

## **CHAPTER I INTRODUCTION**

### **1.1. The Background of Study**

Everyone's life can not be missed from the interaction between one and another people that's called language . Language is the tools that used by all people to communicate with the other people in their daily life, like the suggestion, concept, and feel. Language is also as a key to learn the knowledge of the other beyond knowledge of language without language human can't reveal their feelings, there are so many kinds of language in this world . English is one of them and English is as international language that used to interact and communicate with the other people in the world and it is also used in technology, politic, business, education , even if you go to another's country.

In Indonesia English is not foreign to be heard , English has become first foreign language learned in education . That's why because many people in Indonesia can't speak in English and can't use English in daily life, there are four skills in English , they are listening, reading, speaking and writing. Listening and reading are receptive skills. Speaking and writing are productive skills. Writing is one of English skill which is very important to be mastered through writing you can share your thought, ideas with the others and even to communicate with yourself . But writing it's not easy, writing is the most difficult to be learnt because writing need hard thinking in make ideas , words, grammar, sentence, paragraph should be nice and true and sentences later formed become good paragraph that convey a message to the readers.

There are several genres in writing text , they are descriptive text, narrative, recount , discussion , report, spoof, hortatory, explanation , analytical exposition , anecdote, news item, but the writer focuses on descriptive text . According to Nunan (2003:88) writing is one of the English language skills.

Descriptive text is a text that explains and describe about person, place, or thing in detail. descriptive text have components namely generic structure, social function and language characteristic. In generic structure have two parts, they are identification and description. The identification is what or who that refers to subject such as things/place, person/animal while description refers to characteristic, qualities and so on, while social function of descriptive text is to describe about characteristic place, human, animals and so on that can be describe and language in descriptive text use present tense , adjective , linking verb , adverb. Based on the writer's experience in teaching practice in Junior High School., the writer made observation for eight grade that have two meetings in a week based on curriculum 2013 and writer made a test to students about descriptive text and the writer found that most of students got problems in studying writing and they were difficult to understand about descriptive text especially in identification and description about object that give by the writer's , not understand about descriptive, they have little vocabulary , not interest in writing even bored , not have motivaion in learning . Most of the students got low score and they can't get Minimal Completeness Criteria (KKM) in Junior High School. The KKM of writing applied for seven until nine grade by school is 75. In the test, the total score of students is 360 and the number of students who took the test was 18, so the mean of the students' score is 20.

From the explanation above, the writer concluded that the students have problems in writing , because in this case the writer needs to use new technique to increase the knowledge in writing and make them not bored and in order to the students can produce good writing specially in writing descriptive text. One of the learning technique that used by the writer to motivate students in lerning to write descriptive text is cooperative larning , namely give one and take one technique. Give one and take one technique is a learning technique on a discussion group in

which students will give and take information to each other with aim to make the learning process more active. Through this cooperative learning technique requires each to achieve the learning goals that the teacher give.

Based on the background of the study above the title of this research is “ THE EFFECT OF GIVE ONE AND TAKE ONE TECHNIQUE ON STUDENTS’ ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT FOR EIGHT GRADE IN SIALANG BUAH”

### **1.2.The Problem of the Study**

Based on the background of the study the statement of the problem in this research is formulated as :

“ Does the use of Give one and Take one technique significantly affect on the students’ achievement in writing descriptive text for eight grade students in Sialang Buah?

### **1.3. The Objective of the Study**

In the problem , the objective of this study is to investigate the effect of using Give one and Take one technique on the students’ achievement in writing descriptive text for eight grade students in Sialang Buah?

### **1.4. The Scope of the Study**

There are many techniques that used to teach writing skill namely Team Interview, Paired Heads Together, Rally Coach, 3 – Step Interview, Give One and Take One, Placemat Consensus and the others. But in this research , the researcher limits on the application give one and take one technique. The researcher also limit his research based on genre namely descriptive, narrative , spoof, anecdote, hortatory, procedure and the others. But in this research the researcher only focusses on descriptive text especially in generic structure of descriptive text that is identification and description for eight grade students in Sialang Buah.

### **1.5.The Significance of the Study**

The findings of this study are expected to be useful for the following:

1. Theoretically, The result of this study are expected to be able to enhance the theory of teaching writing by using give one and take one technique . The result of this study can be used as a reference for those who want to conduct the same research in the effect of give one and take one technique in writing descriptive text.

2. Practically

1) The writer, it can help in understanding the effect of give one and take one technique on students achievement in writing descriptive text.

2) English teacher , teachers can increase the quality of teaching and learning by using give one and take one technique in teaching writing .

3) The students , this study can encourage the students to have knowledge and to be easier understand of writing in descriptive text.

### **1.6. Hypothesis**

The writer formulates the hypothesis in this study according to the expectation of the data followed , there are two possibility in this study :

Ha : Give one and take one technique significantly affect the students' ability in writing descriptive text.

Ho : Give one and take one technique significantly does not affect the students' ability in writing descriptive text.

## **CHAPTER II REVIEW OF LITERATURE**

### **2.1 Theoretical Framework**

Theoretical framework is used to make clear and to avoid misunderstanding between the writer and the readers . The writer presents this chapter in order to strengthen this study and to give information for the readers and they need to be theoretically explained , clarify some concepts terms applied in the research and also this research theory to support the title about cooperative learning technique give one and take one technique especially in writing descriptive text . In this case, it is very important to clear the following terms for the purpose of study.

