

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

2.1 Previous Studies

Based on the research conducted by Wijayatiningsih and Mutmainnah showed that using Note-Taking Pairs make students get improvement in the students' achievement. Note taking pairs strategy could help students to create ideas well. It can be shown from the improvement of students' writing achievement score of 84,86. It is also supported by students' observation result 93,95% and questionnaire result 83% which were higher than the basic indicator 75% (Wijayatiningsih & Mutmainnah, 2014: 12).

Based on the research by Saraswati entitled "Improving Students' Writing Ability In Recount Text Using Note-Taking Pairs" showed that Note-Taking Pairs technique was improve the students writing ability at the eighth grade of SMP Islam Sudirman Ambarawa. The students were able to improve their writing ability. It could be seen from the scores of pre-test and post-test. It is relevant with the data of mean score of post-test on each cycle always higher than pre-test. In cycle 1, students could not analyze and write the generic structure and language feature of the recount text, on the other hands, they did not understand about difficult words. After the reflection were applied in cycle 2, the improvement of students' writing ability is better than cycle 1. In the cycle 1, the number of students who pass the passing grade is 44,44%. Then, in the cycle 2 the number of the students who pass the passing grade is 88,89% (Saraswati, 2017: 60).

According to the research conducted by Marlina (2014) there was also research a Note-Taking Pairs technique but was focused on teaching reading entitled *“The Experimental Study of Note Taking Pairs in Teaching Reading”* showed that Note Taking Pairs was more effective than Direct Instructional Method for teaching reading to the English 3 students of STAIN Pekalongan in the 2013/2014 academic year. The students who have high interest have better reading skill than the students who have low interest of the English 3 students of STAIN Pekalongan in the 2013/2014 academic year. There was an interaction between teaching methods and students’ interest in teaching reading to the English 3 students of STAIN Pekalongan in the 2013/2014 academic year. The research showed that the implications of teaching methods have a strong influence on students’ interest. Note Taking Pairs was very effective method for teaching reading in the English 3 students of STAIN Pekalongan in the 2013/2014 academic year. The effectiveness of the method was influenced by the level of the students’ interest. Note Taking Pairs was more effective than Direct Instructional Method to teach reading for students who have high interest. On the other hand, Direct Instructional Method was more effective than Note Taking Pairs to teach reading for students who have low interest (Marlina, 2014: 311).

In the research conducted by Anita there was also research a Note-Taking Pairs technique but was focused on reading competence entitled *“The Influence of Note-Taking Pairs Technique and Student’s Linguistic Intelligence Upon Student’s Reading Competence at STKIP-PGRI Pontianak 2012”* showed that there was interaction effect between the teaching technique Note-Taking Pairs and

students linguistic intelligence in terms of reading competence. The students who were taught using Note-Taking Pairs technique have better reading competence. Students were expected to work collaboratively with their pairs. In pairs, they were trying to comprehend the reading texts, answering the tasks, and giving suggestions and corrections to their pairs. These activities were placed the students as the central of the whole classroom activities. It was also gives the students experiences of structurally steps by using the graphic organizers in taking their notes (Anita, 2012: 128).

Based on the result of previous research above, this study can be concluded that Note-Taking Pairs was an effective method to teach writing for eighth grade students and had a good impact on students' writing skill. In this study implies that methods have strong influence on students' writing skill. In order to get maximum result and effect on students' writing skill, the writer suggest English teachers to apply Note-Taking Pairs technique in their writing class.

In this study, the writer used Note-Taking Pairs to teach writing skill in the class, the teacher ask the students to read the text individually. After reading or whilst reading, the students are taking notes of the major points of the reading materials. In pairs, then students offer correction and additional information each other. Sort of the activities encourage the students to do the task collaboratively. Teacher's role are as the activity designer, motivator, feedback giver, and monitor in developing the student's ability in taking notes from the material. Thus, they are expected have a better writing competence.

