A. Theoritical Framework

1. The Nature of Cooperative Learning

Cooperative learning refers to a set of instructional strategies which include cooperative student-student interaction over subject matter as an integral part of the process (Kagan, 1998). "Cooperative learning promotes prosocial behaviour. Having children learn from one another creates powerful bonds between them and sends a message very different from that sent by a classroom in which each child is on his or her own-or, worse still, one in which the success of each is inversely related to the success of the others. Cooperation is an essentially humanizing experience that predisposes participants to take a benevolent view of others. It allows them to transcend egocentric and objectifying postures and encourages trust, sensitivity, open communication, and prosocial activity" (Kohn 1991, as cited in Vincent, 1999:74). Based on that explanation, it can be concluded that cooperative learning is one way to get closer between students and teacher because there is an interaction that is more fun through media and technique which are used in teaching learning process. It is not only the communication between the teacher and the students but also the communication among the students themselves. They will interact with each other in solving the problems that they face in the teaching learning activities.

## 2. The Nature of Give One Take One Technique

Give One-Take One technique is a type of cooperative learning which invites students to share materials delivered by the teacher. This kind of technique makes students to train to be active in delivering the material that they receive from their friends repeatedly. Several theories about Give One-Take One technique have been stated by number of experts. Sejnost and Thiese (2009,p. 21) define that Give One-Take One is a strategy that helps develop or activate students' schema for a given topic by stimulating their background knowledge through social interaction among their community of learners. This technique can be incorporated into all content disciplines and used with various text genre.

Preszler (20005, p. 22) states that Give One-Take One allows struggling students to gather new knowledge and information about a content topic. Since students share information and question each other, all students in the classroom regardless of ability levels can reap positive rewards from this technique. The technique can be used during the study of a lesson to reinforce key concepts or as a review after completing a unit of study.

Furthermore, Marzano and Heflebower (2011, p. 11) state that sometimes tasks are designed that used movemnet as a tool to deepen students' understanding of content. These activities involve gathering or organizing information about a topic. In such situation, students must leave their seats to perform an activity that is necessary to further understand the content. One technique to this end is Give One-Take One. Give One-Take One is a process

in which pairs of students compare their understanding of specific information. Teachers can a`lso incorporate physical movement to help students understand content in a different way or from a different perspective.

Give One-Take One is a technique with a social way for students to tap into and build background knowledge for a text". It is similar to a brainstorm session but has more communicative twist. It means that Give One-Take One technique is a kind of technique which can build background knowledge through a social way. According to Judy, Give One-Take One technique is a technique used to initiate phy`sical movement to promote students to think divergently and to generate many ideas quickly. It means that the students do not only read the text but also move to share and collect the information to other students to get new information. Thus, the students can get many ideas from text quickly.

There are many kinds of cooperative learning. One of them is Give One-Take One technique. It is one of cooperative learning technique introduced by Spencer Kagan. Give One-Take One technique encourages the students to collaborate, move about, and dig deeper into the topic at hand. Furthermore, McCafferty, Jacobs and DaSilva Iddings (2006:182-196) present several cooperative learning techniques. They are: Chalkboard Share, Circle and Square, Concept Attainment, Concept Formation, Co-op Co-op, Cooperative Integrated Reading and Composition (CIRC), The Five Friends, Flip It, Gallery Tour, Give One-Take One, Graffiti, Group Dialoging, Group Investigation, Inside-Outside Circles, Jigsaw, Mgic Box, Magic Sentences, Mixer Review, Murder, My Imaninary Friend, Numbered Head Together,

Paper Bag Share, Paraphrase Passport, People Hunt, RoundRobin, RoundTable, Sam's Diary, Same Game, Shared Story Box, Silent Celebration,.

In addition, Marzano, Pickering and Pollock (2001:5) stated that Give One-Take One technique can be used to encourage learners to share ideas and examples. For example: 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. Use it with students or colleagues to spread good ideas! You can structure it with movement or as a silent and written sharing.

Using Give One-Take One technique gives so much benefit for teacher and students in building teaching learning atmosphere. Students who have low motivation can be motivated by their friends. By applying it in teaching writing process is supposed to help students learning writing descriptive text easily. The example of Give One-Take One technique card is as follow.

| Give One | Take One |
|---|---|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |

**Figure 2.1 The Example Of Give One-Take One Technique Car**

3.  **Writing Theory**

a.  **The Defenition of Writing**

Writing is broader than just write down something on a paper. According to Brumer and Clark(2008:4), the meaning of writing is a process of gathering the symbols of communication and transfer it into a text that can deliver the thought and opinion. It shows that writing is an activity of communication that can be done by using the symbols of words. Writing is a result of the writers' activities in gathering those symbols into a sentence or text. Then, writing commonly contains of the writers' ideas, opinions, or message.