## 2.2 Definition of Writing

Maybe writing not foreign for us before going to the explanation about writing ability, it is better to know what is writing. Writing is one of English skill which is very important to be mastered through writing you can share your thought, ideas with the others and even to communicate with yourself. But writing is not easy, writing is the most difficult to be learned because writing needs hard thinking in making ideas, words, grammar, sentence, paragraph should be nice and true. And sentences later formed become good paragraph that convey a message to the readers.

According to Harmer (2006: 79-80), writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasing how to write using electronic media. In brief, the most recording of ours is in writing form. According to Brown (2001: 336) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization". According to Nunan (2003:88) writing is the mental work of investing ideas thinking about how to express them and organizing them into statements and paragraph that will be clear to a readers. Another definition about writing comes from Jonah (2006:14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. The purpose of writing are to express ones self, to provide information for ones reader, to persuade ones reader, and to create a literary work.

Based on definition above the writer argues writing is one of part of skills in English that gives information from the results of thinking by the people and to exercise how to make ideas to create process of writing of the text and writing also can make the people to express result of thinking through imagine of picture. Writing skill is not easy for the people especially for

students in Junior High School and based on the English curriculum of school, the objectives of writing in junior high school students are expected to express the content of functional text and through writing activity, the students can develop their thinking knowledge, and their ability in English such as grammar and vocabulary.

From this objective the students can answer and make something, if the students have questions about writing . So, the students need to master of writing skills because it can be used to express the students idea as well as feeling and communication with the others in social interaction or education .

### **2.2.1. The Important of Writing**

Writing is essential because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, so we must know the important from writing. The important of writing to help : express one's personality, foster communication, develop thinking skills, make logical and persuasive arguments, give a person a chance to later reflect on his/her ideas and re-evaluate them, provide and receive feedback and prepare for school and employment.

According to Maley in Blanka (2013:9) emphasizes the following benefits of creative writing:

- a. It aids language development at all levels of grammar, vocabulary, phonology and discourse it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings
- b. It requires a willingness to play with the language
- c. It concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality; it also affords scope for learners who in the usual processes of formal instruction are therefore often at a disadvantage.

According to the writer writing is very important for many people because writing makes our thinking and learning visible and permanent, preserves our ideas and memories, can be motivation for readers , know about information can we share to the readers with the written and also from writing we can exercise to learn grammar, vocabulary and other so that we can arrange the sentence in English and can become good writing.

### **2.2.2. The Writing Process**

Writing process is very important for the writer and another people , to make a good paragraph of writing , we are not only need good ideas to complete their writing but also more than just an idea and the process of writing consider the value of writing . So writing process can be we know in this explanation ,

Harmer (2004:12) the writing process is a way of looking at what people do when they compose written text the writing process teachers and the students how do develop their ideas, and record them in written form. Each stage of the writing process is important and needs to be explicitly taught in mind. Also added, there four main elements in writing process, they are : planning, drafting, editing (reflecting and revising) and final version. All of them will be explained in the following :

#### **a. Planning**

The writer must think about main issues. Before starting to write or type, they try and decide what they will say . For some writers this may involve making detailed notes. When planning, writer have to think about three main issues.

(1) place they have to consider the purpose of their since it will influence (among other things) not only they type of the text they wish to procedure but also the language they use.



(2) experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc) but also the choice of the language.

(3) writers have consider the content structure of the piece that is, how best to sequence the facts, ideas or argument which they have decided to included.

b. Drafting

Refers to the first version of a piece of writing as a draft . As the writing process into editing, a number of drafts maybe produced on the way to the final version.

c. Editing (Reflecting and revising)

More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words, and grammatical accuracy. Reflecting and revising are often helped by other readers (or editor's) who comment and make suggestion. Other reader reaction to a piece of writing will help the author to make appropriate revision. Doing editing gets the writing ready to go out into the world. It explains to the author that the purpose of editing is to make writing in english text for readers to understand.

d. Final Version

After editing the draft, making the changes is necessary to produce the final version. It may look considerably different from the original plan and the first draft, because things have changed in the editing process. The author is now ready to share the written text to its intended audiences .

Planning ➡ Drafting ➡ Editing ➡ Final version

The writing process (Harmer:2004,p 5)

According to the writer writing process that explained by expert is same. There are some of writing process, namely : planning, drafting, editing and final version. The first is planning refers to activities before written(make a plan) what the topic, the purpose of topic and arranged the ideas . Second drafting in this process the writer must be expression their idea in rough writing . Third editing (revision) in this process refers to repair their ideas like try to read the draft, change or revision the writing with observe of reaction from comment and opinion and the last is final version refers to the last process that focus to make changes aspect of essay mechanics like the capital words, sentence structure , punctuation with the purpose to make the readers more understand the content of essay and after that the essay can be publication in part of book, journal, report or writings others. So this process is very important to create good writing .

### **2.2.3.Types of Writing**

There are four main types of writing: expository, descriptive, narrative, persuasive and creative (Callella, 2001:5).

#### **1. Expository writing**

Expository writing is a subject-oriented writing style, in which the main focused of the author is to tell you about a given topic or subject, and leaves out their opinions. This is one of the most common types of writing styles, which you always see in textbooks and “How To” articles. Expository writing is usually in a logical order and sequence.

#### **2. Descriptive writing**

Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great detail. It is sometimes poetic in nature in which the author is specifying the details of the event rather than just the information of what happened. The author visualizes to you what he sees, hears, tastes, smells and feels.

