CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

There are some relevant studies of roundtable. To support this study, the researcher put some result of writing that relevant with the research. Based on Agusta (2013) stated that a research with the title improving students' ability narrative text using short animated stories combined withthe use of The idea to use Roundtable is to help the students can assessment process writing.

Based on Siregar (2014) stated that The title is *the use of cooperative learning type roundtable to improve the ability of the second years students of sman 10 pekan baru in writing hortatory text.* From the research, the finding indicated that the roundtable technique had a positive effect to students writing ability. It can be seen in the present the means score of the experimental and control classes. The experimental class got the means 54.26 in pre-test and post-test the mean score was 70.46. while, in pre-test the control class got mean score 52.42 and then the post-test it increased in to 63.03. The result of this data told that both classes it was different for the mean result for the post-test. Based on the data, the mean of the experimental class in post-test was 70.46 while control class was 63.03. it means that the roundtable was effectiveness for teaching descriptive writing.

The second was conducted   Ratnawati (2011) stated that a research about roundtable teaching technique to teach hortatory exposition. She found that the use of roundtable teaching technique can affect the students' writing ability. The last is Handayani (2012) stated that made a research in *SMA N 1 Ngaglik, Sleman in the academic year 2011/2012 about Roundtable Teaching Technique in learning descriptive writing*. She found that the students' who are taught using Roundtable Teaching Technique have better writing skill than those who are taught using direct instruction. In other words, the use of Roundtable Teaching Technique is more effective than direct instruction. Therefore, it is interesting and exciting when this research is attempted to combine both teaching techniques with students' personality.

In other hand, based on the previous study above the reseacher using roundtable technique student writing that can be recognize by the treatments provided. in roundtable technique students are guided in every step of writing abilitythrough roundtable technique to help and easy students making text. The reseacher decide to investigate the influence writing ability on descriptive text using roundtable technique at eight grade of SMP N 4 Pringsewu. The researcher want to help students in writing ability and also researcher want to roundtable technique Different with the previous journal before,researcher use roundtable technique at each classstudents to write.

B. The Concept of Writing

writing is one of skill that should be learned and mastered by students. Writing can be used as one way for communication by the written. We can express our thought by writen text. Trought writing the students can develop their thinking and knowledge. It is suported by tribble(1996:13) stated that the mastery of writing that the individual comes to be fully effective in intellectual arganization, not only in the management of everyday affairs, but also in the expression of ideas and arguments. Based on brown (2001: 337) state that "writing is a way to end up thinking something, you couldn't have started out thinking". It mean that most of students think that writing is difficult subject.

Longan (2006:20) stated that "The essential writing will need a long process from the planning, drafting, writing, and revising. This process can be done by anyone, especially students".

Harmer (2004:31) stated that writing (as on off listening, speaking, reading, and writing) has always formed part of syllabus in the teaching English` It means that writing is the one of for languange skill and writing ussed to communicate with other by writing text.

Meyyers (2005:2) stated that writing is an action. There are some steps in writing process, they are process od discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.

Harmer (2004: 31)stated that "writing is often not time-bound in the way conversation", Harmer said, "writing has always been used as a means of reinforcing language that has been taught", futhermore Harmer said, "writing is frequently usefull as preparation for some other activity in particular when students write sentences as a preamble to discussion activties". (Harmer.2004:33)

So, writing is the form of thinking. It is supported by jacob et al (in Brown, 2004:244-255) that there are 5 different categories in scoring writing:

1. Organization: introduction, body, conclusion

2. Logical development of ideas: conten

3. Grammar

4. Punctuation and mechanisn

5. Style and quality of expression

From the theories above, we can summarize that writing is a result of composing process which needs draft and approriate stages to make it. In writing we also need categories in order to make our writing has good order. So we know how important the categories above. By having good organization, good logical development of ideas, good grammar, good punctuation and mechanism, good style quality of expression, the students can make good writing.

C.   The Process of Writing

To make a good writing, we need to through several steps as a process of writing. The steps act as the guidelines for students to start their writing until they can finish it. In the process of writing, there are four stages proposed by Harmer (2004: 4). They are: Planning, drafting, editing, and final version.

1. Planning

   Before write down on the paper, the writer need to decide what to write. It is the reason that why the writer must set up the plan first. What we are going to say, what message want to deliver, and what the information we want to tell to the others. The plan can be write down on the piece of paper or note, but some writer just save the planning on their mind.