2.2 The Definition of Writing

Writing is known as one of the most important academic skills for students. Raimes (1983) indicated that when we learn a second language, we learn to communicate with other people to understand them, talk to them, read what they have written and write to them. "An integral part of participating fully in a new cultural setting is learning how to communicate when the other person is not right in front of us, listening to our words and looking at our gestures and facial expression.

As for the skill of writing, Banat (2007) pointed out that this skill is invaluable for helping students communicate and understand how the parts of language go together, adding that writing is one of the four major language skills that need to be mastered by language learners.

Writing is no longer viewed as a simple linear activity consisting of several stages that are independent and sequenced. In contrast, writing is now recognized as a complex and integrated set of processes that are interactive and recursive. Al Souqi (2001) noted that writing involves the creation of ideas as well as the ability to express them logically and coherently.

Moreover, Abu- Jaleel (2001) argued that writing is a more recursive activity in which the writer moves backwards and forwards between drafting and revising, with stages of re- planning in between.

In addition, Conley (1995) pointed out that writing makes our thoughts and experiences vivid and long lasting and helps us learn things in every subject area. "In many ways, writing is the way we make sense of our world".

According to Zamel (1983), writing is a process through which students can explore and discover their thoughts constructing meaning and assessing it at the same time. Attention is paid first to the content and meaning and then to the form (Alodwa & Ibnian, 2014: 148). Writing is a process of transferring and expressing our ideas or thought in words.

According to Mora-Flores (2009), writing is a process by which we transfer our thinking, our ideas, and our experiences into written form. Similarly, Leo et al., (2007) state that writing is a process of expressing ideas or thoughts in word should be done our leisure.

On the other hand, Writing is very complex communication process which includes a number of cognitive and metacognitive. Richardson and Morgan (2003) state that writing may be the most complex communication process within the communicative arts. Similarly, According to Negari (2011), writing is a complicated process which involves a number of cognitive and metacognitive, for instance; brainstorming, planning, outling, organazing, drafting, and revising. Further, writing isn't only complex but also hard to teach where we need to master the grammatical and other components of writing.

From the explanations above, it can be concluded that writing was a process of expressing the ideas, feelings, and thoughts into a meaningful words. In writing there were several aspects that must be deal with and it could be reference to assess the students' work in writing activity. In this study, the writer used NTP technique to develop students' writing recount text.

2.3 Aspects of Writing

According to Jacobs et al (1981) there are five aspects that should be considered in assessing a composition of writing, those are:

1. Content

Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. As a general rule, clarity should be his or her meaning precisely is considered much rather than skews it or blurs it.

4. Language Use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in word phrases, clauses, and sentences to bring out logical relationship in paragraph.

5. Mechanics

Mechanics refers to the use graphic conventional of the language. For instance, the step of arranging letters, words, sentences, paragraphs, punctuation and capitalization.

In addition, Harris (1979) says that there are five components which can be used to evaluate writing ability, they are:

1. Content

What is being discussed by the writer in his or her writing is called content. Content refers to the substance of writing, the idea expressed (unity). It includes clarity, relevance, and originality. In writing, one has to keep the channel of communication open through his or her choice of sentence structure. One has to master the written form of the language and to learn certain structures, which are used in speech, or perhaps not used at all, but which are important for effective communication in writing.

2. Grammar

Grammar refers to the employment of grammatical form and syntactic patterns, as a rule of language covers rule for verb, article and pronoun. Writer has to understand grammar to construct correct sentences. As a matter of fact, writing using strict, standard grammar encourages, one to become careful, discipline, and responsible writers. These three qualities will lead one to make further progress. Grammar controls what one writes; it judges whether one follows or breaks the language rules.

3. Words Choice

Another aspect which can show the writers' skill is the words choice. The writer must used words that his or her reader can understand easily. The uses of words which have obscure meaning, jargons, or abbreviations have to be avoided or used with great considerations.

4. Organizations

In writing the organization of the paragraphs, topics, cohesion and unity to produce a good writing is a must. As a writing is a process of thinking, it is needed to organize thought, argument, and logical.

