CHAPTER II

REVIEW OF THE RELATED LITERATURE

In This chapter, the researcher presents some terms and concepts that are related to the topic. They are definition of writing, types of writing performance, Step of writing, Factor influencing writing, Purposes of writing, Criteria of good writing, Task of teacher in writing Characteristic of language writing, Characteristics of Writing Language, Teaching writing.

A. Writing

1. Definition of Writing

Writing has four basic skills that are required to be mastered in order to communicate well, namely Listening, Writing, Reading, and Speaking. Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language, or it can be said that writing is an indicator whether students have mastered all skill before or not.

Writing is process that transforms our mind or idea into the written form. It should be organized into the coherent and cohesive paragraphs. "Coherence means the sentences must hold together, that is the movement from one sentences to the next must be logical and smooth" (Oshima and Hogue,2006: 94). It holds together within and among the paragraph. The sentences in a paragraphs have to show the coherences of the paragraphs. It means that the paragraphs are related to the previous and next ones. The use of techniques such as transitional words, pronoun, repeated key word, and the

parallel structure is called cohesion. The application of coherence and cohesion is useful to make the texts clear and easy to be understood.

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Sparstt, Pulverness, and Williams (2005:26) state that writing and writing belong to productive skill. Writing and Writing particularly, involve producing language rather than receiving it. It means that writing and writing skill produce an output as an indicator that students have learnt both those skills. It is clearly that the output of writing skill can be conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

Hyland (2004:09) explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other them. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

The students have to use their own ability to write. The teacher also must give motivation continuously to them in order they want to write by their own idea. The teacher should help the students by using of an instructional media like mind mapping to motivate them in writing, which is believed can improve the understanding of the student. The using of mind mapping can make the students confident and can increase the student's interest in the learning of writing. From its objective, writing is viewed as a

means of communication which is commonly used to express and impress (Nunan:2003:88). It means that writers compose their writing works with a purpose. That is to express what on their mind and to impress the reader with their writing.

Writing is a productive skill that people have to master. According to Meyers (2005), writing is a way to produce a language which you do naturally when you speak. Writing is one way of conveying something to others through texts or writing. It becomes complicated because we need to pay attention on the rules, different from speaking skill as the other productive skill.

2. The Types of Writing Performance

According to Brown (2004:200) there are four major categories of classroom writing performance, that capture the range of written production. The first category is those imitative. In this category of writing, learners must attain skill in the fundamental, basic task of writing letter, words, punctuation, and very brief sentences to produce written language. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondence in English spelling system. At this stage, from is the primary if not exclusive focus, while content and content are secondary concern. The second is Intensive (controlled). The fundamental skill at this stage are producing appropriate vocabulary within a context, collocation, and idioms, and correct grammatical features up to the length of sentence.

Meaning and content are some importance in determining correctness and appropriateness.

The third is Responsive. At this stage, learners require to perform at a limited discourse level, connecting sentence into paragraphs and creating logically connected sequence of two or three paragraphs. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse convention that will achieve the objective of a written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

The last is Extensive. Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of easy, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas logically, demonstrating syntactic and lexical variety, and in my cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

According to Brown H Douglas (2004: 141-142) Extensive oral production task includes speeches, oral production, and storytelling during which the opportunity of oral interaction to listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

3. The Steps of Writing.

Harmer (2004: 4-5) states that there are four steps in writing process. They are:

The First is Planning is important step in the writing process. In planning process, the researcher has to think about three main issues. First, the researchers have to consider about the purpose of writing. It is important to know the purpose of writing since this will influence to a good writing result. By knowing the purpose of writing, someone can decide the most appropriate style of the language, therefore, the result will be effective to reach the purpose. The second, the audiences are writing for. The audiences here are the readers of writing. The audience will influence language style, diction, paragraph structure, etc. The third, the content structure of the writing, how best the sequence facts, ideas, or arguments which they have decide to include. The second is Drafting a means getting ideas on the paper in sentences and paragraph. In the writing process, drafting is necessary for helping the researcher to write ideas and decide what should come first, second, third and so on, until the last.