   During the moment of making plan, there are three main points which must be kept on mind. First writer should determine the purpose of writing, its can influence on what type of the text want to make, what language we want to use, and what information he is going to deliver. Second, it is important to consider who the audiences are. After knowing that, a writer can choose the tone of his writing or whether he wants to make it formal or informal. The last one is the content structure. It is crucial as it can help the readers to understand the writing.

2. Drafting

   The very first piece of writing a writer make is called draft as it will be going through with the editing process. The draft can be considered as the

raw writing which is needed to be fixed and revised before the final product

is completed.

3. Editing (Reflecting and Revising)

After the first draft, a writer needs to reread his or her writing to see which

one is true, which one is not and also to see some parts which are not

grammatically accurate or some words which have to be changed to make

clearer meaning because some of them may create ambiguity and confusion

on the audience. In reflecting and revising, sometimes, there is a helper who

points out the errors and mistakes and also suggests for the best final

product.

4. Final version

The last one is the final writing which is ready to be delivered to the

audience its name is final version. The first draft and the final version will be

very different as it has gone through a process which makes many changes

on its content.

D. Aspects of writing

Writing is a skill that complex to learn because it requires the students to treat

several aspects. They are content, organization, vocabulary, grammar, and

mechanic. Jacobs et al (1981: 90) stated that there are five aspects of writing:

1. Content refers to the substance of writing, the experience of the main idea

(unity). It is identified by seeing the topic sentence. The topic sentence should

express main idea and reflect the entire of paragraph.

2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

3. Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified form the construction of well-formed sentence.

4. Vocabulary refers to the selection or words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

5. Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization witihin the paragraph.

E. Scoring Rubric of Writing

To assess score of ability or skill especially in English skill such as speaking, writing, reading, and listening they need guide to make easy in assessing process. In scoring the students' writing ability, the researcher used the scoring system proposed by Jacobs in Sara (2002: 116). This written work:

score 8 or above	A	$\geq 90\% = 9$	$\geq 50\% = 5$
score 6 to 7	B	$\geq 80\% = 8$	$\geq 40\% = 4$
score 4 to 5	C	$\geq 70\% = 7$	$\geq 30\% = 3$
score 2 to 3	D	$\geq 60\% = 6$	$\geq 20\% = 2$
score 0 to1	F		

Table 2.1 Scoring Rubric of Writing

Area	Score	Descriptor
Task `Fulfillment/ Content	27-30	Excellent to very good: knowledgeable, substantive, trough development of thesis, relevant to assigned topic.
	22-26	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail.
	17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	13-16	Very poor: does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate.
Organization	18-20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair to poor: non- fluent, ideas confused or disconnected, lack logical sequencing and development.
	7-9	Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	18-20	Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	14-17	Good to average: adequate range,

		occasional error of word/ idiom form, choice, usage but meaning not obscured.
	10-13	Fair to poor: limited range, frequent errors of word/ idiom form, choice, usage, but meaning confused or obscured.
	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.
Language use	22-25	Excellent to very good: affective complex construction a few error of agreement, tense, number, word order/function, article, pronouns, prepositions.
	18-21	Good to average: affective but simple construction; minor problem in complex construction; several error of agreement, tense, number, word order/function, article, pronouns, prepositions *but meaning seldom obscured.*
	11-17	Fair to poor: major problems in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, prepositions and/or fragments, run-ons deletions; meaning confused or obscured.
	5-10	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization,

14

		paragraphing *but meaning not obscured.*
	3	Fair to poor: frequent error of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.

Total score is calculated with the following:

Total score = content + organization + vocabulary + language + writing mechanic

Then, students' score can be calculated as follows:

$$\text{Students' score} = \frac{\text{Students writing score}}{\text{Maximum score}} \times 100$$

F. Teaching Writing

Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Nunan (2003: 88) stated that "writing is the mental work of inventing ideas, thinking about how to express them and organizing them in to statement and paragraph that will be clear to reader". It means that writing involves more than just producing words and sentences but how to express their ideas.

Hairiston in Gebhard (2000:221) stated that "we cannot teach students to write by looking only at they have written. We must understand how that came into being, and why it assumed that from it did. We have to do hard thing, examine the intangible process, rather than the easy thing, evaluate the tangible product.

In the first writing situation, students listen to the teacher and plunge into the writing. They are entirely dependent upon their own resources, for both content and grammar, with no acces to any sources of information. In the second situation, students begin by actually using-before they write-the content, vocabulary, idiom, grammar, and sentence structure that they will need when they do write. They rehearse the topic, they get ideas from hearing others, they make connections.

