**CHAPTER II**

**THEORITICAL FRAMEWORK**

1. **WRITING**
2. **The Definition of Writing**

Writing is part of linguistics. So, it is being the material in linguistic automatically. It is being important to begin the discussion with some definition of writing according to the experts. In Cambridge International Dictionary writing means writing is a person’s style of writing a pen or paper which can be recognized as their own, writing is also something wich has been written or printed, writing is also the written work such as stories or poems, of one person or a group of people, writing is also the activity of creating pieces of written work, such as stories, poems or articles[[1]](#footnote-2).

According to Chandler say Writing is a matter of transcribing ideas which are already clear rather than a way of ‘discovering’ one’s thoughts[[2]](#footnote-3). It means that writing is a way of thinking. Beside on it, writing is also a media to express everything in our ideas that is composed through several words.

The are several segments in teaching writing. This is important for the teacher to teach writing to students. These are five important segments that valued in writing according to Arthur Hughes[[3]](#footnote-4):

1. **Grammar**; grammar segment is the segment in measuring the students’ ability in writing essay that concern with the students’ ability in employement of grammatical form.
2. **Vocabulary**; vocabulary is one of the segments in measuring the students’ ability in writing that concern in analyzing the students’ ability on using or choosing appropriate word or vocabulary to make good sentences.
3. **Mechanic**; mechanic is the segment that concerned to analyze students’ ability on using the graphics convention of the language in piece of writing. For example in using punctuation, capital letter and hand writing.
4. **Fluency**; fluency segment that concerned to analyze students’ writing ability on using style and ease of communication. Choice of structure and vocabulary consistently appropriate, like that of educated native writer.
5. **Form (Organization)**; form segment is measuring the students’ ability in writing that concern to the organization of a piece of writing. It tell about generic structure of writing.
6. **The Kinds of Writing**

According to George E. Wishon and Julia M. Burks said: the form of writing used to tell or relate is called narration, that used to describe is calleddescription, that used to explain is called exposition (or explanation). The form of writing used to persuade or argue is called argumentation[[4]](#footnote-5).

These are kinds of writing:

1. Narrative is a kind of text to retell the story that past tense. The purpose of the text is to entertain to amuse the readers or listeners about the story.
2. Recount

Recount text is a text which retell events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

1. Descriptive

Descriptive text is a text that describes the features of someona, something, or a certain place.

1. Report

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

1. **The Process of Writing**

According to Oshima, there are three main stages in the writing process as follow[[5]](#footnote-6):

1. Prewriting
2. Choosing and Narrowing a Topic

In this step, the writer narrows the topic into the specific topic that will be written. For example; the topic of the environment is too large explained. So, the writer can narrow this topic into the specific topic such as environment pollution, global warming, etc.

1. Brainstorming

After we chosen a narrowed it, to specific focus, the next step is to generate ideas. This done by a process called brainstorming. To understanding brainstorming easier, we should to know three points that support the brainstorming:

* Listing

In listing, the writer writes notes of data lists such as all about words or phrase related the topic we chosen.

* Free writing

Next, the writer writes freely about the topic by looking a specific focus that was chosen in listing point. In this point, the writer writes down without worrying about appropriateness, grammar, spelling, logic or organization.

* Clustering

Clustering is brainstorming activity that use to generate ideas. In clustering, we can describe the topic with using main map technique from the general into the specific describing.

1. Planning
2. Making sub lists

Making sub lists is the first step toward making an outline is to divide the ideas in the topic lists further into sub lists and to cross out any items that don’t belong or that aren’t useable.

1. Writing the topic sentence

Topic sentence is the most general sentence in a paragraph, and it expresses the central focus of paragraph.

1. Outlining

An outline is a formal plan for a paragraph. In an outline, we write down the main points and sub points in the order in which we plan to write about them.

1. Writing and revising drafts
2. Writing the first rough draft

After prewriting (stage I) and planning (stage II), the final stage is writing and revising several drafts until you have produced a final copy to hand in. the first way is the revision process by write a rough draft from the outline.

1. Revising content and organization

After write the rough draft, the next step is to revise. In revising, we change what we have written in order to improve it. we check it over for content and organization, including unity coherence, and logic. We also change, rearrange, add, or delete, all for the goal communicating our thoughts more clearly, more effectively and more interesting way.

1. Proofreading and second draft

After we revise and organize our writing, the next step is doing proofreading or analyzing the writing it at the second time. This is important for being accurate and organized writing. So it will become the systematic writing according to the structure of writing, nothing the mistakes of writing that make critical to the readers.

1. Writing the final copy

After we finish the step of the process of writing, the writer should to move the revised writing into a new paper for getting writing neatly so it becomes more beautiful writing and it ready to read.