The third is Editing. In editing process, the researcher read again what they have written as a draft. Another reader's comment will help the author to make appropriate revision. Here, the researcher may change what the researcher have written if they find something bad. For example, the information is not clear, the grammar is wrong, the diction is not appropriate,

etc. The researchers are able to change or correct it if they find those conditions.

The last is Final versions. Final version is the last step of writing. This may look different from the first draft that has been made before due to there are many changes in editing processes. However, the researcher is ready to send the written text to the readers. From the explanation above, it can be concluded that there are four steps in writing. They are: planning, drafting, editing and final versions.

4. Factors Influencing Writing

To make a good writing the writer needs a lot of vocabularies, correct grammar and good comprehension. According to Nurgiyantoro (2001: 306-308), there are some components of writing. Content is the first component. Content refers to a set of information that support the specific topic talked about. In the content aspect, the researcher can develop the details idea to describe the main topic. The second is organization. This means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

The following component is vocabulary. Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing. The next is grammar. Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it makes writing more meaningful. The last component is mechanic. Mechanic means how the students write. Paragraph is a combination of some sentences

which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

5. The Purposes of Writing

According to O'Malley and Pierce (1974), there are three purposes of writing based on the types for writing in English language learning, those are: The first It is by "informative writing" that is purposes to share knowledge or information, gives direction, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed in inform something may important to be readers. The second is Expressive or Narrative is represented by "expressive writing" or "narrative writing" is that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

6. Criteria of Good Writing

Tarigan (1994: 6) explains some criteria of good writing. A good writing result shows the abilities of the researcher in arranging the materials to be a good structure, to write clearly (unambiguous) and to use the sentence structure, language and examples well. Therefore, it makes the readers easy to understand the explicit and implicit meaning. The next criteria of good writing are to write surely; it can take the readers' interest to the main idea of the writing; it can describe the main idea clearly and logically. The researcher has to have the ability in criticizing his draft of writing and then revise it to get the

better one. The key of the successfulness in writing is the willingness and the abilities of the researcher in revising his draft. The last for a good writing result shows the proud of the researcher to his writing.

7. The Task of Teacher in Writing

Harmer (2004: 41-42) declares that there are some teacher tasks in writing process. The teacher has to be able to make the students aware of the language used or others to know writing function by using whatever the ways, it is called demonstrating. Motivating and provoking are the second teacher tasks in writing process. Teacher has to motivate and provoke their students to start writing and help them to find out their motivation. The students sometimes lost their idea, motivation and confidence.

8. Characteristics of Writing Language

Written language has some characteristics. According to Brown (2000), there are seven characteristics of written language. The first characteristic is performance. Written language can be read and reread for many times. Writing works such as literary works, important documents, and letters from many years ago still can be read at present. The second is production time. The writing process needs much time to plan, edit, and revise writing before finally it is finished as a final product. The third is distance. Between the reader and the writer, there is a distance both in time and space that bound them in negotiating meaning and message. As a result, the purpose and the audience must be planned well to minimize different of opinions between the reader and the writer.

The fourth is orthography. Written language is supported by the use of orthography in order to send the message as the role of stress, intonation, pitch, volume and pausing in speaking.

These characteristics of written language will be used as a guide to develop the scoring rubric. Based on its characteristic English teacher could help their students to create a good written either in English as a second or foreign language so that student's writing will be better.

B. Teaching Writing

Teaching Writing in English as a Foreign Language Classroom. Harmer (2001: 79) states the reasons of why the teaching of writing is important for the students of EFL classes. The first reason is reinforcement. This reason is in order to get new knowledge in English. It is difficult if we just count on the oral or spoken form of language which the students usually see.

The fact is that students are more at ease when they see the language is written down where they can read, reread, analysis, and comprehend with relatively longer time. Many students think that writing down what they just study will give them better memories whenever they try to recall it.