Based on generic structure and language feature dominantly used texts are devided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discusson, review, anecdote, spoof, and news item. In this research, the writer choose descriptive text to research.

Based on the theories above, the writer concluded that teacher should know about the technique and before teaching the teacher should prepare the approriate technique to lead the students to create a good composition.

G. The Roles of Teacher in Writing

Writing allows students to express or exclude ideas that may be difficult to make a phrase. Learning the writing process take line. Children need to work through the entire process again and again until the stages and activities become automatic. Once they understand the writing process, they can do activities of each stages and modify writing process appropriate with their personal writing style. Tompinks and Zumwa (2005) stated that it's good idea to hang charts outlining the writing process and related activities in the clasroom. Therefore, the teacher have to demonstrate each stage and then provide many opportunities for students' to practice a writing.

The role of teachers in learning is very important. In teacher learning activities play a role in guiding students, especially in writing. Teachers are expected to make students understand what they do in writing. Provide a structured procedure and in the guidance of the teacher the student can finish what he wants to convey in written form. When students can write well and correctly, it includes the success of teachers in teaching. Therefore, in each role the teacher has an impact on the students in learning.

In relation to teacher's roles in the process of writing, Harmer (2004: 41) stated that also purposed some tasks that the teachers must perform before, during, and after the process of writing. They are; 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

1. Demonstrating

   The first task that must be done by the teacher in the process of writing is demonstrating. It is a need for the students to be able to understand writing conventions and genre constraints of particular types of writing. As a result, the teacher has to be able to draw the two features to their attentions.

2. Motivating and provoking

   The second task done by the teacher in the process of writing is motivating and provoking the students. It is difficult for some of the students to write in English. Besides, they sometimes have no idea of the words used to write their messages. This is the situation where teachers can help them by provoking them to get the ideas and then persuading them to work on their writings.

3. Supporting

   Supporting the students is the third task that needs to be performed by the teachers. In the process of writing, teachers become the main supporters for the students when they are writing in classroom, especially when the students face difficulties. They must be available and well-prepared to help them solve the difficulties. Thus, the students will be motivated in doing their writing.

4. Responding

   Responding refers to how the teachers react to the students' writing works. Content and construction are the focus on this task. After looking at the writing works produced by the students, the teachers can give feedbacks or suggestions for the students' improvement in writing.

5. Evaluating

The last task done by the teacher in the process of writing is evaluating the students' works. This task refers to how the teachers will evaluate the students' writing works and then grade them. This is done by the teachers to see the students' progress in writing ability. As conclusion, the teachers are required to be able to perform those tasks in the process of writing. it will enable the students to be better writer, especially when they are hesitant to express the ideas.

Writing is a process of thinking in producing ideas that will be convey to readers to communicate in written form. Also one of the important subjects that should be taught for students. Writing enables the students to express their ideas or feeling clearly in sequence and in a communicative way. In writing the writer requires to treats several aspects such as content, grammar, vocabulary, and mechanic.

H. Nature of Descriptive Text

A descriptive text is a text that describe the features some one something, person, or other, for instance : our pet or a person that is known well wardiman as cited in fitriyanti (2014 : 16) stated that descriptive text is a text which say. What a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing (rugayaman. Wordpress. Com). After the explanation above, it can be conclude descriptive text is a text

which says what a person, place, animal, or thing is like. The writers have to see directly what they describe about something.

1. Generic structure of descriptive text

   to guide students to write descriptive text, pardono (2007 :34) give explanation about generic structure of descriptive text, those are:

   a. Identification : consisting of identification phenomenon to be described the person, animal, thing or place.

   b. Description : consisting of the descripyion parts or things (physical appearances), qualities (degree of beauty, excellence, or worth of value),characteristics   prominent aspects that are unique) of the person, animal, thing, or place.

2. Language features of descriptive text

   They are so main language features of descriptive text it is cited by wardiman (2008 : 122)

   a. Specific participant

   Descriptive text describes about specific, not general, and unique.

   b. The use of adjectives

   Examples : beautiful, sharp, strong, small, big, handsome, and etc.

   c. The use off simple present tense

   Pattern :

Subject + verb 1 + . . . For subject : I / You/ They/ We	Subject + verb s/es + . . . For subject : He / She/ it

   Example : She studies English twice a week

We celebrate our independent day once in a year

Example of descriptive text

Title	My shaun the sheep bolster
Identification	I got suprise this morning. My uncle visited our house and he brought me a bolster with the head of shaun the sheep on it. The head is completed with its long ears and wide stupid eyes. I bet you know about this funny character.
Description	This new bolster is made of soft fabric. When i touch it, it feels like touching woolly fabric, soft, and fluffy. The length of bolster is about a meter. The lower part's colour is black, while the upper part is white. The bolster has two front legs, but strengely it doesn't have back legs.