5. Mechanics

Mechanics including spelling and punctuation also play important role in writing. This section assesses the value of these features as a part of the resources of the written form of the language and their relative importance in writing programs (Oktaviani, 2017: 11).

2.4 Teaching Writing

Teaching writing pervades teaching of language ability and organization of ideas. It will stimulate the students to express their thoughts, ideas, or feelings into written form. Related to this, Harmer (1984) point out that there is certain particular needs to be taken into account when teaching writing, such as; sentence organization, paragraph arrangement, and coherence in the writing itself. More specifically, Madsen (1983) states that leading writing requires the elements of writing skill including grammar, sentence organization, vocabulary, mechanics and content.

Teaching writing guides students not only to write sentences in a paragraph but also to organize ideas. Referring to this, Arapoff (1966) as cited in Gustiawan (2011), learning to write involves not only learning to use orthographic symbol, but also primary how to select and organize experience that has occurred to the writer. A purposeful selection and organization of experience require active thoughts.

According to Madsen (1983) as cited in Gustiawan (2011), teaching writing covers not only the use of grammar such as sentence sense, word order and mechanics, such as; the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct of writing.

In addition, Carino (1992) states writing can be taught in two ways; as a thing and as an activity. A product is important because it can communicate the writer purposes and the message to the readers clearly. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message (Oktaviani, 2017: 14).

In this study, the writer concludes that writing was important means of indirect communication that referred to the productive and expressive activity. Through writing activity, students were expected to be able to express their ideas, feelings, and thoughts into a written form.

2.5 Strategies in Writing

Writing is one of four skills that is used to explore the idea and other communication activities. Writing can be good by done with appropriate rules and principles by teacher in the writing class to enhance learning. Harmer (2004:4) states that there are some elements in writing process. They are: planning, drafting, editing, and final version. All of these stages are straight chronological order:

1. Planning

Before start to write down something on the paper. The writer needs to decide what she is going to say. What information she wants to tell and what the message she wants to share to the readers. She writes a plan on a piece of paper. It is also as a way to warm up her brain before write something. At this stage, the writer thinks about three main issues, those are the purpose, the reader (audience), and content structure.

2. Drafting

The second step is drafting, the students try to capture the ideas on the paper. This step 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 drafting writer needs to reread her work to evaluate what has been written and making deletion or additions as necessary. Reflecting and revising is a helper who works while the errors and mistakes happen.

4. Final Version

After the steps above, the fourth step is final version while the writing is ready to be delivered to the audience (Saraswati et al., 2017: 11).

2.6 The Definition of Note-Taking Pairs

There are some definition of Note-Taking Pairs. Harrington (2011) said that cooperative learning is two students work together with the common goal of mastering the information being presented. After a segment of the lecture, one partner summarizes her or his notes to the other, who in turn adds and corrects information (Wijayatiningsih & Mutmainah, 2014: 5).

According to Barkley in Note-Taking Pairs, student partners work together to improve their individual notes. Working with a peer provides students with an opportunity to revisit and cross-check notes with another source. Partner help each other acquire missing information and correct inaccuracies so that their combined effort is superior to their individual notes (Barkley, Elizabeth F, et al., 2006: 135).

Moreover Rebecca & Teddler (2008:8) said that students join and make a group consists of two students which have different task. One student make a note and one student add information dan revise it (Wijayatiningsih & Mutmainah, 2014: 6).

Based on the definition above, it can be concluded that Note-Taking Pairs allows students to gather information from lecturer, books, or any other situation that they would later have to memorize or use in order to successfully complete their notes or their academic program.

2.7 The Purpose of Note-Taking Pairs

The purpose of Note-Taking Pairs is used to help students to complete their notes to be relevant, accurate, and valid information by work together with their partner. According to Barkley (2006) the purpose of this Collaborative Learning Technique is to provide students with a structured activity to pool information, fill in gaps, check for and correct mistakes, and help each other learn to be better note takers. Although Note-Taking Pairs was originally designed to improve lecturer notes, teachers now also use it to help students improve their notes on reading assignments and other kinds of learning nactivities (Barkley, Elizabeth F, et all., 2006: 135).