The second reason is language development. Writing is a skill which demands the learner to learn in a long term. It is an ongoing g learning experience as the performance of it is the actual learning process itself. The mental activity involved in the making process of written text is all part of the learning. The learning style becomes the next reason according to Harmer. There are some students who can unbelievably master new knowledge in

English language very fast just by looking or listening, but in contrary there are also many of them who feel really burdened in learning the language because they cannot understand it even when they try very hard to absorb the knowledge. Writing gives them a chance to learn in a better way which is easier and effective. They are given time they need and they can make some reflection in their own way through writing.

Writing is as a skill. The writing skill is as important as the other three skills namely speaking, listening, and reading. In real life, not only speech form of language that is used for communication, but also the written one. Today, the one who holds the world is the one who know the information. And most information is written in mass media. The demand of writing ability is on the stage. We need to know how to answer letters, respond to invitation, advertisement and etc. The importance of learning spelling, punctuation and etc. in writing is equal to the importance of learning pronunciation in speaking.

In the teaching process of writing, according to Ur's theory (2009: 167), it is more efficient for a teacher to select and to grade the language which will be learnt in the class. That is to minimize the waste of time as much as possible on frustrating incomprehension and use it to the actual action of practicing where they can perform writing with the knowledge they have inside their heads and also use it as an alternative to learn new language.

Clark (2003: 2) states a theory that the skill of writing cannot be done by having knowledge to be filled in students" heads that is why the goal set in learning must be to enable students to develop an effective writing "process"

which can be learnt even after the class meeting hours. Ur (2009: 169) suggests that the nature of learning is to practice the process. It is the activity through which language skills and knowledge can be mastered in a better way. Giving students condition, situation and space to do what they need to learn in effective activities is believed to be the most important way of viewing what we called as learning.

1. Strategies in Teaching Writing

The teacher must have a strategy to make attractive and interesting learning. Harmer (2004:11) states the students should pay attention not only in what to write but also in how to write. Writing means the process of generating the idea to become a meaningful sentence or paragraph. There are several strategies to make good writing. Harmer (2004:41) explains that there must be five steps at least in teaching writing.

The first step I teaching English writing is demonstrating. In this stage, the teacher shows the students all about material that is going to be learned. Then the teacher demonstrates how to make it, what the purpose and the function. After demonstrating, the second stage in motivating and provoking the students. In this step, the teacher must be giving motivation and provoking the students in generating or finding the ideas with simple and easy ways. It will be better for the teacher to prepare what they will do in class. For example, the teacher prepares some mind mapping material to be shown in class. From the inside-outside circle the students can generate their own idea and then they can write in a correct sentence.

The third step teaching English writing are supporting. The teacher should support anytime when the student need their helps in the classroom. The fourth step is responding. In this step, the teacher should give some suggestions to the student's work. The teachers must correct the student's writing in a proper way. It is better for the teachers to give comment and suggestion.

2. Teaching Writing in 2013 Curriculum

Writing is one of the compulsory subjects for students of Senior High schools. English learning in Senior High schools is aimed at making the students be able to gain functional level to communicate both in written and spoken forms. According to Brown (2000: 339), gradual writing is a thought process and writing is another word for Communicative Language Teaching (CLT). With its involvement in learner-centered regulation, student negotiations, and strategies for the learner's path to success and appropriate teaching process skills.

The syllabus that was created by government have standardized and took public tests by the education expertise. Therefore, in 2013 the curriculum the teacher should apply the learning strategy that optimizes student's sense so that the student can develop authentically in three aspects, those are cognitive, affective and psychomotor aspect.

Table 2.1
The core competence and basic competence of SMP and MTS Grade XI

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPTETENSI INTI 4 (KETERAMPILAN)
3. Memahani, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, berdasarkan rasa ingin tahu,	4. mengolah, menalar, dan mengkaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari tang dipelajarinya di sekolah secara mandir,

tentang ilmu pengetahuan, teknologi, seni budaya dan Humaniora dengan wawasan kemanusiaan, kebangsaan, kewarnegaraan dan sebagai peradaban terkait penebab fenomena dan kejadian, serta menerapkan, pengetahuan procedural pada bidang kajian yang lenih spesifik sesuai dengan kemampuan bakat dan minatnya untuk memecahkan masalah.	dan mampu menggunkan metode sesuai kaikah keilmuan yang sudah ada.
KOMPETENSI DASAR	*KOMPETENSI DASAR*
3.7 membedakan fungsi sosial struktur teks, dan unsur kebahasaan beberapa teks recount lisan denagn memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis tertkait peristiwa bersejarah. 4.7.2 menyusun teks recount lisan dan tulis pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara baik, benar dan sesuai konteksnya.

