

CHAPTER II

REVIEW TO THE RELATED LITERATURE

This chapter concerns with some basic theories related to the study. This chapter presents writing, recount text, Picture Word Inductive Model (PWIM) strategy, and writing assessment. The researcher expects that this study will give the readers a further understanding about this research.

A. The Nature of Writing

There are four skills in English language skill, i.e. listening, speaking, reading, and writing. Those are divided into two types, i.e. receptive skills and productive skills. In receptive skills are reading and listening, it is due to student do not need to produce something, just receive and understand it, whereas productive skills are speaking and writing because someone needs to produce certain things.

Writing is the act of forming symbols of making marks on a flat surface of some kind. Moreover, writing is more than product of graphic symbols. These symbols should arrange to words, and words to be sentences. In conclusion, writing is form of expressing idea by using symbols relating with what the writers' think. Then the symbols will be words and finally become good sentence.

In communication context, writing as another way after speaking to express or reveal someone's mind. Palmer (2013) mentioned that writing is an activity of students to express their ideas and then take ownership inside what they have learned. Writing is an activity that cannot be separated from student's

activity in process of learning and teaching. Student needs writing to support their learning activities inside and outside of the classroom. Written text are often the result of thinking, drafting, and revising procedures entail which are different from other skills that are not speaker educe naturally (Brown & Lee, 2015). The aims of writing are classified into writing for learning (e.g. writing in book margin); writing for extending feelings or emotions (e.g. writing a diary); writing for informing (e.g. writing a news); writing for persuading or conveying (e.g. writing application letter); and writing for entertaining (e.g. writing a story for publishing on the media) (Fachrurrazy, 2011).

From the explanation above, it can get the result that writing is a process of organizing ideas to produce written text in which the writer is demanded to perform creativity in using language skills.

B. Process of Writing

One way to focus attention on various aspects of writing is to view writing as a process (Nation, 2009). According to Williams' writing process model, it consists of eight stages or process of writing. The stages are pre-writing, planning, drafting, pausing, reading, revising, editing, and publishing (see Table). Each process consists of various activities related to effective writing and the recursive nature of writing process (Williams, 2003).

Table 2.1 Williams' process of writing

Process	Definition	Description
Pre-writing	Generating ideas, strategies, and information for the given writing assignment	Prewriting activities take place before starting on the first draft of a paper. They include discussion, outlining, free writing, journalling, talk-writing, and metaphor

		building.
Planning	Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper	Planning involves considering the writer's rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are interrelated and how they are connected to the information generated during prewriting. Planning also involves selecting support for the writer's claim and blocking out at least a rough organisational structure.
Drafting	Producing words on a computer or on paper that match (more or less) the initial plan for the work	Drafting occurs over time. Successful writers seldom try to produce an entire text in one sitting or even in one day.
Pausing	Moments when the students are not writing but instead are reflecting on what they have produced and how well it matches their plan; this usually includes reading	Pausing occurs among successful and unsuccessful writers, but they use it in different ways. Successful writers consider how well the text matches the plan, how well it is meeting audience needs and overall organisation.
Reading	Moments during pausing when the students read what they have written and compare it with their plan	Reading and writing are interrelated activities. Good readers are good writers, and vice versa. The reading that takes place during writing is crucial to the reflection process during pausing.
Revising	Literally 're-seeing' the text with the goal of making large-scale changes so that text and plan match	Revising occurs after the students have finished their first draft. It involves making changes that enhance the match between plan and text. Factors to be considered during planning include rhetorical stance and rhetorical purpose, among others. Revising almost always includes getting suggestions from friends or colleagues on how to improve the writing .
Editing	Focussing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement between subjects and predicates and style	Editing occurs after revision of the work. The goal is to give the paper a professional appearance.
Publishing	Sharing the finished text with the intended audience	Publishing is not limited to getting a text printed in a journal. It includes turning a paper into a teacher, a boss or an agency.

