

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter provides explanation related theories used in this study, such as nature of writing, writing as a language skill, the process of writing, writing recount, and guided writing in the form of guiding questions.

A. The Nature of Writing

Writing is identified as the process of putting ideas down on paper to transform thought into word.² However, writing is not as simple as jotting down what we think and finish it without considering many essential elements related to it. Therefore, believes what writing is a “thinking process” where a writer needs to consider many things to make it perfect.³

As it is believed, writing skill is more difficult to attain than the three other skill: Listening, speaking, reading since writing is the last skill acquired by human. Children will learn first to catch what other people said by listening, and then gradually they imitated to speak. After that, children acquire reading and the last they will transform what they have read or listen in a piece of written text. However, in contrast with speaking, Lenneberg noted down that writing is a “learnt behavior”.⁴ Human will naturally learn how to speak is needed by nature to survive. In contrast, human needs someone to teach or books to guide to be able

² H. Douglas brown, *Teaching by Principle: an interactive approach to Language Pedagogy* (second edition), (New York: Addison-Wesley Longman, Inc, 2011), P 336

³ Ibid, 334

⁴ Ibid

to writing is more than imitating .writing is not just numbers of vocabularies arranged without any specific organization, language use, and mechanical patterns.

Since writing is complicated activity, some people feel blocked to express their intended meaning in a written form. Many of them prefer expressing ideas in spoken language to delivering it in the written form since in writing the writer needs to choose the precise words in order that the intended meaning can be expressed properly. The text should be able to represent all the intended meaning because the writer is not presently in front of the readers to explain if there is misunderstanding. Therefore, the words used should be surely chosen and presentable.⁵ Besides, in a written text, the writer cannot use any devices, gesture, tones, intonation, and stress, repeat to emphasize meaning as in spoken language.⁶ Thus, the choice of diction, organization of texts, and the mechanical patterns should be considered in writing texts.

Writing is a private activity since it only can be done an individual.⁷ Some people may be able to share ideas and put them into a piece of written text. However, when the idea expressed into a written form, it should be done by one person. Other people may be able to add make some corrections; give comments, and feedback to make revision. On the other hand, in spite of the fact that is

⁵ Nada Yangrifqi, *Using a Narrative Scaffold to Improve Students EFL Writing Ability*, Unpublished Thesis. (Department of English, Faculty of Letters, State University of Malang, 2008), P

⁶ Ibid, 7

⁷ Yuli Astuti Hasanah, *Implementing Picture Sequences to Improve Students Ability in Writing Narrative Text*, Unpublished Thesis, (Malang: Departemnet of English, Faculty of Letters, State University of Malang, 2008), P 8

private, writing is also public since it is intended for other people as the readers. Therefore writer is done by an individual as a purpose to deliver something toward public in a written form. To conclude, prior to having a good writing, a writer should consider some essential elements of writing such as the language use, organization, and mechanical patterns. Besides, the purpose of writing and readers should be firstly identified in other that the writer can recognize what kind of text will be written and the way of expressing the ideas.

B. Writing as a Language Skill

Many experts point out that writing is an activity, which is done by a person to express their ideas clearly in written form to an intended audience. A writing process that a person does, not only involve the ability to write correct and appropriate sentence, the ability to use punctuation, commas, spelling and soon, but the ability to think creatively excluding all information which is not necessary. It means writing is not easy. It is difficult since there are many things we have to deal with to produce a piece of writing. Therefore, the writing process will be better if it involves the writers in writing.

Linderman said that writing is process of communication using conventional graphic system to convey a message to the reader. Writing skills deal with the ability to arrange the graphic system such as letter, word, and

sentence of a certain language being used in writing communication in order that the reader can understand the message or information.⁸

Writing skill are specific abilities which help writers put their thoughts into a words in a meaningful form and into mentally interact with the message.

There are some writing goals as follows:

1. Writer is independents when they are able to write without much assistance.
2. Writers gain comprehensibility when they can write so that it can be read and understand by themselves and others.
3. Writers are fluent when they are able to write smoothly and easily as well as understandable.
4. Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

There are some kinds of writing skills:

1. Comprehensibility skills for writing include understanding that writing is communicating messages or information.
2. Fluency skills for writing include:
 - a. Recognizing the linier sequence of sounds.
 - b. Mastering writing motions and letter shapes.

⁸ Erika Linderman. *What is Writing, in a Rhetoric for Writing Teacher*, (New York : The University of Chicago Press. 1983), 11

- c. Recognizing the chunking of word
 - d. Recognizing the need for space between words.
 - e. Writing quickly.
3. Creativity skills for writing include the ability to write freely anything the learner wants to write.