### 3. Narrative writing

Narrative writing is a type of writing in which the author places himself as a character, or not, and narrates the story. Novels, short stories, poetry and biographies can all fall into the narrative writing category. Narrative writing often has situations like disputes, conflicts, action, motivational events, problems and solutions.

### 4. Persuasive writing

Persuasive writing, unlike expository writing, contains the opinions, biasness and justification of the author. Persuasive writing is a type of writing which contains justifications and reasons to make someone believe in what the author believes in. In persuasive writing, the author takes a stand and ask you to believe their point of view.

According to the writer from the types of writing . Expository text usually has the meaning that content in sentence give explanation with short information but clear for example the activities to happy independence day Indonesian 17 August. Descriptive text usually like describe about something that we can think or imajination, for example describe about Lake Toba , Bali Island and etc. Persuasive text usually refers to persuade from the content of the text and the last ,for example about “environment” that explain to persuade the people to keep environment. Narrative text refers to explain about event or problem in history that purpose to entertain the readers. for example fox and a cat .

## **2.2.4 Teaching Writing**

Teaching is about process how to transfer the knowledge for the people . Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand (Brown, 2007:7). It means that teaching can help the students to know about what they don't understand in learning process. In explanation the writer can describe about teaching writing . According to Raimes (1983:3) states that teaching writing is a unique way to reinforce learning.

There are several techniques used in teaching writing. As stated by Harmer (2004: 44) “ the techniques such as copying and parallel writing (imitating a written model), help to give students a basic mechanical competence which they can put then to use when they write more creatively”. Then, the techniques are divided into some parts. According to Harmer (2004: 52), copying technique is classified into four types:

- (a) Disguised word copying
- (b) Copying from the board
- (c) Making notes
- (d) Whisper writing

#### **2.2.5. Genre of Writing**

Genre is kind of text which describe the general of the text , there are some kinds of writing such as : narrative, recount, report, procedure, descriptive, spoof , anecdote, etc. According to Hyland (2009:15) argues genre is recognized as type of communicative action to participate in any social events. Another argues from Pardiyono (2007:31) describes that there importance of learning genre of writing , there are :

1. Genre serves as the frame of reference in which particular task to be oriental .

2. it is closely tied with discussion of communicative purpose (intention) and conventionalized format (rhetorical structure ) of a text and linguistic realization

### **2.2.6. Types of Genre**

Raisson et. al (2004:13) suggests that in introducing various written text types in teaching writing, there are thirteen text types in learning writing that is narrative, report, recount, procedure, descriptive, news item, review, explanation, analytical exposition, hortatory, discussion, spoof, and anecdote. The more explanation as follows:

#### **2.2.6.1 Narrative Text**

Narrative text is a piece of text which tells a story that entertains or informs the reader or listener. Narrative text has a social function, generic structure, language features and type of narrative.

##### **1. Social Function:**

Social function of narrative text is to amuse or entertain and to deal with actual or vicarious experience in different ways, narrative with problematic events which lead to crisis or luring point of some kind, which in turn finds a resolution.

##### **2. Generic Structure:**

- a. Orientation: introduction into characters or participants and also the setting.
- b. Complication: the rising of problems.
- c. Resolution: the problem is solved for better or for worse.
- d. Re-orientation: in the ending of the story.

##### **3. Language Features:**

- a. Past tense: long time ago, one day, etc
- b. Action tense: run, walked, etc

c. Saying tense: said, told, etc

d. Thinking tense: felt, thought, etc

4. Type of Narrative:

adventure, mystery, science fiction, fantasy, historical fiction, contemporary fiction,  
dilemma stories, dialogue, legends, fairy tales, fables.

#### **2.2.6.2 Report Text**

Report is text type used to store or provide information about class of things accurately rather than a sequence. It has a social function, generic structure and language features.

1. Social Function:

Social function of report is to describe the way things are in general inference/to report something.

2. Generic structure:

a. General classification: starting classification of general aspect of thing like animal, public space, plant, which will be discussed in general.

b. Description: describing the thing which will be discussed in detail, part by part, customs or deed for living creature and usage for materials. Usually the general fact of the subject.

3. Language features:

a. Using action verb.

b. Using conditional logical connection: when, so.

c. Using simple present tense.

#### **2.2.6.3 Recount text**

Recount text is type of text, which has the social function, generic structure and language features.

1. Social Function:

Social function of recount is to retell something that happened in the past and to tell a series of past event.

2. Generic structure:

- a. Orientation: provides the setting and introduces participants.
- b. Events: tell what happened, in what sequence.
- c. Re-orientation: optional-closure of events.

3. Language features:

- a. Focus on specific participant
- b. Use of material processes
- c. Circumstances of time and place
- d. Use of past tense
- e. Focus on temporal sequence

**2.2.6.4 Procedure text**

Procedure is commonly used to describe how to make something which is close to our daily activity. For example: how to make a cup of tea, how to make a good kite, is the best example of the procedure text. It is such word: first boil water, secondly prepare the cup, and so on.

1. Social Function:

Social function of procedure is to describe how something is accomplished through a sequence of actions or steps.

2. Generic Structure:

a. Goal: showing the purpose to be accomplished.

b. Material: telling the needed materials.

c. Step 1, step 2: describing the steps to achieve the purpose or what has to be done.

3. Language Features:

a. Focus on generalized human agents.

b. Use of simple present tense, often imperative.

c. Use mainly of temporal conjunction (or numbering to indicate sequence).

d. Use mainly of material process.

