

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents the theories related to the problem of the study. The researcher would like to elaborate the theories about writing (the definition of writing, the writing process and the purpose of writing), recount text (the types of recount), and think-pair-share technique contained the definition and explanation of this technique.

A. Writing

1. Definition of Writing

Writing is one of the important skills to master by the students. They use it to communicate to each other, as means of ideas and emotional expression. According to Tricia Hedge, writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation.⁷ Thus, a writer has to be able to write an effective writing in order to make a reader understand by developing and organizing ideas, a careful vocabulary choice, grammatical pattern, and sentence structure to make which is appropriate to the subject matter and the eventual readers. As far as I am concerned, writing is the most difficult skill in English. The first reason is because the writer should master English grammar, and the language use in writing is completely different from the language use in spoken language.

⁷ Tricia Hedge, *Resource Books for Teachers Writing*, (Hongkong: Oxford university press, 1988), p. 5

Another reason is because the word choice in writing is strictly chosen to make the writer's idea make sense. In conclusion, writing skill is a skill that combines some language competences, such as grammar and vocabulary. Furthermore, writing is about how the writers convey their idea, so the writer should be able to understand how to develop and organize the idea.

Writing encourages students to focus on accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds. When writing, students frequently have more time to think than they do in oral activities. Students can go through what they know in their minds and even consult dictionaries, grammar books, or other reference material to help them⁸.

2. The Writing Process

Writing is not an instant process. It takes time and engages so many activities. The activities are prewriting, drafting, revising, and editing. In the process of writing, the writers do not easily move from step to step. The writers sometimes need to double check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing.⁹

⁸ Jeremy Harmer, *How to Teach. England* (Pearson Education :2004)

⁹ Barbara Fine Clouse, *A Troubleshooting Guide Strategies and Process for writers*, (New York: McGraw-Hill, 2005), p. 5-6

a. Prewriting

Prewriting can be defined as the use of random ideas in developing text when the writer has lack inspiration. The activities in prewriting are brainstorming, free writing, collecting data, note taking, outlining.

b. Drafting

Drafting can be defined as writing down some ideas that come into mind. Then, this draft can be shaped and refined in the next stage. This first draft is usually rough, which is why it is called the rough draft.

c. Revising

Revising is a process when writer rework the rough material of the draft to get it in shape. This process is a time-consuming, difficult part of the process because the writer should express the ideas in the best order and in the best way, so the reader can get the writer's idea.

d. Editing

Editing is the last process of writing. In this process, the writer should hunt for errors, especially in grammatical errors. The writer should edit more than once, so the writing can be free of errors.¹⁰

3. The Purpose of Writing

Every written text has purpose. Even the text that is written in simple word such as advertisement has purpose: to persuade the reader to buy the thing that they sell. According to Tony Stead and Linda Hoyt, there are five common

¹⁰ Ibid, p. 5

purposes of writing; they are to instruct, to inform, to persuade, and to narrate, to response.¹¹

Each purpose of writing has different characteristics, and the example of the text is also different. Instruction text can usually be found on Recipe text, Science Experiment, Direction Text, Rules, and so on. Its characteristic is that there are lists or steps presented in the specific order. Description text, such as The Body of a Blue Whale is one example of the text which purpose is to inform. The text such like advertisement, letter, poster, brochure, and debate are the example of persuading text.¹² Its characteristic is that there is writer's argument by using supporting fact and evidence. Another purpose of writing is to narrate. It is where the writer well-developed setting, events, details, and ending. The last is responding text, and the example is like the text response to literature, response to academic prompt, and response to personal communication.