1. **Writing as Cooperative Activity**

According to Harmer says, Cooperative writing works well with both process and genre-based approaches. In the first case, reviewing and evaluation are greatly enhanced by having more than one person working on it, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own. In genre based writing, two heads analyze genre-specific texts as well as, if not better than, one head would do, and often create genre-specific texts more successfully as a result.

Writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment[[6]](#footnote-7).

1. **The Assessment of writing**

To take the scale for rating composition students’ task, we can use the theory based on brown as follow: [[7]](#footnote-8)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **20-18** | **17-15** | **14-12** | **11-6** | **5-1** |
| **Content** | Essay address to the topic, ideas are concrete, no extraneous material, essay reflect thought. | Ideas could be fully developed, essay address to issues but misses some points, some extraneous material is present. | Development of ideas not complete. Essay is somewhat of the topic, paragraph are not divided exactly right. | Ideas incomplete, essay does not reflect careful thinking or was hurriedly written. | No apparent effort to consider the topic carefully, essay is completely inadequate. |
| **Organization** | Appropriate tiltle, introductory paragraph, topic is stated, lead to body, transitional expression used , arrangement of material shows plan, (could be outlined by reader) supporting evidence given for generalization, conclution logical and complete. | Adequate title, introduction and conclusion, body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed, sequence is logical, but transitional expression may be absent | Scant introduction or conclusion, problem with order of ideas in body, generalization may be not fully supported by the evidence given, problem of organization interfere. | Lack of supporting evidence, conclusion weak and illogical, severe problem with ordering of ideas, minimally recognizable introduction. | Writer has not made any effort to organize or could not be outlined by reader, absent of introduction or conclusion. No apparent organization of body. |
| **Vocabulary** | Precise vocabulary usage, parallel sentence, concise, register good. | Good vocabulary, not wordy, attempt variety, register ok, style fairly concise. | Some vocabulary misused, may be too wordy, lack awareness of register, may be too wordy. | Poor expression of ideas, lack variety of structure, problem in vocabulary. | Inappropriate use the vocabulary, no sentence variety and no concept of register., |
| **Grammar** | Fluency in English grammar, correct use relative clause, preposition, article, modals, verb form, and tenses sequencing. No fragment or run-on sentence. | Some grammar problems do not influence communication, no fragment or run-sentence, advance proficiency in English grammar, | Grammar problems are apparent, fragment, run-on sentences, ideas are getting through to the reader, | Difficult to read the sentences, grammar review of some areas clearly needed, numerous serious grammar problem | Reader can not understand what the reader say, unintelligible sentence structure, severe grammar problem interfere |
| **Mechanics** | Correct use of writing English conventions : left and right margin, all needed capital and punctuation, very neat. | Some problem with punctuation and capital, left and right margin correct, paper is neat and legible, | Some problem with convention or Punctuation and capital error interfere with ideas, | Serious problem with format paper, error in sentence and punctuation | Obvious capital missing, no margin. Paper illegible. |

Based theory above, the component of rating scale for students’ writing has five categories consists content, organization, vocabulary, grammar and mechanics. Each of the five categories gives a maximum of 20 points.

1. **Recount Text**
2. **Definition of Recount**

Recount text is a piece of text that retells past events, usually in the order in that they happened. The purpose of the recount is to give the audience a description of what occurred and when it occurred[[8]](#footnote-9).

1. **Features of recount**
2. Constructing a written recount
3. A first paragraph that gives background information about who, what, where and when (orientation)
4. A series of paragraph that retell the events in the order in which they happened (events)
5. A concluding paragraph (conclusion)
6. Language features in a recount
7. Proper noun to identify those involved in the text
8. Descriptive words to give details about who, what, when, where and how.
9. The use of past tense
10. Sequence connectives (for examples; first, second, next, then)
11. **Roundtable Technique**
12. **Definition of Cooperative Learning**

Cooperative learning is based on the idea that learning is a naturally social act in which participants talk among themselves. However, the use of Cooperative learning techniques is not aimed at abandoning the lecture, but rather using active learning techniques to supplement lectures. [[9]](#footnote-10)

Richard states Cooperative learning is the instructional use of small groups so that student work together to maximize their own and each other’s learning. [[10]](#footnote-11)

According to Olsen and Kagan in jack C. Rechards and theodore’s book, describes the following examples are five methods of cooperative learning that have been developed and extensively studied. The fifth methods are Roundtable, Three- step interview, Think-Pair-Share, Solve-Pair-Share, and Numbered Heads Together.[[11]](#footnote-12)

The cooperative learning has popular in education in the world, because it can improve and give more motivation to students in studying. In cooperative learning, students have to work together, that is will have each other. So that they try to responsible to their selves and also they have to responsible to their group.

In short, cooperative learning is an approach to organize classroom activities into academic and social learning experiences. Students must work in groups to complete tasks collectively. Unlike individual learning, students learning cooperatively capitalize on one another’s resources and skills (asking one another for information, evaluating one another’s ideas, monitoring one another’s work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds.

