

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with some literatures related to the present study to support the research. It discusses some theories related to the application of guiding question technique in improving students' writing achievement and some previous studies. The discussion covers the definition of writing, generic structure of recount text, the definition of guiding question technique, the characteristic of guiding question and the process of teaching writing using guiding question technique.

#### A. Definition of Writing

Writing is considered as a productive skill along with speaking.<sup>1</sup> When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Among the four language skills, writing is the most difficult skill for second or foreign learners to master. It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words.<sup>2</sup> Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. The

---

<sup>1</sup> J, Harmer. 2007. *The Practice of English Language Teaching*. New York: Longman. p. 265

<sup>2</sup> Brown, J.D & Bailey, M. 1984. *A Categorical Instrument for Scoring Second Language Writing Skills*, (Language learning Research Club). University of Michigan. p. 336

similar definition also stated by McDonald & McDonald.<sup>3</sup> They point out that writing is usefully described as a process of putting thoughts into words and words into papers.

According to Trisha Phelps-Gunn and Diana Phelps-Terasaki that writing is a useful, effective, enjoyable, and above all necessary component of the modern world. It provides the pleasure of sending a personal message to a friend, it assumes career and financial importance in the composition of a resume or a business letter.<sup>4</sup> On the other hand, when writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideas down on paper to transform thoughts into words.<sup>5</sup> It means that the process of writing is more valuable than the end of the product.

Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

Making a good piece of writing is a complex process. It requires the ability to write grammatically correct sentences and organize them logically

---

<sup>3</sup> McDonald, C.R. and McDonald, R.L. 2002. *Teaching Writing*. America: Southern Illinois University Press. p.7

<sup>4</sup> Phelps-Gunn and Diana Phelps-Terasaki. 1982. *Written Language Introduction*. London, as Aspen Publication. p. 1

<sup>5</sup> Brown (2001). *Questioning*. London : Routledge Falmer p. 336

into paragraphs or essays.<sup>6</sup> Harmer points out that there are two important aspects in writing. In order to make writing to be successful, it has to be both coherent and cohesive.<sup>7</sup>

## **B. The Definition of Recount Text**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the reader or audience. There is no complication among the participant.

Recount text, generally you have to consider the following generic structure:

1. Orientation : Introducing the participant, place and time
2. Event : Describing series of event that happened in the past
3. Reorientation : Stating personal comment of the writer to the story.

Language features of recount text are:

1. Introducing personal participant : e.g. I, my friend, etc
2. Use the simple past tense
3. Use the chronological connection: e.g. first, then, etc.
4. Use the linking verb: e.g. was, were
5. Use Action Verb: e.g. go, look etc.

Example:

Title	Our Trip to the Blue Mountain
Orientation	On Friday, we went to the Blue Mountain. We stayed at Evi and Ria's house. It has a big garden with lots of colorful flowers and a

---

<sup>6</sup> Oshima, A. and Houge, A. 2006. *Writing Academic Essay: Forth edition*. White Plains: Longman. p. 112

<sup>7</sup> J, Harmer. 2007. *The Practice of English Language Teaching*. New York: Longman p. 219

	tennis court.
Events	On Saturday, we saw the three sisters and went on the scenic railway. It was scary. Then Mummy and I went shopping with Sela. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation	In the afternoon we went home.

### C. The Definition of Guiding Question

Traver argues that a guiding question is the basic question that directs the search for understanding.<sup>8</sup> As the function of this teaching technique, it was believed that guiding question technique can direct the students' ideas when writing in processing. According to Larry Lewin writing process was need flexibility and recursive directions. The students would be helped in writing by guiding question strategy.<sup>9</sup>

Jeffrey D Wilhelm states that:

"Guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas".<sup>10</sup>

---

<sup>8</sup> Traver, R. 1998. *Educational Leadership*. Alexandria: Assosiation for Supervision and Curriculum Development. p. 223

<sup>9</sup> Lewin, Larry. 2003. *Paving the Way in Reading and Writing: Strategy and Activities to Support Struggling Students in Grade 6-12*, San Francisco: United of America. p. 187

<sup>10</sup> Jeffrey D. Wilhelm. 2007. *A Study Guide for Engaging Reader Writers With Inquiry*. Scholastic Professional. p. 118

In generally, guiding question can be defined as questions that mentally effect and lead the students' idea to find the whole things that are questioning by the teacher.

#### **D. The Characteristics of Guiding Question**

There are some characteristic of guiding question that discriminated from ordinary question. Based on the Rob Traver in educational leadership, there are four characteristic of guiding question. They as follows:<sup>11</sup>

- a) Open ended yet focus inquiry on a specific topic.

It is suggested for the teachers. When they would teach writing using guiding question technique, the teachers should pay attention to the question used. Open and ended question would be give opportunity for students to explain that they are understand or do not understand to the question given by the teacher. So, true feeling and more accurate information would be gotten. Furthermore, the questions must organizers and set the focus for the lesson or unit.

- b) Non-judgment but answering them requires high level cognitive work, such as the development of a rich description, model evaluation or judgment.

The questions used by teachers should be able to direct the students' thinking in organizing their ideas in writing. In addition, the

---

<sup>11</sup> Traver, R. 1998. *Educational Leadership*. Alexandria: Assosiation for Supervision and Curriculum Development. p. 187

question must be delivered with a relaxed and fun. So, it is not impressed require students to answer these questions.

- c) Contains emotive force and is intellectually stimulating.

The questions used in guiding question should be able to stimulate students' thinking. The teachers must be able to build students' understanding of how the ideas for writing. So that students feel that writing is not a difficult skill.

- d) Succinct

Succinct means that the question should be given weight and focus on themes that have been determined.