#### **2.2.6.5.Descriptive Text**

Description text is a type of text, which has the social function to give description about object or thing or people, generic structure and language features.

1. Social Function:

Social function of descriptive text is to describe a particular person, place or thing in detail.

2. Generic Structure:

a. Identification: identifies phenomenon to be describe.

b. Description: describes part qualities, characteristics.



### 3. Language Features:

- a. Focus on particular participant.
- b. Use of attributive and identifying process.
- c. Frequent use of epithets and classifiers in nominal groups. d) Use of simple tense.

#### **2.2.6.6. News Item**

News item has a social function, generic structure and significant lexicogrammatical features.

##### 1. Social Function:

Social function of news item is to inform leaders, listeners or viewers about events the day which are considered newsworthy or important.

##### 2. Generic Structure:

- a. Newsworthy events: recounts the event in summary form.
- b. Background events: elaborate what happened, to whom, in what circumstances.
- c. Sources: comments by participants in, witness to and authority's expert on the event.

##### 3. Significant Lexicogrammatical Features:

- a. Short, telegraphic information about story captured in headline.
- b. Use of material processes to retell the events.
- c. Use of projecting verbal process in sources stage.
- d. Focus on circumstances (example mostly within qualifiers).

### **2.2.6.7.Review**

Review has a social function, generic structure and language features.

#### 1. Social Function:

Social function of review is to critique an art work, events for a public audience. Such works of art include movies TV shows, books, plays, operas, recordings, exhibitions, concert and ballets.

#### 2. Generic Structure:

- a. Orientation: background information on the text.
- b. Evaluation.
- c. Concluding statements: judgment, opinion and recommendation.
- d. Interpretative recount: summary of an art works including characters and plot.
- e. Evaluation summation: the last opinion consisting the appraisal or the punch line of the art works being citizen.

#### 3. Language Features

- a. Using adjective.
- b. Using long and complex clauses.
- c. Using metaphor.
- d. Focus on specific participants.

### **2.2.6.8.Explanation**

Explanation has a social function, generic structure and grammatical features.

#### 1. Social Function:

Social function of explanation is to explain process involved in the formation/working in natural and cultural phenomena.

2. Generic Structure:

- a. General statement: stating the phenomenon issues which are to be explained.
- b. Sequenced explanation.
- c. Stating a series of steps which explain the phenomena.

3. Language Features:

- a. Featuring generic participants: sun, rain, etc.
- b. Using chronological connection: to begin with, next, etc.
- c. Using passive voice pattern.
- d. Using simple present tense.

### **2.2.6.9 Analytical exposition**

Analytical exposition has a social function, generic structure and language features.

1. Social Function:

Social function of analytical exposition is to persuade the reader that the idea is important matter.

2. Generic Structure:

- a. Thesis: Introducing the topic and indicating the writer's position.
- b. Arguments: Explaining the arguments to support the writer position.
- c. Reorientation/conclusion: Restating the writer position or conclusion of the arguments.

3. Language Features:

- a. Using evaluative language: Important, valuable, trust worthy.
- b. Using passive voice.

- c. Using causal conjunction.
- d. Using simple present tense.

#### **2.2.6.10 Hortatory**

Hortatory has a social function, generic structure and language features.

##### **1. Social Function:**

Social function of hortatory is a text which persuades the reader to have the addresses do something or act in certain way.

##### **2. Generic structure:**

a. Thesis: the background of the problem that will arise some arguments (stating writer issues).

b. Argument: the reason for supporting the argument about the topic which is supporting by the fact and evidence.

c. Recommendation: a statement of what should or shouldn't happen or be done based on the given argument of the writer.

##### **3. Language Feature:**

- a. Using emotive words: worried, afraid, alarmed, etc.
- b. Using words that qualify the statements: usual, probably, etc.
- c. Using word that link arguments: firstly, however, therefore.
- d. Using compound and complex sentence.
- e. Using modals and adverbs: may, should, must, etc.
- f. Using subjunctive opinion: I, we, etc.

#### **2.2.6.11 Spoof**

Spoof has a social function, generic structure and language features.

1. Social Function:

Social function of spoof is to tell an event with a humorous twist and entertain the reader.

2. Generic Structure:

a. Orientation: the beginning of the story it contains the introduction of characters and the setting of the story.

b. Series of events: it contains what happen to the characters.

c. Twist: it contains unpredictable funny ending of the story.

3. Language Features:

a. Using action verbs: walked, told, saw, ran, away, etc.

b. Using connective verbs: first, then, after, that, etc.

c. Using adverbs of time and place. d) Using simple past tense.

**2.2.6.12 Anecdote**

Anecdote has a social function, generic structure and language features.

1. Social Function:

Social function of the anecdote is to retell an unusual or amusing incident, not only to make people laughter but also to reveal the truth its self.

2. Generic Structure:

a. Abstract: statement introducing the topic closely related with the title and usually inform rhetorical question at first.

b. Orientation: is part where the writer tell who, when, where the story happens.

c. Crisis: is a part of unusual incidence happens

d. Reaction: tells how the subject of the story reacts to the incident. e) Coda: is the closing part of the story. The writer may tell how the subjects solve problem and the end of the incident.

### 3. Language Features:

- a. Using exclamations, rhetorical question or intensifiers.
- b. Using material process.
- c. Using temporal conjunction.