1. **Applying Roundtable Technique in Classroom**
2. **Definition of Roundtable**

Actually, there are so many experts of cooperative learning that have different definition for Roundtable, there is explained it as a technique, activity, model or strategy. It drew on several experts’ definition as follow:

Elizabeth F Barkley and friends said roundtable is essentially the written version of the discussion technique colt 2 Round Robin.[[12]](#footnote-13)andKagan states the round robin is one of simples, yet most flexible, teambuilding structures and it is extremely important cooperative learning structures, essence in an oral form.[[13]](#footnote-14)

Attached on journal JetteStenlev and Peter Siemund that roundtable is a technique useful for brainstorming, reviewing, or practicing a skill.[[14]](#footnote-15)

The conclusion that roundtable technique is effective to teaching learning process because it is most flexible and simple as a teaching learning.

Based on Spenser Kagan, roundtable is extremely important cooperative learning structures. In essence, students take turns contributing to the group in a written form for roundtable.[[15]](#footnote-16)

According to Andrew Lambirth, roundtable is a brainstorming activity during which all team members contribute ideas on one sheet of paper. Each team member writes or draws an answer and passes the paper to the student on the right.[[16]](#footnote-17)

That roundtable can stimulate the imagine students to improve their writing ability. It can use to teaching and learning process because it is effective to achieve the students writing skill.

Kagan in Ulrich and Glendon’s book states that Roundtable is a classic cooperative-learning strategy used primarily for brainstorming. Students are assigned to a group and sit in a circular fashion while a pad of paper is passed from one student to the next. Each student verbalizes and records a possible response to the problem or question proposed by the teacher, then passes the paper to the next student. [[17]](#footnote-18) Brainstorming itself is the first step in the writing process, it involves thinking of all the ideas about a topic. List the ideas on chart paper or on a chalk board for all to see, all children sit at a meeting place and take turn sharing their ideas[[18]](#footnote-19).

In short, many experts also defined roundtable in different paradigms, there is roundtable as a technique, activity, model or strategy, but essentially the definition of roundtable have same substances, it could named as a technique, activity , model or strategy. Based all experts of cooperative learning above, here the writer took definition it as a technique in written version which contributes ideas of all team members on one sheet of paper.

1. **Using Roundtable Technique in Classroom**

Using the cooperative learning technique Roundtable, Students are assigned to a group and sit in a circular fashion while a pad of paper is passed from one student to the next. Each student verbalizes and records a possible response to the problems or question proposed by the teacher, then passes the paper to the next student. One person is called on to report for the entire group.[[19]](#footnote-20)

On other statement in implementing roundtable is all team members contribute ideas on one sheet of paper. Each team member writes or draws an answer and passes the paper to the student on the right. [[20]](#footnote-21)

Although both of the statements above served in different sentence, but mean of them are same.

1. **The Function of Roundtable Technique**

The function of roundtable is to promote positive interpersonal relation; share perception, ideas or reflection. [[21]](#footnote-22)

James Crocket and M. J.Albin in their journal states that roundtable entries can be used efficiently to illustrate the main ideas.[[22]](#footnote-23) Meanwhile, according to Spencer Kagan and Miguel Kagan, roundtable can be used repeatedly in many subject areas, at a variety of place in the lesson plan and roundtable can be used to create an anticipatory set fir a lesson, to check for acquisition of information, or to live up drill and practice.[[23]](#footnote-24)

Based explanation the expert of cooperative learning above, roundtable as one of cooperative learning technique is very appropriate to generate student’s ideas and arrange their ideas into written work and this function technique also to increase student’s confident, spirit and fun in writing especially in arrange descriptive writing.

1. **The Procedure of Roundtable Technique**

Procedure of roundtable is designed in different way by the experts, it based on their explaining as follow:

Kagan (2009) served the steps of Roundtable technique are:

1. The teacher assigns a topic or question and provides think time.
2. All four students respond, sequentially each writing one answer or making contribution, simultaneously writing, drawing, and building something with manipulation.
3. The teacher signals time, or student place thumbs up when done with problem.
4. Students pass papers or project one person clockwise.
5. Students continue, adding to what was already completed.
6. Continue, starting at step 3.[[24]](#footnote-25)

According to Laurel Stevahn and Jean A King (2010), procedure of roundtable technique as follow: [[25]](#footnote-26)

1. Arrange participant in teams of three or four.
2. Announce that the team goal is to gather information from all members on a topic relevant to post assessment
3. Provide the topic, question or issues
4. Distribute the roundtable response sheet (one per team)
5. Roundtable occurs when the roundtable response sheet rotates clockwise around the team, each member in turn writes and verbalizes one idea or insight
6. If use for brainstorming, direct teams conduct several clockwise rounds
7. Input may be analyzed further by identifying common qualities, themes, or generalization
8. Discuss what the input means for successful post assessment