2.8 The Procedure of Note-Taking Pairs

According to Davis in teaching learning process consider providing students with guidance about to take good notes in a mini-lecture, a handout, or by providing examples of effective notes. Also, present material in class in ways that encourage students to take detailed notes. For example, speak slowly; provide handouts of complicated graphs and figures so that students can keep up; and use the whiteboard or overhead projector to show overall structure by using titles and headings (Barkley, Elizabeth F, et all., 2006: 135).

There are some procedures of Note-Taking Pairs Technique as the follows:

1. Students individually take notes of the major points from a body of content, such as a lecture or a text chapter.
2. Students from pairs, at teacher direction or by choosing partners.

3. Partner A begins by summarizing the main points from a section of the content to partner B, who offers corrections and additional information.
4. Partner B summarizes the next section, and partner A offers corrections and additional information.
5. The partners continue to alternate sharing summaries, corrections, and additional information until they have completed checking their notes (Barkley, Elizabeth F, et al., 2006: 136).

2.9 The Definition of Recount Text

Recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. The purpose is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as family holiday or your opinion on a subject.

According to Anderson, recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of the text is to tell audience about what happened in the past and when it happened (Saraswati et al., 2017: 14).

Moreover, Knapp (2005) Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out

to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

Recount is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers. Siahaan & Shinoda (2008) states, recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events (Saragih, Silalahi, & Pardede, et all., 2014: 57).

2.10 The Generic Structure of Recount Text

According to Purwanto (2017) recount text has three generic stuctures, they are (1) Orientation: in this section, the author begins the story by introducing background information that answers, who, what happened, when, where the event occurred in the past and the participants, place and time. It gives the readers the background information needed to understand the text. (2) Event: after telling the background or identity of the participants, the place and time settings, in this section the writer begins to tell the story in chronological sequence. It is describe the series of event that happened in the past. The last generic structure of recount text is (3) reorientation: this part is actually the conclusion section or closing that expresses the author’s personal opinion about the events that have been told. It is optional, stating personal comment of the writer to the story (Purwanto, 2017: 15).

2.11 The Language Features of Recount Text

According to Purwanto (2017) here are the language features of recount text: (1) has a title that summarizes the text. (2) Because it tells of events that happened in the past, the recount text always uses past tense, for example: Last week, I went to Bali island with my family. (3) Using chronological that often uses conjunctions that connect ebents in time, such as next, later, when, then, after, before, first, etc. (4) Because telling events, recount text use action verb which describe in more detail how verb is done.