C. The Process of Writing

Hammer mention the five steps of the writing process are: planning, drafting, revising, editing, and final draft.⁹

1. Planning

Before starting to write, the writer tries to decide what it is she/he is going to say, this way may involve making detailed notes. When planning, she/he has to think about three main issues. In the first place he has to consider the purpose of his/her writing since this will influence (amongst other thing) not only the type of the text that the writer want to produce, but also the language that the writer used, and the information he chooses to include. Secondly, experienced not only the shape of the writing (it is laid out, hoe the paragraphs are structured, etc) but also the choice of language. For example, it is formal or informal in tone. Thirdly the writer has to consider the content structure of the piece (how best to sequence the facts, ideas, or arguments) which the writer has decided to include.

⁹ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2001), P 4-6

2. Drafting

The draft should contain all ideas that the writer has decided to use in their plan. Be sure to include his/her topic sentences. Try to write the best, most interesting, or most amusing paragraph he/she can, but avoid getting stuck in any one word, sentence, or idea. If they are unsure about something, put a check in the margin and come back to it later. Writing on every other line will leave room for later corrections.

Once the writer has included all of the ideas from his/her plan, think about adding a concluding sentence that summarizes his/her main point or adds a final idea. Not all paragraphs need concluding sentence. For example, if she/he is telling a story, the paragraph ends when the strong does. Write a concluding sentence if it will help to bring her/his though to the end for the reader.

Edwards mentions as series of drafts.¹⁰(1) a pre draft, which is basically the write talking to their to himself, finding his writing and a direction for organizing and developing his writing, (2) rough draft, which emerge as clearer, more developed text, addressed to the reader other than the writer himself, and (3) final drafts, which expresses the writer's meaning and intention to his reader.

3. Revising

Revising means "look at again". Similarly, Smalley states that revising is rethinking or reseeding the paper.¹¹ After producing a draft, writers usually look

¹⁰ Edwards, *Roughdrafts*, (New York: Houghton Mifflin Company, 1986), P 35

¹¹ Smalley et al, *Refining Composition Skill Rhetoric and Grammar*, (Bostom: Heinle & Heinle Publisher, 2044), P 29

their work carefully to see whether they gave enough support and selected appropriate words. In addition, writer should make each sentence accurate, brief, and clear so that the readers fully understand and get the ideas.

In addition, Smalley classifies revising stage into two parts: ¹² revising or changing the content and organization of the paragraph or essay, and editing the sentence and words in it. In revising, the writer need to follow some ways to revise: (1) adding material to support the ideas, (2) cutting parts that are not relevant to the topic, (3) replacing parts that the writers have cut and (4) changing the order of sentences or paragraph.

Edwards adds that revising a piece of writing is not just correcting errors, but also making changes throughout the composing process. ¹³ Revision is defined as any activity that involves changes in a text. It involves adding new writing, deleting, substituting another way of saying something and rearranging material in their meaning clear to readers. After revising, it is expected that the draft will be better than its preceding paragraph.

4. Editing

In the editing stage, changes in writing will need the use the right words and clarity of the ideas, as well as attention to grammatical accuracy, punctuation, spelling and capitalization. Second language student may have difficulty recognizing their own errors. Thus, a self assessment checklist may help them

¹² Smalley et al, *Refining Composition Skills*, P31

¹³ Edwards, *Roughdraft*, (New York: Houghton Mifflin Company, 1986), P 36

monitor their own writing. Also, peer editing groups may be much more effective to monitor the errors.

5. Final Draft

Finally, recopy the writer paper. Be sure to include all the writer corrections. Write neatly and legibly-a carelessly scribbled paper seems to say that the writer doesn't care about the writer work. When the writer finishes, proofreads for grammar and spelling. If the writer is unsure about spelling, check a dictionary. Pointing to each word as she reads it will help him catch errors and work she has omitted. Make neat correction in pain.

D. Writing Recount Text

1. The Definition of Recount

In Curriculum KTSP, recount text is defined as a text that retells events in purpose of informing or entertaining. In curriculum for basic education 2004, one text must learnt by the student is recount text.

Recount is a kind of writing of genre which is learned in the second year of junior high school. Recount is the text which usually uses the past verb. Hartono said that recount is categorized as "the story genre which functions to retell events for the purpose of informing or entertaining"¹⁴ Actually recount text is a text which tells about the personal experience in the past time.

¹⁴ Hartono, " In the internet "<http://teachingenglish4all.wordpress.com/2010/06/26/recount-text/>, accessed November 14, 2012

2. The purpose of Recount Text

The purpose of the recount text is gives the reader a description of what occurred and when it occurred in the past time.