### 2.3. The Definition of Descriptive Text

Sipayung et al .,(2016:23) Descriptive is a written English text in which the writer describes an object . According to Gerot and Wignell (1994: 208), “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc”. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others,

#### Parts of descriptive text

##### 1. Social Function of Descriptive text

Social function of descriptive text is to describe a particular person, place or thing in detail

##### 2. Generic Structures of Descriptive text

According to Gerot and Wignell (1994: 208) writes the generic structure of descriptive text

- Identification which identities phenomenon that will be describes example : Things/ place or Person/animal.

- Description which describes about qualities or characteristic of something or someone detail.
  - Qualities (degree of beauty, excellence, or worth/ value)
  - Characteristics (prominent aspects that are unique).

### 3. The Grammatical Features of Descriptive Text

According to Gerot and Wignell (1994: 208) writes the Grammatical Features of descriptive text

- in descriptive writing , the present tense is predominantly in used
- the use of action verbs are needed in describing especially for describing behaviour
- when describe feelings ,mentals verbs are used , adjective , adverb and adverbial phrases are use most often.

Example of descriptive text

#### **SAFARI PARK**

Safari Park or Taman Safari is a quite unique zoo. It lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor, about two kilometers from Puncak. This zoo reminds us of the similar park in Kenya, Africa. Although it is not as large as the one in Kenya, we can still enjoy the park which is about one hundred hectares. In conventional zoos, the animals are in cages, but not in the Safari Park; they wander freely. Visitors are in buses or cars. They are not allowed to get off the cars or buses. Visitors who don't have cars can use the touring buses available at the park.

#### **2.3.1.Types of Descriptive Text**

According to Jolly in Siburian (2013:34) there are five types of descriptive paragraph namely :

#### 1) Describing process

To describe a process in descriptive writing it is important for the writer to know and to understand how something occurred and done. That is why the writer should consider the steps for completing the imperative forms.

#### 2) Describing an event

To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about view in Bukit Lawang, she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.

#### 3) Describing a personality

The first thing that we must do in describing a person is recognizing the individual characteristic. We need to describe people occurs fairly areas physical attribute (hair, eyes, skin) emotional ( warm, nervous) , attributes ( greedy, honest , humble, trust) and intellectual.

#### 4) Describing a place

It's mean that presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.

#### 5) Describing an object ( animal)



It's mean that to describe an object accurately is done through providing the physical objects' characteristics such as color, form, shape, and so on.

#### **2.4. Students' Achievement**

Achievement is the process or fact of achieving something (goals, result). Achievement as a thing that somebody successfully especially using his own effort and skill the act or process of achieving something (Hornby, 2000:11) . Based on the explanation the writer argues the achievement is very important in education because with achievement , we know the result of ability from students (able or not)

This study focusses on students' achievement in descriptive writing text using give one and take one technique. The parameter of students achievement in descriptive writing text the writer only choose generic structure from descriptive text , that is identification and description.

#### **2.5. Technique**

Technique is a way in learning process that use by the teachers to make the learning process to be easy and the students more active in activity . According to Anthony in Brown (2001:14) Technique were the specific activities in the classroom that were consistent which a method and therefore were in harmony with an approach as well

Based on the explanation above . the writer argues technique is a way that used by the teachers in implementation teaching method or a way to inform learning materials in order to the students be active and easy to understand about materials that give by the teachers. in this research , the writer choose one technique in cooperative learning , that is give one and take one technique .

## **2.6 The Definition of Cooperative Learning**

Cooperative learning is a system of the study and group work that consist 4-6 person in collaborative in order to students more be active . According to Kagan in Chong & Yunus (2019:154) cooperative learning is a type of active learning students tackle in small groups to complete specific tasks assigned by the teacher. According to Azizineshad in Chong & Yunus (2019:154) defined cooperative learning is a system of teaching and learning techniques and students can be active to receive the knowledge and get motivation to learn and succesful in assidned.

According to Marr in Cohen et al (2004:18) Cooperative learning encourages mutual respect and learning among students with varying talents and abilities, languages, racial, and ethnic backgrounds . According to Sudzina in Cohen et al (2004:18) reports that cooperative learning is effective in reducing prejudice among students and in meeting the academic and social needs of students at risk for educational failure . One of the goals of cooperative learning is to disrupt typical hierarchies of who is “smart” and who is not ( Cohen, 1994 : 3) and according to Jolliffe (2007:3) cooperative learning is activities to improve the knowledge of students through small group . That have two elements that very important in cooperative learning , that is (1). positive independence refers to a small group to contribute to the learning of the group. (2). Individual accountability refers to that each member of the group is accountable for completing his or her part of the work. According to Johnson and Johnson in Chong & Yunus (2019:153) described cooperative learning as a series of prepared group learning activities, making learning dependent on the socially structured exchange of information between learners in groups .

According to Marzano, Pickering & Pollock (2001:1) there are many kinds of cooperative learning , that is Team Interview, Paired Heads Together, Rally Coach, 3 – Step

Interview, Give One and Take One, Placemat Consensus, Relay Review, Find Someone Who, Fan-n-Pick, Who am I?, 4S Brainstorming, Mix-N-Match, Inside/Outside Circle, Blind Sequencing, Rally Robin, Sage and Scribe, Travelling Heads Together, Same Different, Listen Right, Rank Order, Back to back, Envoys, Jigsaw, Listening triads, Match mine, Pass the buck, Rainbow groups, Round table, Snowballing, Soldiers' lines.