Writing is not a simple as it is imagined, since we are able to speak more than to write. Writing is not only the process of linking word into sentence, paragraph, and so forth, but also in effective writing, the organization of the ideas is very important. Writing must have a meaning, so the reader of the audience can understand what content is. (Brown: 337) describes conventional understanding of writing is as follows. Writing is a two-step process. First you figure out your meaning, and then you put it into language. figures out what you want to say, do not start writing till you do, make a plan, use an outline, begin writing only after ward.

It can be explained then, that writing is a process in which the writer needs his ability in transforms what he thought into verbal symbols. When the writer does it into written symbol, he not only needs the knowledge on what he writes, but also understanding on the purpose of his writing. In writing

process, a writer also needs to how the manner to achieve a good writing product.

Writing is the activity or occupation of composing text for publication. It is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting, and editing (Wallace, Stariba, Walberg, 2004: 15). Brown (2000: 335) says that, "writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develops naturally."

Based on those definition, it can be concluded that writing is one of importance skill that challenging. Writing skill must be practiced and learned through experience, trial, and error. As with the other skill, writing cannot be separated from vocabulary and grammar.

**b. Process of Writing**

According to Harmer (2004: 4), in producing a writing matter, there is process involved and the process can be affected by the content (subject matter) of the writing. It is also a way of looking at what people do when they compose the written text. There are four steps in writing process, they are:

1. Planning

Experienced writers plan what they are going to write. Before starting to write or to type, the writers should try and decide what is they are going to say. When planning, the writers have to think about three main issues. The

first is considering the purpose of their writing since this will influence not only the type of the text but also the language they use and the information they choose to include. The second is thinking about audience they are writing for, since this will influence not only the shape of the writing but also the choice of the language, for example it is formal or informal in tone. Thirdly, considering content structure of the piece, how best to sequence the facts, the idea, or arguments which they have decided to include.

2. Drafting at a text

Drafting is the first version of a piece of writing. The first "go" at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts maybe produced on the way to the final version.

3. Editing

After producing a draft which is made a writer, usually they read through what they have written to see where it works and where it doesn't. They check many things from their writing, such as, the order of information, the meaning whether ambiguous or confusing. They may use different form of words for particular sentence. Others readers or editor who comment and make suggestion usually help the writer to reflect and revise their writing. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

4. Final draft

The writers who have edited their draft, making the changes they consider to be necessary, they produce their final version. The original plan and the first draft have some differences. It is caused by the things have changed in the editing process. The writers need to represent these aspect of writing process in a different way, therefore; the process below clearly shows the many directions that writers can take travelling backwards or forward around the rim or going up and down the wheel's spokes. Only when the final version really is the final version has the process reached its culmination.

According to Grenville (2001: VII) as quoted by Siregar (2014:8) stated that there are six steps in writing process, such as follows:

1. Getting ideas ( in no particular order).

2. Choosing (selecting the ideas you think will be most useful).

3. Outline (putting these ideas into the best order-making a plan).

4. Drafting (doing a first draft from beginning to end, without going back).

5. Revising (cutting, adding or moving parts of this draft where necessary)

6. Editing (proofreading for grammar, spelling and paragraph).

c. **Genre of Writing**

The word genre means 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recenctly linguistics, to refer to a distinctive type of text. Martin (1992:35) states that genre can be defined as a staged, goal-oriented, and purposeful social activity. It means that genre of the text is very interesting to be created in interaction. In addition, Gerot

and Wignell (1994:92) state that different genre deploys the resources for meaning making through the grammar in different ways.

According to Pardiyono as translated by Dirgeyasa (2012) there are two defenitions of genre in writing. Firts, genre is a kind of text or writing work itself. it means that language (writing form) must be related to social function of the text. Second, genre as a process or strategy how the writing work is developed taught and learned. In the other hand, genre is a kind of text that is describes the general of the text.

(a)  Parts in Genre of Writing

1)  The Knowledge of Context and Text

Context and text are bound together to create the meaning. They are interrelated in teaching and learning writing. The knowledge of text and context can make the writers a good prior knowledge and understanding of text and context before writing

2)  The Knowledge of Basic Sentences

Before starting to write, the writers must be understand the basic knowledge of sentences. Understanding types, structure and function of text to write because every types of genre writing will be require a certain type of sentence pattern and their own features

3) The Knowledge of Textual Devices

To produce a coherent writing (genre writing) as well, the writer has to understand and master the textual devices.