Kagan in McCafferty which edited by Richards present the design of roundtable technique are:

1. The group has a writing prompt, task or question
2. Each person writes a response or a portion of a response
3. After writing their response , they pass the paper to their left
4. Round Table can be done with one piece of paper per group (Sequential Round Table) or with one piece of paper per group member (simultaneous Round Table).
5. One group member may be asked to share with the class what their group has written.[[26]](#footnote-27)

Design of roundtable technique above draw to us in implementing this technique in the classroom, as we know there is two ways to do roundtable technique, sequential and simultaneous way. In fact, these two ways are same procedure but sequential is using one piece of paper per group meanwhile simultaneous is using one piece of paper per group member. Researcher uses sequential way in applied this technique in the class.

1. . .Paul Pocter, *Cambridge International Dictionary of English*, (London: Cambridge University Press, 1995) p. 1692 [↑](#footnote-ref-2)
2. . Daniel Chandler, The Act of Writing, (Britain: University of Wales, 1995), p. 2 [↑](#footnote-ref-3)
3. . Arthur Hughes, *Testing for Language Teachers*, (London: Cambridge University Press, 1989), P. 91. [↑](#footnote-ref-4)
4. . George E. Wishon and Julia M. Burks, *Let’s Write English* (Canada: Van Nostranreinhold Ltd, 1980) p. 377-378 [↑](#footnote-ref-5)
5. . Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, (Wesley: Longman, 1999), p.3-12 [↑](#footnote-ref-6)
6. . Jeremy Harmer, *The practice of English Language Teaching*. (Longman Press, 2001) p. 260 [↑](#footnote-ref-7)
7. Brown, *lock cit* [↑](#footnote-ref-8)
8. . Mark Anderson and Khaty Anderson, *Text Types in English*, (Australia: National Library of Australia), p. 48 [↑](#footnote-ref-9)
9. JetteStenlev and Peter Siemund, “ English Language and Linguistics*”,*Vol.18, issue. 01 , (March, 2011), 40-45 [↑](#footnote-ref-10)
10. Jack C ricaard*, Coperative Learning and Second Language Teaching*, (Cambridge: Cambridge University Press, 2006), 3. [↑](#footnote-ref-11)
11. Jack C .Richards and Theodore from Kagan , *Approaches and methods in language teaching*, (Cambridge: Cambridge University Press, 2002), 198. [↑](#footnote-ref-12)
12. Elizabeth F Barkley, et al., *Collaborative Learning Techniques A Handbook for Collage Faculty.(*San Francisco: Jossey-Bass, 2005*),* 241. [↑](#footnote-ref-13)
13. Spencer Kagan and Miguel Kgan, *Kagan Cooperative Learning,* (San Clemente: Kagan Publishing, 2009), 10.2. [↑](#footnote-ref-14)
14. Stenlev and Siemund, o*p. cit****,***  Vol.18, 44. [↑](#footnote-ref-15)
15. Kagan, o*p. cit,* 10.21. [↑](#footnote-ref-16)
16. Andrew Lambirth, *A History of US Teaching Guide and ResourceBook,* (Baltimore: The john hokpins university publisher, 2001), 5 [↑](#footnote-ref-17)
17. Deborah L Ulrich and Kellie J Glendon, *Interactive Group Learning strategies for nurse educator “second edition”.*(New York: Springer publishing company, 2005), 41. [↑](#footnote-ref-18)
18. Jennifer Overend Prior, *Jumbo Book of Writing Lesson*,( Westminster: Teacher Created Inc, 2002), 4. [↑](#footnote-ref-19)
19. Ulrich and Glendon*, loc. cit*. [↑](#footnote-ref-20)
20. Lambirth, ***l****oc. cit*. [↑](#footnote-ref-21)
21. Laurel Stevahn and Jean A King, *NeedAssessmentPhase III Taking Action for Change***(**London: SAGE Publication Inc, 2010), 54. [↑](#footnote-ref-22)
22. James R Crocket and M J Albin, ***“***Managerial Auditing Journal”, *Roundtable in the classroom*, Vol.10, No. 3, (MCB University Presslimited, 1995), 23-25. [↑](#footnote-ref-23)
23. Kagan, *Kagan Cooperative Learning, loc. cit.* [↑](#footnote-ref-24)
24. Kagan, *op.cit*, 6.34. [↑](#footnote-ref-25)
25. Stevahn and King, *loc.cit*. [↑](#footnote-ref-26)
26. Steven G McCafferty, et al., *Cooperative Learning and Second Language Teaching****,*** (Cambridg e: Cambridge university press, 2006), 191. [↑](#footnote-ref-27)