Writing is an activity in expressing ideas or thoughts on written form. Furthermore, Harmer reveals that writing is a process, because it needs some steps. It can be concluded that when we are trying to start writing something, we have to go through some stages. Based on the statement above, writing is not an

instant process. Thus, there are some stages of writing according to Harmer, as follows:

1) Planning

Experienced writers plan what they are going to write. Before starting to write, the writer tries and decides what they want to say. For some writers, this may include making detailed notes. While planning session, the writers should think about three main issues. First, the writers have to consider the **purpose** of their writing, the **audience** they are writing for, and the **content** structure.

2) Drafting

It refers to the first version of a piece of writing as a draft. As the writing's process into editing, drafting can be produced on the way the final version.

3) Editing (reflecting and revising)

After producing a draft, the writers read the text to find out whether there are mistakes or not. Perhaps the order of the information is not clear or something is written has confusing words. Then, the writer produces a new paragraph based on their revision.

4) Final version

Once the writers have edited their draft, making the changes they consider to be necessary. Finally, the writers produce their final version (Harmer, 2004).

Based on the statements above, writing process consists of some stages. They are pre-writing, drafting, revising, and editing. Firstly is pre-writing, that is

brainstorming activity in which the writer is going to write freely concern a topic or theme. Secondly is drafting, it is a first version of a piece of writing. Thirdly is revising, that is a process to check any mistakes perhaps the information is not clear or the written text is ambiguous or confusing. The fourth or the last is editing, editing is checking the writing and mistake such as in grammatical, word choice or vocabularies, punctuation, and spelling.

C. Teaching of Writing

Writing is one of the four languages skill that has important roles in English language course. It is due to many people need to learn writing in English as academic purpose (Fauziati, 2005). Writing also as communication way in language skill, there are teacher's combination and any unique activities in writing process (Kurniawati & Khhomariyah, 2018). It means that teaching writing is different than teaching other skills.

According to Brown (2004), teaching governs language learning practice games, then chance for learners to think, listen, and process of giving feedback between teacher and student and repeating it through language skill which is student tries to mastery. Moreover, teaching also process of facilitating of learning, allowing student to learn, and setting the conditions for learning. Therefore, teaching as a tool in assisting knowledge of learners, delivering instructions, and guiding for enhancing student's understanding (Meliasari, Ngadiso, & Marmanto, 2018).

The teacher acts as a students' guide to produce texts by providing them such kinds of manner or strategies in teaching of writing. Those kinds of strategies can be gained through setting pre-writing activities such as brainstorming, clustering, etc. Due to there is no specific compilation process, Celce-Murcia (2001) proposes the teacher's goal is to expose students to a variety of strategies to get started with writing assignments and writing texts and to encourage each students to try finding out which the best strategy for them. Those strategies as follow:

1) Brainstorming

Brainstorming is often a practice group in which all of students are motivated to participate by sharing their collective knowledge about certain subjects. It produced far more material than only thought by one student. Then, students can use some or all of the information when turning to their first draft preparation.

2) Listing

Unlike brainstorming, listing can be a quiet and in basically, it is an individual activity. The first step in finding approaches for a particular field of study is that students are motivated to find out some lists as much as possible based on their ideas and think about subcategories that they are facing. This is a very useful activity for students who may be limited by undue worries to express their thoughts in grammatically correct sentences.

3) Clustering

Clustering is another technique in which can be used to get ideas come down quickly. Clustering begins with a certain word or prime idea placed in the middle of page or on the board. Then, student or teacher (by using student-generated suggestions) quickly records all of free-associations triggered by the subject matter using words or short phrases. Unlike listing that explained before, words or phrases in clustering technique that are produced are placed on a page or board in a pattern formed by the connection that the author sees in each new thought.

4) Free-writing

Free-writing also can be said as “quick writing” and “speed writing”. The main idea of this technique is for students to write for a specified period of time without taking their pen from the page (usually about 3 minutes for first attempt and then typically for about 5-8 minutes). This often works best if the teacher provides an opening clause or sentences for the students to start with to structure the free-writing for EFL/ESL students.