3. The Generic Structure of Recount Text

Recount text consists of three parts, namely the orientation, series of events, and reorientation.¹⁷

- a. Orientation, it gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, when, and how;
- b. List/series of events, it tells a series of events in a chronological order and describes what happened (Biber & Conrad, 2009),¹⁸
- c. Reorientation, it consist of type of conclusion with a comment or a summary and evaluation about the topic of the story.

According to Derewianka there are five types of recount text, they are:¹⁹

1. Personal Recount

Telling about activities where as the writer or speaker involves or do by her or himself (e.g. oral anecdote, diary entry) use the first pronouns (I, we).

¹⁷ Sujatmiko Mukarto, Josephine & Kiswara, *English on Sky 2 for Junior High School Students Year VIII*, (Jakarta: Erlangga, 2007)

¹⁸ Biber and Conrad, In the internet "<http://teachingenglish4ll.wordpress.com/2010/06/26/recount-text/>", accessed June 8, 2011

¹⁹ Derewianka, Beverly. *Exploring How Texts Work*. Australia: Primary English Teaching Association. 1992.

Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement.

This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at 2.45 pm., between *Pandawa street* and *Antasari street*, the man drove at 90 km/h). The passive voice may be used (e.g. the beaker *was filled* with water), it may be appropriate to include explanations and justifications.

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. "A day in my life as a family pet", for example. Emotive language, specific detail and first person narration are used to give the writing impact and appeal.

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard of videotaped script or advertisement, the steps taken to solve mathematical problem

5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In the case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section.

Example of Recount Text:

Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyulung island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

And here is the organization of the recount text:

Orientation:

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

Series of Events:

Event 1

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Event2

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

Event3

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

Reorientation:

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Beside the generic structure or rhetorical features of a recount text, as Anderson & Anderson (2003) state, there are also the language features which are usually found in a recount text, they are:

- a) Proper nouns to identify those involved in the text;
- b) Descriptive words to give details about who, what, where, when, and how;
- c) The use of the past tense to retell the events, and
- d) Word that show the order of events or connectors (for example, first, next, then, etc).¹⁷

Form of the simple past tense:

- (+) Subject (I, you, we, they, she, he, it) + Verb.2 (regular/irregular) + Object.
- (-) Subject (I, you, we, they, she, he, it) + did + not + Verb.1 + Object
- (?) Did + Subject (I, you, we, they, she, he, it) + Verb.1 + Object

Nominal Sentence:

- Subject (I, she, he, it) + was + Noun/adjective/adverb
- Subject (you, we, they) + were + Noun/adjective/adverb

Passive of Paste tense:

- Subject + was/were + verb.3

¹⁷ Anderson K & Anderson M, *ibid*

Simple Past Tense:

- a. Is used to talk about activity or situation that began at the specific time in the past.
Example: We washed the car yesterday.
- b. Is used to complete condition (definite time) Example: I was delighted yesterday to receive the news.
- c. Is used to talk about activity or situation that began and ended at the indefinite time. Example: We washed the car
- d. Is used to complete condition or situation that began and ended at the party was over.
- e. Is used to show two activities which are happened in the specific same time and in the past. Example: John was sweeping the floor when I left to school yesterday.

E. Guided Writing in the form of Guiding Questions

A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learner some questions as guide before writing, so that by answering the questions the students can express the idea in writing.

Robinson (1967: 2) defines guided writing as writing in which one cannot make a serious error so long as he follows directions. From this statement, if it is applied in the classroom context, it seems that the guide is used to avoid a serious error made by the students and the condition is that they should follow the direction.

Byrne (1988: 25) support this idea by saying

"...the fundamental principle of guiding them in various ways toward a mastery of writing skills, and sometimes controlling what they write, is not one we can lightly dismiss..."

In addition, Byrne suggests that we should consider more carefully what kind of guidance we should give them, particularly in relation to the various problems they have when writing. Based on this idea, the writer assumes that one of the possibilities to be used as a guided writing is by giving guiding questions so that by answering the questions, the students can write something easily.

This idea is advocated by Victoria University of Wellington, Communication Service Section (1992: 106) by stating:

"In some guided tasks, the guidance comes through questions...questions can be asked or answered in the first language. The questions can also be asked by means of pictures and diagrams...there is a wide variety of questions forms and types".

This is added by Rivers (1964: 262) by saying

"...a series of questions may be constructed that the students writes a continue narrative as he answers them".

Based on the explanations above the researcher concludes that guided writing in the form of guiding questions is an activity in which the students are guided to express their ideas into the written form by giving them some questions

related to the topic which is going to be written by the students, in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.