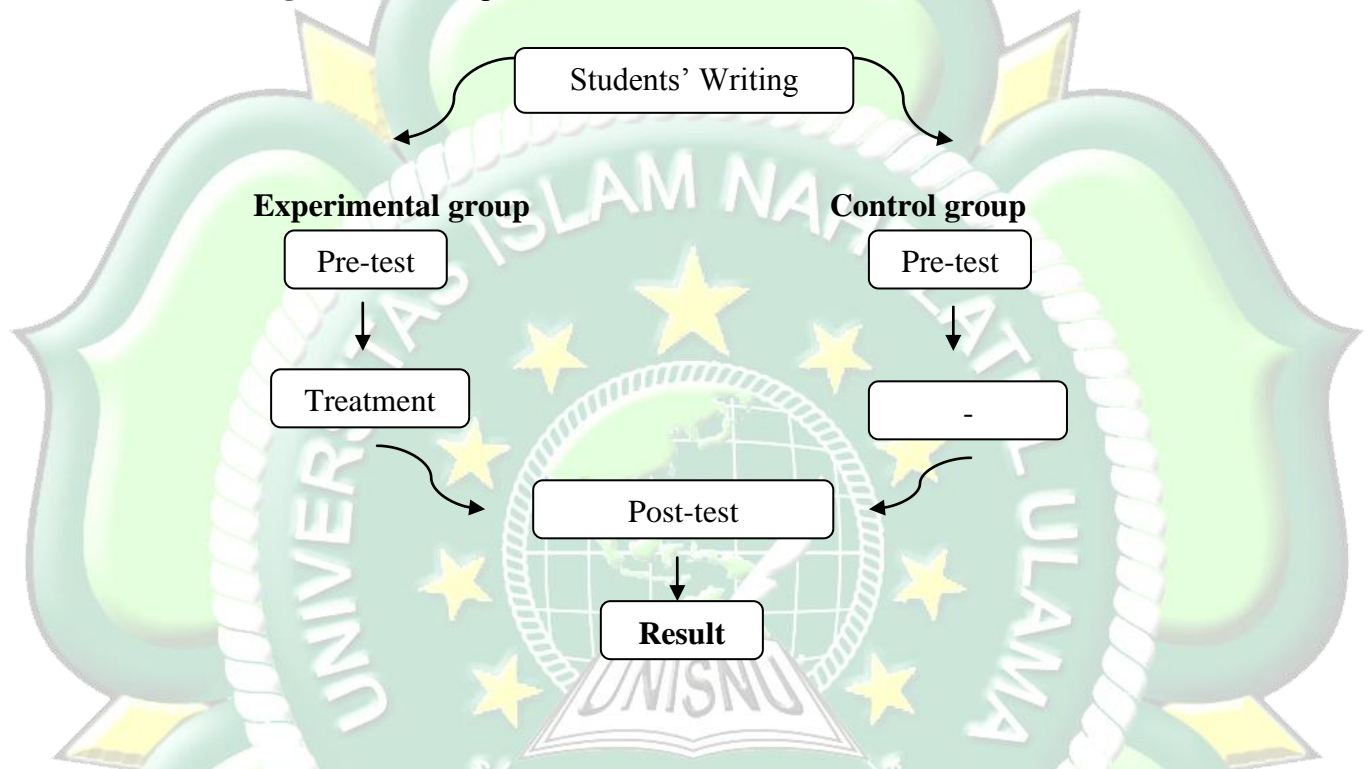
2.12 Conceptual Framework

Writing was a process of delivering or expression ideas, thoughts and feelings into written forms. In teaching writing there were some aspects that have to be considered, they are; content, organization, vocabulary, grammar, word choice, and mechanics. The teaching writing using process approach focuses on the steps involved in creating a recount text. Furthermore, some cases showed that in writing activity students faced some problems related to the aspects of writing. The stage of note-taking and pairing in writing could help students to complete their notes to be relevant, accurate, and valid information by work together with their partner. It might be assumed that Note-Taking Pairs could improve students' writing skill.

In addition, the Note-Taking Pairs technique gives a chance to students to share information with the whole of the class. It means that, by using Note-Taking Pairs technique students will be able to explore their notes to write. Note-Taking

Pairs was a chance to write their own notes on what to write, share information with the partner, develop information, and promote effective team work. Therefore, this' writing skill 'can increase the students' skill. The picture of theoretical framework can be seen as follows:

Figure 2.1 Conceptual Framework



2.13 Hypothesis

Hypothesis was a tentative explanation that accounts for a set of facts and can be tested by further investigation. Hypothesis should be statements expressing the relation between two or more measurable variables. It should carry clear implications for testing the stated relations.

According to Mubarok (2015) hypothesis is temporary answer to the formulation of research problem. It is said to be temporary because new answers given are based on theory and not facts.

Based on the explanation above, whether the writers would like to propose the hypothesis was formulated as follow:

Ha: There is a significant different between writing skill of students' taught with Note-Taking Pairs and students' that is taught conventionally.

Ho: There is no significant different between writing skill of students' taught with Note-Taking Pairs and students' that is taught conventionally.