### **2.6.1 Give One and Take One Technique**

Based on the definition from the experts of cooperative learning above, the writer argues cooperative learning as a way or learning process that can make students to learn in group work and another opinion from their friends even cooperative learning also can be train the students to find new ideas and share the knowledge .

There are many kinds of give one and take one technique according to some experts. According to Preszler in Kausari (2016:92) Give One Take One technique is possible for the students to gather new knowledge and information about a content topic. Furthermore, according to Guillaume in Refnaldi et al (2015:3) states that, “give one take one invites the learners move around the room in sharing an idea and collecting it from the peers.”

According to Pickering, Morzano & Pollock (2001:5) state that give one and take one technique can be used to encourage learners to share ideas and examples. places to go on holiday, ways in which a story ends, similes for description how would you describe to a blind person. this technique is a great sharing protocol that can be used in workshop, exploration, research, experience, or technique of teaching. this study use give one and take one technique .

Based on the explanation above , the writer concludes that technique in cooperative learning very important for teaching because through this technique the students can be understand about material that give by teacher , the students can made cooperation between one students and another students , the students be active and find new ideas and share information as

well as get information from their friend . so give one and take one technique could give benefit for and students , the teacher that have low motivation can be motivation from their friends .

The steps of give one and take one technique :

1. In teams, each learner in their own words writes their idea in the Give One column. (Provide learners with a worksheet with 2 columns – one column titled Give One, the other Take One.)

<b>Give One</b>	<b>Take One</b>
1. 2. 3. 4 5.	

2. When their Give One column is full, the team stands. When all teams are standing, each learner puts up a hand and moves to find a new Learner.
3. In pairs, learners each give one idea and get one idea. Learners write the idea they received in their own words in the Take One column.
4. When their form is full, learners stand at the side of the room offering to Give One to anyone whose form is not yet full.
5. When all learners have finished their forms, they return to their teams and share the ideas they have received. After that, they have to write them down in the form of descriptive text individually.

## **2.7 Previous Research**

To support this study the researcher has taken some relevant studies which are focused on the give one and take one technique in descriptive text . therefore we need to do the literature

review in order to know how the other researcher analyze the topic . There are some of journals related by this topic are reviewed.

Teaching writing descriptive text use give one and take one technique by Dio Rima Imelda (2019). In this research the purpose of study to find out whether there is a significant affect or not of give one and take one technique as the teaching technique on writing descriptive text and in this research, the resercher conducted experimental qualitative research . The second is The effect of give one and take one tecnique strategy and motivation on students reading comprehension of narrative text at grade 10 MIA of SMAN 7 Padang by Windy, Resmawati, Rifaldi (2015) the purpose of the study to know how the motivation of students 10 MIA SMAN 7 Padang in reading comprehension through give one and take one tecnique , this technique is also used to improve students' reading comprehension and the researcher conducted also experimental qualitative research . The last Teaching reading hortatory exposition text by used give one and get one to eleventh grade students SMAN 7 Palembang by Zuria Kausari, The objectives of this study are to find out whether or not there is a significant improvement before and after the treatment on the eleventh grade students' reading comprehension scores of SMAN 7 Palembang by using Give one and get one and to find out whether or not there is a significant difference on the eleventh grade students' reading comprehension scores of SMAN 7 Palembang between the students who are taught by using Give One, Get One and those who study, the researcher used Quasi Experimental.

Based on the explanation above , the writer found the similarities and differences of the research . For the first previous research the similarities same using give one and take one technique and use skill writing in descriptive text , the differences the first previous of study

focus in generic structure, social function and language features, while in this study the writer just focus generic structure (identification and description) .