The table above shows that class IX students in the second semester will learn from how to analysis to compile recount text according to the context of its use. In addition, they also learn how to use various written languages accurately and fluently according to the context of everyday life. However, in this study the focus is only on one particular type of text, namely recount text. Another important concern in teaching writing in high schools is the age range of students. Their age range is between 12 and 18 which is usually called the puberty phase (Brown, 2000: 91). They are classified as teenagers. In this phase, students are in the process of transition, confusion, self-awareness, growth and development, and changes in body and mind. In addition, they are also in the phase of developing their attention span as a result of their intellectual maturation, but this can easily be shortened because there are many distractions in their life.

The success of learning to write in Junior High School is determined by the way and styles of students learn and the goals that motivate them. That is the reason why teachers need to provide situations that encourage the development of students' writing strategies to increase their writing skills. According to Brown theory (2000: 346), there are several principles in designing writing techniques. Namely, incorporating "good" writing practices, balancing processes and products, taking cultural or literacy backgrounds into account, linking reading and writing, framing techniques in terms of prewriting, drafting, and revision.

Based on the explanation above, it can be concluded that learning English, especially writing skill in MTs Al-Amien Class IX B in the second semester must also pay attention to the psychological condition of students. The teacher must also teach them the most appropriate learning styles and techniques. The hope is that the target language can will be achieved along with the teaching and learning process that round more effectively.

3. Genres of Writing

There are many genre of writing. Every genre has its own purpose. According to Brown, writing has 3 genres as follow:

The first Academic writing. Academic writing is a style of wring governed by rules and practices such as a formal structure and order, citation of research to support ideas, and the use of correct spelling, grammar and punctuation. Some examples of academic writing are paper and general reports, essay, journal, technical report, theses, and dissertation. The second is Job

Related writing. Is a styles of writing communication used in workplace environment that allows professionals to make informed decisions. The purpose of this genres writing is to convey information to readers within workplace. Some writing product that include in this genres are messages. Letters, memos, advisements, announcements, schedules and labels.

The third is Personal writing can be a type of writing that usually concerns personal matters and it can be sent form one individual to another. Some examples of personal writing are letters, greeting cards, invitation, diary, personal journal, medical report and notes.

In this research the researcher focus on writing personal writing in Classroom Action Research in improve students writing on Recount Text.

C. Inside-Outside Circle Technique

1. The Definition of Inside-Outside Circle Technique (IOC)

Inside-Outside Circle is one of cooperative learning techniques which involve the students to work in group. According to Wendy Joliffe (2007:3) stated in her book that: "in essence cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others". According to Robert (1985:9) the effects of cooperative methods have been students in to principal areas: student's achievement and student's social relationship. Positive effects on achievement in a cooperative group means students are likely to encourage and help one another to learn meanwhile positive effects on social relationship, such as improved race relations and attitudes toward academically handicapped classmates.

Inside-outside circle is a technique which is introduced by Spencer Kagan (1990). This technique can give chance to all students to share information at the same time with different partner in a short time and in such structural way 36 Students form two concentric circles and exchange information with a partner until the teacher signals the outer circle to move in one direction, giving each student a new peer to talk to.

According to Wahyuni (2013:18) As one cooperative learning technique, Inside-Outside Circle facilitates verbal interaction between learners, which give them opportunity to practice more with their rolling pairs in two concentric circle. It was introduced by Spencer Kagan. According to Spencer Kagan "Inside outside Circle is used to have students respond to teachers' question, but we can use the structure to move smoothly from Inside-Outside random teams".