4) The Knowledge of Role of Written Text

In genre based writing, the undesrtanding and involving the reader's views a matter one of the important consideration to think about. The writer deliver his writing and reader understands and catches the ideas of writing itself.

(b) Types of Genre

According Pardiyono (2007) there are twelve types of genre such as the following:

1)  Description, which has purpose to describe a thing in a detail.

2)  Recount, which has purpose to inform the past events.

3)  Narration, which has purpose to amuse or entertain the reader about the story that has conflict, climax, resolution, and good lesson from it.

4)  Procedure, which has a purpose to give instruction of the process.

5)  Explanation, which has purpose to give detail explanation of process of a nature or social phenomenon.

6)  Discussion, which has purpose to give argument about a phenomenon.

7)  Analytical Exposition, which has purpose to argue that something is the case.

8)  Hortatory exposition, which has purpose to argue that something should be or ought to be.

9)  News item, which has purpose to give information of events of the day that are considered newsworthy or important in front of news.

10) Report, which has purpose to inform something phenomenon to give knowledge for the readers.

11) Anecdote, which has purpose to give information about ridiculous event.

12) Review, which has purpose to give such suggestion or critics or evaluation of something, like movie, books, or article.

### d. The Importance of Writing

Adelstein and Prival in Nasmawati (2014) expressed that in all subject in our life or in all professions, the ability to write to express oneself clearly in an essential basic  for success. Writing is an essential skill. Writing also enhances language acquisition; it develops critical thinking and helps learners to express freely as in their mother tongue, using English for communicative purpose. An effective writing assignment can advance important course objectives, the instruction should be given clear, in this way it encourages students to learn actively. The goal is not simply dictate and written down a part but to develop into a higher level so as it continues the idea of what they hear at communicative level. (Hrizaj, 2011:1).

Adelstein said "As soon as you move one step up from the bottom, your effectiveness depends on your ability to reach other through the spoken or written language". The usefulness of writing expressed as follow:

1. Writing is tool for discovery.

2. Writing generates new ideas by helping to make connection and see the relationship with other aspect.

3. Writing helps us to absorbs and process information

4. Writing enables us to solve problems into written form we can examine and manipulate them.

**e. Teaching Writing**

In mastering English as a foreign language, there are four skills that we have to learn, they are listening, speaking, reading, and writing. From the listening until writing, writing is the most difficult skill compared with others. It seems from the structure, grammar, word choices, etc. Thus, English teacher have to concern on choosing the best technique in teaching writing.

There are several techniques used in teaching writing. As atated by Harmer (2004: 44) "the technique 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, and (d) whisper writing. Each technique has its own characteristics.

**4. The Nature of Descriptive Text**

Descriptive is writing about characteristic and features of a particular person, place or thing. Kane (2000:351) stated description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

According to Anderson and Anderson (1997: 86), descriptive text is included in information reports, an information report usually contains facts about the subject, a description and information on its parts, behaviour, and qualities. "this kind of paragraph is used to describe a particular person, place, or thing." (Gerot and Wignell, 1994) According to Anderson and Anderson (1997: 86), descriptive text is included in information reports, an information report usually contains facts about the subject, a description and information on its parts, behaviour, and qualities. "this kind of paragraph is used to describe a particular person, place, or thing." (Gerot and Wignell, 1994: 208).

Furthermore, Pardiyono (2007:34) states that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (Living or non_living things) and it has the aim that is giving description of the object to the reader clearly.

**a. Parts of Descriptive Text**

(a) Social Function

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

(b) Generic Structure

According to Gerot and Wignell (1994: 208), the generic structure of descriptive text can be defined as identification and description.

1) Identificatin: identifies phenomenon to be described.

2) Description: describes parts, qualities, characteristics, etc.

(c) Language Features

Language features of descriptive text are very simple and easy to be taught. They usually use present tense. Descriptive texts contain some adjective clause. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. Based on Garot and Wignell (1994: 208) there are significant lexicogrammatical features:

(a) Focus on specific participants

(b) Use of attibutive and identifying processes

(c) Frequent use ephitets and classifiers in nominal groups

(d) Use of simple present tense

**b.  Types of Descriptive Text**

As we know that descriptive text is a text to describe something, such as person, places, or things. So, it normally takes on three forms:

(a) Description of people

Describing people is described or explain a person or character even famous people. It used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

(b) Description of animal

Describing animal is described or explain a pet or character even familiar animal. It is almost same with describing people, it used mainly in official

records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of fur and eyes).