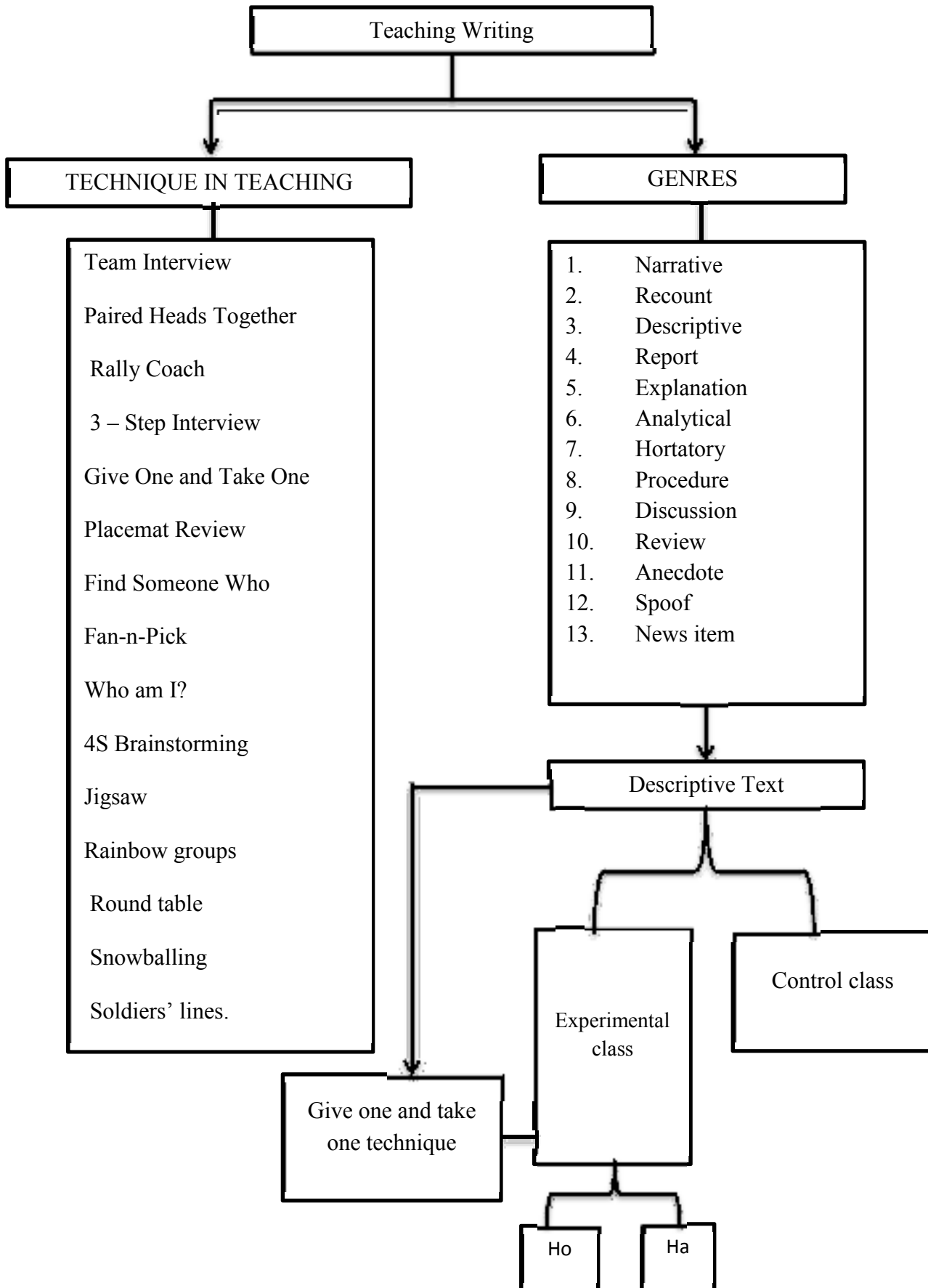
For the second previous the similarities same using give one and take one technique , the differences the second previous of study focus skill reading and use narrative text , while in this study the writer use skill writing and descriptive text focus generic structure (identification and description).

For the third previous research the similarities same using give one and take one technique, the differences the third previous use skill reading and use hortatory text while in this study the writer use skill writing and descriptive text focus generic structure ( identification and description ).

## **2.8. Conceptual Framework**

The conceptual Framework of this study can been seen below

# Give one and Take One Technique



## CHAPTER III RESEARCH METHODOLOGY

### 3.1. Research Design

According to Ary et al (2010:19) “ educational research is a way in which people acquire dependable and useful information about the education process.” it means the researcher goes to school where the educational process is done. This research was applied by Experimental Quantitative Design. Ary et al (2010:265) argue experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). There are two variables, such as: dependent variable as a give one and take one technique and independent variable as a writing descriptive text. Experimental quantitative design which consist of pre-test, treatment and post-test to know the effect of give one and take one technique on students’ achievement in writing descriptive text for eight grade in Sialang Buah . In experimental research the researcher used two classes of the study, namely experimental group and control group . The experimental classes is a group that received a treatment by using give one and take one technique , while control group is a group without special treatment or it used conventional method.

<b>Class</b>	<b>Types</b>	<b>Treatment</b>	<b>Types</b>
Experimental Class	Pre-test	Have treatment (Give one and take one technique )	Post-test
Control Class	Pre-test	Without treatment (Give one and take one technique )	Post test



## **3.2. Population and Sample**

### **3.2.1. Population**

Ary et al (2010:148) state that population is defined as all members of any well-defined class of people, events, or objects. In this study, the writer determined the population, it is the second grade students in Sialang Buah . There are 80 students in Sialang Buah , so the total of population were 60 students

### **3.2.2. Sample**

From the target population , the writer selected the sample to conducted the research. Ary et al (2010:148) argue sample is a portion of a population. while, According to Creswell (2012:142), sample is a sub group of the target population that the researcher plans to study for generalizing about the target population. Selection of the sample is an important step in research because it impossible for the researcher to treat all the population. In this research, the writer taken the sample from the students in Sialang Buah especially which consist of 10 students of the experimental class and 10 students of the control class. So the total of the sample were 20 students.

## **3.3. Instrument of Collecting Data**

Instrument had important function in this research. Instrument is a tool in collecting data that are necessary in a research. Instrument is a tool for measuring , observing, or documenting quantitative data, an instrument is to measure the variabels in study and it may not be available in the literature or commercial (Creswel ,2012:157). In this case, the students received a test from the researcher. The writer used writing test as the instrument . The students instructed to write a descriptive text of their classmate .

### 3.4. Procedure of Collecting Data

Data is a method to collected data in a research. According to Isnawati (2014:14), Achievement test is kind of test establish how succesful individual students , group of students or course have been in achieving objectives. “ A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned “ ( Ary et al, 2010:201) In experimental quantitive the procedure of collected data are as follow:

#### 3.4.1.Pre-test

To know the students' writing ability before the treatment process, the researcher gave pre-test in experimental and control class, the purpose in this pre-test is to know the students ability on writing descriptive text. The writer gave the material about descriptive text for example : to describe something like animals, human, or the others .

#### 3.4.2. Treatment

The treatment was given by the writer after pre-test has done. In this study, the writer applied the treatment. The experimental class gave the treatment Give one and take one technique , while the control class the learning process used conventional method in teaching .