D. Definition of Recount Text

According to Knapp and Watkins (2005) reveal that recount text is a text which is telling someone what you have done. It means that recount text is a text that retell experience or event that has been done by someone in the past. It also to inform and entertain the readers or listeners (Kurniawati & Khhomariyah, 2018). Writing recount text is an activity to record and write of past events. It reports

chronologically based on the setting time and place with the use of sequence marker and number of conjunction.

Recount text is the simplest type of texts, formally, recounts are sequential texts which focus more than sequence a series of events (Knapp & Watkins, 2005). In every story, no matter how simple it, it is needed an orientation. Indeed, it is not possible to tell the story except that there are characters that are arranged in certain place and time although many postmodern narratives play with this convention (Husna & Multazim, 2019).

Based on the definitions of experts before, recount text is a text that written in the past form because that is a text which is telling events that happen in the past. Recount text is also telling to the readers or listeners about writer's experiences, adventures, and daily activities

E. Generic Structure of Recount Text

Before writing recount text, student should master in generic structure of the text. It will help student easier to arrange the words into good sentences. According to Lancashire Council (2008) as cited in Husna & Multazim (2019), the generic structure of recount text consist of three subdivision, those are: 1) Orientation (telling the reader who was involved, happened, location took place, the time of event or the background information). 2) Events (the main activities that occurred in the story of the text where events are ordered in chronological sequence). 3) Re-orientation (a closing step of statement that involves elaboration or concluding paragraph which is it can be added personal comment or statement).

F. Language Features of Recount Text

In writing recount text, the writer should know about language features of the text. According to Boardman (2008) as cited in Saragih, Silalahi, & Pradede (2014), the language features usually found on the recount text, those are using nouns and pronouns to identify people or things involved, past action verbs to refer the events, past tense to located events in relation to speaker's or researcher's time, conjunctions and time connectives to sequence the event, adverbs and adverbial phrase to indicate place and time, and adjective to describe nouns.

Writing recount text it means expressing of student on their experience or topic of the text by focusing on generic structure of recount text that explained before. Moreover, in the end of process to produce a good written in recount text, the students have to keep attention in five aspects of writing (those are content, organization, vocabulary, language, and mechanics) because they will be assessment of their writing.

G. Definition of Picture Word Inductive Model (PWIM)

Picture Word Inductive Model or PWIM is a teaching approach based on Calhoun's (1999) research on early literacy. Students using PWIM to see the item, listen to the teacher's pronunciation, and then pronounce the word to reinforce word recognition. PWIM also covers explicit instruction and induction, as well as an immediate assessment of students' needs and comprehension (Jiang, 2018).

According to Calhoun (1999) Picture Word Inductive Model is a strategy inquiry-oriented language arts which use images containing familiar objects and actions to gain words from listening of children and vocabularies' speaking. Teacher can apply PWIM with classes, small groups, pairs, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading and writing.

H. Teaching Recount Text Writing Using PWIM

In applying Picture Word Inductive Model (PWIM) strategy, according to Calhoun (1999), there are some steps of teaching writing which are modified by students' need in writing recount text, as follows:

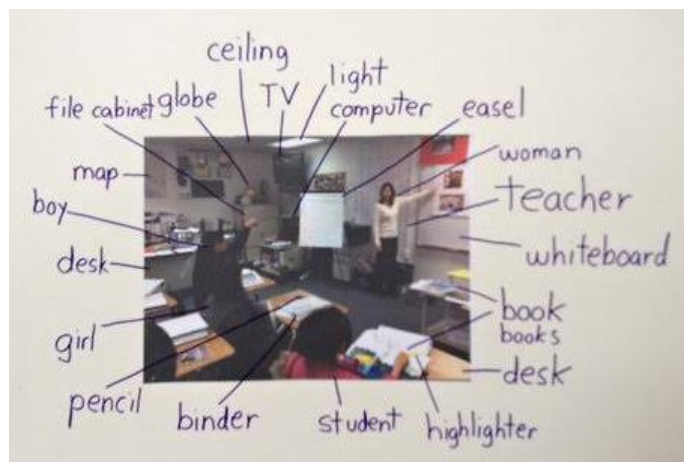
1) Select the picture

Teacher selects the interest pictures that want to show and appropriate with recount text as the topic to the students. The picture should relate to the students' age and knowledge. There are some tips to select the picture, as follows: a) the teacher should choose the picture which is he or she thinks the students can relate it too; b) the larger picture is better. If the picture is presented on the board in front of the classroom, the students in the whole class can see it well; c) giving enough space to write down the name of subject around the picture; d) ask students to identify and label what they see on the picture. Draw a line from the identified object or area, say the word, write the word, ask the students to spell and pronounce the words. There are

some tips for giving label the picture, such as write the word at enough space and size. Thus, the furthest distance can read clearly. Then, if the students can find more than one accurate label from one subject, write all labels.

- 2) Read and review the picture word chart aloud. The students can add words and develop their idea. The teacher spell and pronounce aloud the words correctly, then the students repeat them
- 3) Lead students to create a title for the picture words chart. Ask students to observe and think about the information on the chart and what they want to say about it
- 4) Ask students to generated sentence, sentences or a paragraph about the pictures word chart. Ask students to classify sentences and produce the sentences into a good paragraph.
- 5) Read and review the sentences and paragraphs. Then, recount text is done using PWIM strategy.

Here the example of Picture Word Inductive Model strategy:



Based on the statement above, in short, the steps of using Picture Word Inductive Model in writing recount text are students select a picture, identified what they see in the picture, give label of the picture based on what students have identified, make a sentence from the word chart, and the last is make a recount text based on the picture.

I. Writing Assessment

At responsive and extensive levels of writing, there are three major approaches to scoring writing performance are commonly used by test designers, i.e. holistic, primary trait, and analytical (Brown, 2004).

a) Holistic scoring

Holistic scoring is quickly became popular as an effective means of testing large numbers of students because it is valid, highly reliable, and does not take much time. Moreover, the scoring rubrics for holistic is divided into upper-half papers (6, 5, 4) are well written, whereas lower-half papers (3, 2, 1) are not (Williams, 2003). Each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at score. However, scoring is truly in that those subsets are not quantitatively added up to yield a score.

The advantages of holistic scoring include; fast evaluation, relatively high inter-rater reliability, the fact that scores represent “standards” that are easily interpreted by lay persons, the fact that scores tend to emphasize the writer’s strength, and applicability to writing across many different disciplines.

Besides the advantages, its disadvantages must also be weighed into a decision on whether to use holistic scoring; one score masks differences across the sub-skills with each other, no diagnostic information is available (no wash-back potential), the scale may not apply equally well to all genres of writing, and raters need to be extensively trained to use the scale accurately. In general, teachers and test designers lean toward holistic scoring only when it is expedient for administrative purpose.

b) Primary trait scoring

Primary trait scoring is a type of scoring in which emphasize the task and assigns a score based on the effectiveness of the texts' achieving that one goal. A primary trait score would assess; the accuracy of the account of the original (summary), the clarity of the steps of the procedure and the final results (lab report), the description of the main features the graph (graph description), and the expression of the writer's opinion (response to an article).

c) Analytical scoring

Analytical scoring may be more appropriately if called analytic assessment in order to capture its closer association with classroom language instruction than with formal testing. Brown (2004) designed an analytical scoring scale that spesified five major categories and a description of five different levels in each category; ranging from "unacceptable" to "excellent". The order in which five cateories (organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression) are listed

may bias the evaluator toward the greater importance of organization and logical development as opposed to punctuation and style.