According to Sudrajad and Amelia (2016:61) In the Inside-Outside Circle, the students stands in two circle, the first it inside circle which the students facing outward, and the second is outside circle which the students facing toward the students in the inside circle. This technique allows the students to share information with their partner in the same time.

Inside-Outside Circle technique can be applied in the classroom or out of the class. This will make the students out of boredom of the routine activities in the classroom, so they will enjoy to follow the class. Besides that, the teacher can ask the one line rotates and the other remains in the place, so the students will find a new partner to share information.

Inside-outside circle technique is a simple strategy to apply in the classroom. Through *inside-outside circle technique*, students can discuss and share information and ideas to their classmates directly. It encourages students to move and have a conversation. It also helps students to share ideas and hear the different opinion from different partners.

A good teacher should be able to make the situation and condition in the classroom as attractive as possible in order to make the students feel excited and more interested in learning and the use of small group discussion in teaching writing is a suitable alternative.

Recording to Spencer Kagan and Miguel Kagan (2009:178) Inside outside circle is use to have students respond to teachers' question, but we can use the structure to move smoothly from inside outside circle ransoms teams. From the definition above it can be concluded that inside-outside circle technique can give choice for the students to interact and cooperate with their partner.

2. The Procedure of Inside – Outside Circle (IOC)

Before applying the inside –outside circle technique in teaching process, there are several preparations that should be done by the teacher. As Follow: a) Determine the material which suitable with the technique. b) Write list steps to make easy the teacher when explaining the technique to the students, so the students more understand with the process that will be done in the learning activities.

According to Spencer Kagan there are four step in applying the inside-outside in teaching process. They are fun interview, pair selected, pairs pair, and timed round robin.

1).Step 1 : Fun Interview. Before doing the fun interview, the students are divided into two equal group and stand to make two cycle circle, the first group is called inside circle and other group is called outside circle, and they gave each other. 2) Step 2: Pair Selected. In this step the teacher selects two adjacent to team up to form a team of four and sit down as a team. 3) Step 3: Pair Pair The third step is pair , in this step the selected pair form the second step walk toward each other to close the gap, and they leave to sit downs as team. 4) Step 4: Time Round Robin. Time Round Robin is the last step of Inside − Outside Circle when the students are stated as a team, they share the information about their partner in the group about what they have learned in the pair interview.

At the end of the process, to close the teaching process, the teachers can make a conclusion about the material that have been taught or evaluate the learning process that have been done.

3. **The Advantages of Inside-Outside Circle Technique**

As one of cooperative learning technique which give the students chance to work in group, Inside-outside circle technique has some advantages, such as: Inside-outside circle technique give the students opportunity to share the information with different partner in the same time. The technique can improve students' communication skill and explore their ideas. The technique can minimize the students of boredom of the classroom activities. The

technique can make all students to active in learning process. The technique has a clear structure, so the teaching process will be effective to improve the students learning outcome.

As one of the cooperative learning technique which give the students chance to work in in group, Inside-Outside Circle Technique has some advantages such as; a) Inside-Outside Circle Technique gives the students opportunity to share the information with different partner in the same time. b) This technique can improve student's commination ability and explore their ideas. c) As one of the cooperative learning technique, Inside-Outside Circle can set the stage for students to learn very valuable collaboration and social skill that they will use throughout their lives Richard (2002:361). d) This technique engages all students to active in learning process. e) This technique has a clear structure, so the teaching process will be effective to improve the student's learning outcome. f) This technique can minimize the students of boredom of the classroom activities Premiawan (2014: 2).

D. Recount Text

1. Definition of Recount Text

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones.

A recount text is a kind of text to retell the series or events which happened to the participant in the past. According to Gernot and Wigzell (1995), a recount text retells an experience for telling as well as entertaining the readers. In addition, Anderson (1997) argues that recount is a piece of text that retells events aimed to give the audience a description of what happened and when it happened. Moreover, according to Hyland (2002), recount is a kind of category that has social function to retell experience for the purpose of expressive or entertaining. Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events.