(c) Description of places

In describing a place, the description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depends on your subject and purpose.

(d) Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

**c. Example of Descriptive Text**

Brazilian Turtle

Identification:

I have a little brazilian turtle. I got it when i was fishing at the river near my home. Normally there is no that kind of turtle at that river. I guess the turtle was belonged to somebody before it escaped.

Description:

That was my lucky day because i found it. looking at the size of the turtle, the age is around a year. The colour is still yellowish green. Baby brazilian turtle has green colour and the colour will slowly change along its growth. That turtle is a kind of water turtle but sometimes it stays at dry place for a while. Thus, this turtle which is known as red eared slider is a semiaquatic turtle. I give it the name kukurara. I keep it at my pond and it seems like happy living there with my fish. Sometimes it is swimming around but sometimes it does not move at all on the stone in the middle of the pond. I don't really understand the right way to take care of turtle. As long as it wants to eat, i think it will survive.

| Siswa mampu: | Teks deskripif pendek | Mengamati |
|---|---|---|
| 1.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya | sederhana, tentang orang, binatang, dan benda <br> • Fungsi sosial <br> Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. <br> • Struktur teks (gagasan utama dan informasi rinci) <br> a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan | • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. <br> • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. |
| 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. | b. Menyebutkan sifat orang, binatang, benda, dan bagiannya, dan | • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks 9termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. |
| 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. <br> Panjang teks: kurang lebih 6 (tiga) kalimat. <br> • Unsur kebahasaan <br> 1) Penyebutan kata benda singular dengan a dan | Menanya <br> Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. <br><br> Mengumpulkan informasi <br> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan |

| | | |
|---|---|---|
| | the, dan prular (-s).<br>2) Kata ganti it, they, she, we, dst; our, my, your, their, dst.<br>3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, very.<br>4) Frasa nominal seperti dark brown, cute little cat, beautiful red flower.<br>5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play, get, take, dll.<br>6) Penggunaan nominal singular, dan plural secara tepat, dengan atau tanpa a, | benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.<br>• Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.<br>• Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tersebut. Secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:<br>- Fungsi sosial setiap teks<br>- Nama orang, binatang, benda yang dideskripsikan<br>- Sifat orang, binatang, benda yang dideskripsikan<br>- Tindakan orang, binatang, benda yang dideskripsikan<br>- Kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, |

|  | the, this, those, my, their, dsb secara tepat dalam frasa nominal.<br>7) Ucapan, tekanan kata, intonasi<br>8) Ejaan dan tanda baca<br>9) Tulisan tangan<br><br>Topik<br>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertangggung jawab. | tanda baca yang digunakan<br>• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks<br><br>Menalar/mengasosiasi<br>• Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi diwaktu lampau yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.<br>• Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.<br>Mengkomunikasikan<br>• Menggunakan bahasa inggris setiap kali mumcul kesempatan untuk menyebutkan |
|---|---|---|

| | | dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <br>• Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas <br>• Membicarakan permasalahan yang dialami dalam menggunakan bahasa inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan /terjadi di waktu lampau dan menuliskannya dalam jurnal belajar sederhana. |
|---|---|---|

**2.2 Table of Basic Competency**

**5. Teaching Descriptive Text by Using Give One-Take One Technique.**

Teaching using cooperative learning methods is very beneficial. Slavin (1995: 15) states that "the most important goal of cooperative learning is to

provide students with the knowledge, concepts, skills, and understanding they need to become happy and contributing members of our society." Looking at the statement above, it is hoped that teachers can implement cooperative learning method in their teaching in order to make improvement in education.

According to Marzano, Pickering & Pollock (2001:5) describes that Give One-Take One technique can be used to encourage learners to share ideas and examples. This technique is a great sharing protocol that can be used in workshop, exploration, research, experience, or technique in teaching. This study used Give One-Take One technique. Learners work in teams of four then in pairs. In teaching learning process, students have the right to share with their classmate, everyone who have much information may give to whom have less information. Give One-Take One technique provides a great review and enables students to gather information from each other. The teacher explains the material which is appropriate with the competence wanted to be achieved before the students do the steps of Give One-Take One technique..

The steps of doing Give One-Take One are as follows:

1. In terms, each learner in their own words writes their idea in the Give One column. (provide learners with a worksheet with two columns-one column titled Give One, the other Take One.)

