text is:

1. identification: identify phenomenon to be described. This is the part of the text where the writer mentions the name of the person or thing she/he describes, the profession and career;

2. description: provide details of the topic such as parts, qualities, characteristics, and the like. In this part of the text, the writer describes the appearance, personality, behaviour, habit and soon about the things being described. So, by reading this description, the readers will likely see, hear, touch, and sense what the writers sees, hears, touches and senses.

Besides generic structure, descriptive text also has language features:

1. Use of adjectives and compound adjectives
For example: Anna is *light-skinned*, She looks *attractive and beautiful*;
2. Use of linking verbs
For example: She always *appears* young, She *is* kind;
3. Use of attributive has and have
For example: She *has* long hair;
4. Focus on specific participants.
For example: describing Susilo Bambang Yudhoyono;
5. Use of simple present tense.
For example: She goes to school by car.

The following is an example of descriptive text:

Rupert Alexander Grint

Identification

Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons.

Description

Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He is also very humble. However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders.

Description

He likes all kinds of music, but his favorite is classic rock and roll. His favorite school subject is Chemistry.

(Adapted from Interlanguage: English for Senior High School Students X)

G. Teaching Descriptive Text Writing

Teaching a language means helping someone to learn how to use and understand the language being learnt. The goal of teaching a foreign language stated by Lado (1959:125) is the ability to use it and to be able to understand the speech and its native target culture in terms of their meanings as well as their great ideas in

achievement. In this case, an English teacher has to teach his students how to use and understand English itself in the form of oral or written.

In relation to teaching descriptive text writing, a teacher should help his students in describing what they want to describe in the form of descriptive text. They have to describe it in a piece of paper as clear as possible and of course they also have to consider the aspects of writing to make readers see or feel what they describe. And the teacher has to explain its purpose, generic structure, and language features.

When we teach descriptive text writing, we focus on three important things. First is how to express and develop students' ideas into descriptive text. By understanding the purpose, the generic structure, and language use of the text, the students will be helped to explore and develop their ideas in the form of descriptive text. The second is aspects of writing such as content, grammar, vocabulary, language use, and mechanics. The last and the important one is that the teacher should think interesting activities that can help students to express their ideas in written form; in this case we focus on descriptive text. Interesting activities can be done by asking them to make groups to make them active, enjoy, and also to motivate them during the teaching learning process.

H. Cooperative Learning

Cooperative learning has been defined as “small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal” (Artz and Newman, 1990, p.448) in Peterson and Miller. In this case, the students work together in a team or a group to do such kind of task given by their

teacher. In these groups, all member of the group can share their ideas in order to finish their tasks.

While Slavin (2008:4) states that cooperative learning refers to any kinds of teaching methods in which the students work together in small groups for helping each others in learning a certain lesson material. In cooperative class, the students are hoped can help, discuss, and argue in order to sharpen knowledge they have achieved at that time and close discrepancy in understanding in their own. This kind of learning is very important because one who is categorized to a low student will be helped by others. So that they will get more knowledge through this learning.

In addition, Kagan and Olsen in Kessler (1992:1) states that cooperative learning (CL) is a body of literature and research that has examined the effects of cooperation in education. It offers ways to organize group work to enhance learning and increase academic achievement. It can be said that cooperative learning has big effects in education and it also provides many ways to organize group work in order to create high quality learning and to increase students academic achievement; in this case, the writer focus on the students' achievement in descriptive text writing.

In summary, cooperative learning (CL) is any kinds of teaching methods in which the students work together in small groups for helping each others in learning a lesson material. In this case, the students follow some activities of the technique being applied in the classroom. During teaching learning process by using CL, the students will interact with other students to share their knowledge and

understanding about the material and they also help others who lack of the material being learned. The interactions will help the students to strengthen their knowledge and understanding about the material and it will make the students to active in using or practicing the language in both oral and written form.

I. Models of Cooperative Learning

According to Arends (1997: 119), there are several variations of cooperative learning model, those are:

1. Students Teams Achievement Divisions (STAD)

In STAD, students are divided into four or five member learning teams. Each student has representatives of both sexes, various racial or ethnics groups, and high, average, and low achievers. Team members use work sheets or other study devices to master the academic materials and then help each other learn the materials through tutoring, quizzing one another, and/or carrying on team discussion. Individually, students take weekly or biweekly quizzes on the academic materials. These quizzes are scored, and each individual is given an improvement score.

Furthermore, (Slavin, 1986) in (Wang, 2009:116) also states clearly that:

STAD is a prevailing and simple technique in cooperative learning. It consists of five major components: class presentations, teams, quizzes, individual improvement scores, and team recognition. (a) Class Presentations. In STAD material is introduced in direct instruction or discussion way, but involves audio – visual presentations. Students must pay attention carefully during the class presentation, and then students can do the quizzes well afterward to gain good scores for their teams. (b) Teams. Teams consist of four or five students working in heterogeneous teams according to academic performance. The team meets to study worksheets, discuss problems together, compare answers, and correct misconceptions. The major function of the team is to promote its members to do best on their work. (c) Quizzes. Students take individual quizzes during the quizzes that are not allowed to help each other. This makes sure that every student is responsible for knowing the material. (d) Individual improvement scores. Students quiz scores are compared to their past average. The students earn points for their teams based on how much their scores could exceed their previous quizzes. When students make progress on their quizzes, the whole group's performance will be improved. (e) Team Recognition. If students' average scores exceed a certain criterion, teams can learn certificates or other rewards.

2. Jigsaw

While in Jigsaw, students are assigned to five-or six-member heterogeneous study teams. Academic materials are presented to the students in the text form, and each student has the responsibility to learn a portion of the material.

Members from different teams with the same topic (sometimes called the expert group) meet to study and help each other learn their topic. Then, students return to their home team and teach other members what they have learned.

Moreover, Aronson (2000:1) declares that:

The jigsaw classroom is very simple to use. If you're a teacher, just follow these steps:

- a. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
- b. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
- c. Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.
- d. Assign each student to learn one segment, making sure students have direct access only to their own segment.
- e. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
- f. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
- g. Bring the students back into their jigsaw groups.
- h. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
- i. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
- j. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

3. Group Investigation (GI)

Teachers who use the GI approach usually divide their classes into five- or six-member heterogeneous group. Groups may form around friendships or