I. The Nature of Roundtable Technique

1. Definition of Roundtable

Roundtable technique is one of cooperative learning model. Here students work in group and sit around a table, in group consist of 4-5 students in a group doing their own work. Roundtable technique is one of teaching technique where the teacher gives the picture and divided the students into groups consist of 4 or 5 students, the groups are devided the heterogeneous and it is considered based on the score before, because will make combination between the highest and lowest students (Isjoni as cited in Astuti, 2003 : 14.

It means that the clever students can help the other students who are low. In this discussion, all of members in the group are given opportunity to share their ideas of answer the question based on the text and listen to other members' ideas so. There is no students be passive when students to restructure their ideas. They might need to summarize, elaborate, and explain their ideas.

Based on explanation above, the writer conclude rountable is one of teaching technique which is expexcted can have a role to make learning active and effective particularly in teaching writing.

J. Teaching Writing trough Roundtable Technique

As one of the four language skills, writing is not like the other skills, which is taught in schoolnnand considered as the most difficult skill to be mastered in learning English. In the realization; therefore teaching writing is not so easy as just asking students to write something.

To result a good productof writing, teaching writing needs to be oriented not only to the product, but also to process of writing. Writing is a recursive process it is by Harmer (2004: 4-5). It means that in the process of planning, drafting, revising and editing.

From the explanation above, it is better to apply the approriate technique in the teaching writing to make students active in joining teaching learning

process. One of the approriate technique that will be applied in teaching writing is Roundtable technique.

Roundtable technique there were some steps that can be used to teachig writing it is cited by Kagan (2009: 6.34). the step are :

1. Preparation

   a. The teacher provides a task to which there are multiple possible responses, and provides thing time.

   b. Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution.

2. Procedure

   a. From group of four students and tell groups the prompt or distribute the handout.

   b. Identify which group member will begin and and inform students that they will circulate the paper clockwise.

   c. As the first students to write word,phrases or sentences as rapidly as possible and then read the response aloud so, that other students have an opportunity to think about and build upon each other's response.

3. Implementation

   a. The teacher divides studentsinto several groups. Each group consist of 4-5 students.

   b. The students sit in circle with their group.

c. The students are given picture to describe .

d. Each member of the team begins a 15 second to write.

e. When the time over, teacher as the students to move the paper on the right.

f. This process continues until all students on the learn have added to each other's work.

g. This process repeated 2 round.

h. Papers are then read aloud by the team and share with the whole class.

From explanation above the researcher make conclude in applying roundtable especially on writing lesson, there is no students who passive because all of students are given time to participate to share their ideas about the material.

K. The advantages and disadvantages of Roundtable technique

Every technique of teaching learning has advantages and disadvantages. There are advantages and disadvantages of roundtable technique according to semiawan in astuti (2003 : 16).

There are :

1. The advantages

1) Enhancing the individual participation, it is because all of students have to participate in the discussion.

2) Training to regard the opinion from each other, students have to receive the opinion from other students.

3) Pooling ideas and experience from group, students have concentrate all of the ideas to make conclusion.

4) Enhancing the participation in an active process, the students are active in the discussion.

In addition, the application of roundtable technique is important for students in order that the students can enjoy in teaching learning English and the students will be active in teaching and learning process.

2. The disadvantages

1) The class will be noisy

2) It need much time

From explanation above, by doing roundtable technique it will make the students need much time in teaching learning process, but makes the students active when they learn. In addition, every students make a sentences or paragraph based on the theme what they got from the teacher.

L. Frame of Thinking

Writing is a result of composing process which needs draft and approriate stages to make it. In writing we also need categories in order to make our writing has good order. From preliminary above, the researcher found students difficulty to write the idea based on the topic, confused when they use punctuation and capitalization, lack in develop vocabulary , and

grammar. based on This problem in eight grade of SMP N 4Pringsewu the researcher decided to use roundtable technique. This technique can make they were to be interested and active in writing.

M. **Hypothesis**

Based on the theoretical asumption above, the researcher formulates the hypotheses as follow:

Ho : there is no significant influence writing ability on descriptive text using Roundtable technique at eight grade of SMP N 4 Pringsewu.

Ha : there is a significant influence writing ability on descriptive text using Roundtable technique at eight grade of SMP N 4 Pringsewu.