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, each learner gives one idea and takes 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 to offer to give one phrase 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. (adapted from: Marzano, Pickering & Pollock (2001:5))
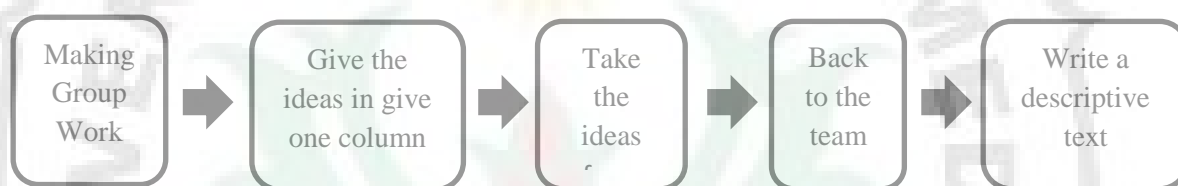
Making Group Work → Give the ideas in give one column → Take the ideas → Back to the team → Write a descriptive text

**Figure 2.2 Steps of Give One-Take One Technique**

Procedures of teaching writing descriptive text through Give One-Take One technique in the classroom as follow:

Pre-activities

1. Students greet the teacher and pray

2. Students respond the teacher's checking attendance

3. Teacher explains about descriptive text at glance.

While-activities

1. Each learner in their own words writes their idea in the Give One column

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, each learner gives one idea and takes one idea. Learners write the idea they received in their own words in their Take One column.

4. When their form is full, learners stand at the side of the room to offer to give one phrase 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.

Post-activities

1. Students conclude what they have learnt in writing descriptive text
2. The students are given a motivation by the teacher

**B. Relevant Studies**

Here are some relevant studies that will support this research:

1. First, research was conducted by Pratiwi (2015), on titile "The Use of Take and Give Technique to Improve the Practice of Student Auxiliary Mastery in Writing Recount Text." (A Study at the Tenth Grades of SMAN 1 Blora in the Academic Year of 2014/2015). The study is about the Use of Take and Give Technique in improving the students' the practice of Auxiliary mastery in Writing Recount Text. This study aims to know the improvement of students' skill in writing recount text after having the take and give technique in teaching learning process about auxiliary. The subjects of this study were the tenth graders of SMAN 1 Blora in the academic year of 2014/2015. This study consists of qualitative

and quantitative data. The qualitative data about the students' attitude during the teaching and learning process were collected by using questionnaire and observation checklist.

2. Second, research was conducted by Kausari, on title "Teaching Reading Hortatory Exposition Text by Using Give One-Get One Strategy to the Eleventh Grade Students of SMAN 7 Palembang." The objectives of this study are to find out whether or not there is significant improvement before and after the treatment on the eleventh grade students' reading comprehension scores of SMAN 7 Palembang between the students who are taught by using Give One-Get One strategy and those who are not.

3. Third, research was conducted by Izza (2015), on title "The Effectiveness of Cooperative Learning: Give One-Take One Technique for Teaching Writing of Descriptive Text." (A Study at the Tenth Gade Students of SMAN 1 Purwodadi in the Academic Year 2014/2015). The aim of the study is to find out whether teaching writing descriptive text by using Give On-Take One technique is effective or not for senior high school students.the design of this study. The design of this study was quasi experimental study. The writer suggest the teacher to consider give one, take one as a proper technique in teaching writing descriptive text and applying the technique in his/her next classroom activities for it has been proven that this technique can improve students' writing ability

4. Fourth, a research was conducted by Amalia (2017), on title "The Influence of Using Give One-Get One Strategy Towards Students' Reading Comprehension at the First Semester of the Eight Grade of SMP

Negeri 20 Bandar Lampung in the Academic Year of 2016/2017." The research methodology used was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meetings.

C. **Conceptual Framework**

Writing has an important role in teaching English skill. It is one of productive skills in which students are able to produce language themselves. Students have to explore their ideas and compose them into visible as writing product. moreover, writing requires a nature ability in thinking to use language, in writing the students are forced to choose the appropriate word and using the correct structure for organizing th ideas into paragraph.

This study focused on Give One-Take One technique. This writing technique will help the students to gather ideas and organize them well. Based on previous studies and review of literature above, it can be seen that using various techniques can be effective and interesting in teaching writing descriptive text. This technique can make the students more active in class, the students gather the information from their knowledge and friends. Then the students will practice their ability in writing descriptive text. The researcher considers the need to analyze the use of Give One-Take One technique in teaching writing descriptive text for eight grade students of SMPN 8 Percut Sei Tuan. This study attempts to analyze the use of Give One Take One technique in teaching writing descriptive text. This technique then is expected to help students at Junior High School become more fluent in writing descriptive text.