Anderson (1997: 49) suggests that recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened. Furthermore, Knapp and Watkins (2005) also say that recount text is a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre. Recount texts can function to inform and to tell stories of past events. In our live, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which increase the skill of reading.

2. Structure of Recount Text

In making a recount text, there is an important point which is worth knowing. According to Anderson (1997:53), a recount text has three main parts (Generic Structure). They are Orientation, Event, and Reorientation. Orientation is the opening of the text and the introduction of the topic of the text. It gives background information about who, what, where, and when. Event is usually told in a series of paragraphs which retell the events in the order of sequence when they happened. Reorientation is the last part of the generic structure in recount text. It functions as the closing statement. It is a paragraph which contains a personal comment of the writer.

The language features of the recount text are the proper use of nouns and the use of the past tense. These are arranged in chronological order using time connectors which signal sequences or events, for example; then, next, after, in the meantime. This connector serves as a liaison, the use of adjectives and adverbs for details.

Moreover, Kruse (2009:44) states that there are two benefits of inside outside circle strategy, that is: first, hear multiple perspectives, so their thinking can be enriched. It means that the students thinking can be enticed of improving if heard from their partner. Then, the inner circle gives feedback on how accurate and complete their summary was.

This research can be concluded that teaching speaking through inside – outside circle technique can help students engage in learning process. They can share information when questioning, sharing or problem solving in the class.

This research intended to get all students up moving around the room and interacting with one other. In this strategy one-half of students stand and form a circle facing out, and the other half forms a circle around of the first group. Then, the teacher gave a question or problem to discuss. Next, the teacher instructs one circle to rotate, so that the students can share their ideas with others, and they get different opinion about a problem they have discussed.

The differences of this research among the previous researches above are the located in a village, but they have a high motivation in education. From the above reasons, the researcher wants to accommodate the students who want to learn English especially in speaking skill to improve their ability in speaking English using Inside-Outside Circle technique.

Another difference is according to the writer's experience most of the students in MTs Al-Amien Ngasinan are passive students especially in English lesson. It happens because they usually get difficulties in understanding the teacher's instruction and their lack of English vocabularies. So, with Inside Outside Circle technique, the researcher wants to make the passive students become active, because this technique is moving activity.

E. Previous Study

In this study, there were two previous studies related to the writer's research. Firstly, a research written by by Mutmainah (2017), the writer used quantitative and qualitative research with entitled" The Use of Inside Outside Circle Technique to Improve Student's Writing on Recount Text (A Classroom

Action Research at Eight Grade of Islamic Junior High School Al-Khairiyah Pulokencana). The purpose of her study is to find out and see whether inside-outside circle technique is effective to improve students' writing skill in recount text. The sample of her study was 25 students, which consist only one class. She proved that there was positive effect of inside-outside circle technique students' writing skill of recount text. The result of the research shows that writing scores which are gained by the students' eight grade conducted treatment there are significantly different.

Fadihilah Nur Rahman, (2013). The writer used quantitative research, when entitled" The Effectiveness of Using Picture Series Toward Students' Writing Skill in Recount Text" (A Quasi-Experimental Study at The Teeth Grade of Man 5 Jakarta in 2016/2017 Academic Year). The purpose of her study is to find out and see whether picture series is effective to improve students' writing skill recount text. The sample of her study was 66 students, which are 35 students as experimental class while 35 students as controlled class. She proved that there was a positive effect of picture series toward students' writing skill of recount text. It can have seen in Cohen's formulation which was calculated in order to see the effect size of pictures series result was 0.49. in meant that the effect of this treatment was modest.

The differences between two previous studies stated above, it can be seen that using inside-outside of recount text can improve the writing skill. It can be seen then that inside-outside circle technique is beneficial for students' writing skill. It can improve and help them in writing recount text. Therefore,

this study was conducted at junior high school with the nine grade students at MTs Al-Amien Ngasinan Kota Kediri as the participants to improve their writing skill by using Inside-outside circle technique.