**Table 3.5.2.1**  
**The Activity of Teacher and Students in Experimental Class**

Steps	Teacher Activities	Students Activities
1	The teacher greeted the students and choose one of student to lead a prayer	The students gave the response for the teacher
2	The teacher explained about descriptive text	The students paid attention to the teacher explanation and discuss about descriptive text
3	The teacher explained about give one and take one technique that relate to descriptive text	The students paid attention to the teacher explanation
4	The teacher asked the students to answer the treatment of writing descriptive text	The students answered the teacher question
5	The last, the teacher asked the students to discuss together about the result and the teacher collected all the students	The students accepted their task

	task about descriptive text and the teacher do reflection	
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**Table 3.5.2.2**  
**The Activity of Teacher and Students in Control Class**

Steps	Teacher activities	Students Activities
1	The teacher greeted the students and choose one student to lead a prayer	The students gave the response for the teacher
2	The teacher explained about descriptive text without Give one and take one technique	The students paid attention to the teacher explanation and discuss about descriptive text
3	The teacher asked the students to answer about the writing descriptive text	The students answered the teacher question
4	The last, the teacher asked the students to discuss together about the result and the teacher collected all the students task about descriptive text and the teacher do reflection	The students accepted their task

### 3.4.3. Post-test

The post was given by the teacher after treatment has done . In this case , after the researcher was applied give one and take one technique for students , the writer gave post-test about descriptive text like describe something and students describe it into paragraph , then the writer submitted the result and the result was analyzed . So the purpose of post-test to know measure and the effect of give one and take one technique in writing descriptive text.

### 3.5. Rubric of Writing

According to Hughes (2003:119) there are five components of assesment of writing that : content, organization, vocabulary, language use and mechanism.

#### 1. Content

The scoring of the content depends on the students capability to write ideas and information in the form of the logical sentences. The criteria content as follow :

<b>Excellent to very good</b> (Knowledgeable, substantive relevant to assigned topic)	30 – 27
<b>Good to average</b> (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26 – 22
<b>Fair to poor</b> (Limited knowledge of subject, little substance, inadequate development of topic)	21 – 17
<b>Very poor</b> (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate)	16 – 13

## 2. Organization

The organization refers to students' capability to write their ideas and information such as good logical order to topic and supporting sentences are clearly stated. The criteria of organization as follow :

<b>Excellent to very good</b> (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20 – 18
<b>Good to average</b> (Some what choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17 – 14
<b>Fair to poor</b> (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13 – 10
<b>Very poor</b> (Does not communicate, no organization, or not enough to evaluate)	9 – 7

## 3. Vocabulary

Vocabulary refers to students' ability in using word or idiom to express idea logically. The criteria of scoring vocabulary as follow :

<b>Excellent to very good</b> (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register)	20 – 18
<b>Good to average</b> (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17 – 14
<b>Fair to poor</b> (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13 – 10
<b>Very poor</b> (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)	9 – 7

#### 4. Language use

Language use refers to students' ability in writing sentences simple, complex, compound sentences correctly and logically. It also refers to the ability of writing the arrangement in sentences and some other words such as noun, adjectives, and time signals. The criteria of the language use as follow

<b>Excellent to very good</b> (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)	25 – 22
<b>Good to average</b> (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)	21 – 18
<b>Fair to poor</b> (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)	17 – 11
<b>Very poor</b> (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	10-5

## 5. Mechanics

Refers to students' competence to write spelling, punctuation, capitalization, paragraphing and hand writing whether or cannot be read. The criteria of mechanics as follow :

<b>Excellent to very good</b> (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
<b>Good to average</b> (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4
<b>Fair to poor</b> (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
<b>Very poor</b> (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate)	2

### 3.6. Validity of test

Validity is the most important consideration in develop and evaluate measuring instruments. Historically, validity is defined as the extent to which an instrument measured what it claimed to measure (Ary, 2006:225). According to Arikunto (2010:221) " The validity is measure that show the levels of validity or the validity something" . There are four kinds of validity, namely : content validity, construct validity, concurrent validity and face validity. In this study, the achievement of the students on writing ability is the aspect that must be measured. The type of validity that used in this study is content validity. The content validity of the test shows that the test can represent the curriculum which is cover all the materials and objectives which will obtained by the students.

**Table 3.6.1**

**The Table of Test Specification**

Writing Descriptive Text	Content	Test Item	Kind of Test	Score
Identification and Description	Content	1	Essay	30
	Organization		Essay	20
	Vocabulary		Essay	20
	Language Use		Essay	25
	Mechanics		Essay	5
Total		1		100

**3.7. The Technique of Analyzing Data**

This study applied the quantitative data, the procedure are scoring the pre-test and post-test of experimental class and control class, compared the mean of them and analyzed the data by using t-test formulated as follows:

1. T-test formula

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

t = Total score

Mx = Mean of experimental group

My = Mean of control group

Nx = The total of samples of experimental group

Ny = The total number samples of control group

dx = The standard deviation of experimental's score

dy = The standard deviation of control's score

2. Mean score of each group formula:

$$m = \frac{\sum \frac{x/y}{n}}$$

Where :

m = Mean of the group

$\sum x/y$  = The total of the x (experimental group) / y (control group)

n = Sum of the students

### **3.8.Procedure of Analyzing Data**

1. Collect the data from the scoring of the experimental and control class.
2. Identify the score of the students who were treated and who are not.
3. Compared the score .
4. Conclusion and answered the hypothesis.
5. Wrote some findings