B. Recount text

According to UC High School Kaleen Writing Handbook 2011, recount text is classified into three; they are personal recount, factual recount, and imaginative recount.¹³

a. Personal Recount

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively

¹¹ Tony Stead and Linda Hoyt, *A Guide of Teaching Nonfiction Writing*, (Portsmouth: Greenwood Publishing Group, 2011), p. 13

¹² Ibid, p. 13

¹³ University of Canberra, *UC High School Kaleen Writing Handbook*, (Canberra: University of Canberra, 2011), p. 26

involved in the activity of the event. The purposes of personal recount are to inform and to entertain the reader. The example of this text as follows:

Please Send Me a Card¹⁴

Postcard always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. A friendly waiter taught me a few words of Italian. Then he lent me a book. I read a few lines, but I did not understand a word. Every day I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!

b. Factual Recount

A factual recount is a list of record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past.

The example of this text as follows

The X Files¹⁵

The X Files is one of television's most popular shows watched each week by millions of people in over sixty countries.

The show was created by Chris Carter a former magazine editor, who always wanted to make a cool and scary television series. His idea for The X Files came

¹⁴ L. G. Alexander, *Practice and Progress: An Integrated Course For Pre-intermediate Students*, (England: Longman, 1990), p. 17

¹⁵ Mark Anderson and Katy Anderson, *op. cit.*, p. 52

after he saw the result of a survey that said three of every hundreds Americans believed that aliens had captured them.

Carter's next step was to produce a pilot episode, which was to be the beginning of the series. When it was shown on American television, it received poor reviews.

After a while the audience grew and The X Files became popular with both adults and teenagers. By this time Carter was able to spend more on production.

The X Files has been nominated for many awards and continues to attract a growing audience.

c. Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means, the event that happened in the text do not occur in the real life. Its purpose is usually to entertain, and it usually can be found in textbook.

From those three kind of recount text, it can be seen that there is one typical characteristic that is the text is retell the event in the past chronologically. The example of this text as follows:

As It happened¹⁶

One very spooky encounter with UFO (unidentified flying object) occurred in May 1974 involving a couple driving from Zimbabwe to South America.

As they carefully drove throughout the night they saw a flashing blue-white light that was going on and off in a slow, steady rhythm. Shortly after noticing this, the car was covered in a bright circle of light.

¹⁶ *Ibid.*, p. 50

Inside the car it suddenly became very cold. The couple wrapped themselves in thick blankets and turned on the heater but they still shivered.

Then their car began to act very strangely. Suddenly the headlights went off, the brakes failed, the steering wheel locked and the fuel gauge showed empty. Next the car began speeding up and raced along the road at 190 kilometers an hour. To one side of the car, the UFO continued to follow.

The driver and his passenger lost consciousness. When they awoke they were near the small town of Fort Victoria. The car's odometer showed that only 12 kilometers had been traveled, yet the distance from where they first saw the UFO to Fort Victoria was 290 kilometers.

Although the couple's description of what happened contained plenty of details, many people find it hard to believe that UFOs do exist.

3. The Generic Structures of Recount Text

To make an effective recount text needs standard that is used to guide a writer to make a good writing. Recount text has several significant characteristics which the writer may use. The generic structures of recount text consist of: orientation, sequence of events, and reorientation.¹⁷

a. Orientation

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened.

Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

¹⁷ Lancashire County Council, *Primary Framework Support for Writing, non-fiction*, (Lancashire County Council, 2008), p.6-7

b. Sequence of Events

Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader.

c. Reorientation

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/ her personal comment or statement, but it is optional one.

Table 2.1

Example of Generic Structures of Factual Recount Text

| Title | The X Files ¹⁸ |
|-------------|--|
| Orientation | The X Files is one of television's most popular shows watched each week by millions of people in over sixty countries. |

¹⁸ Mark Anderson and Katy Anderson, *op. cit.*, p. 52

| | |
|--------------------|--|
| Sequence of Events | <p>The show was created by Chris Carter a former magazine editor, who always wanted to make a cool and scary television series. His idea for The X Files came after he saw the result of a survey that said three of every hundreds Americans believed that aliens had captured them.</p> <p>Carter's next step was to produce a pilot episode, which was to be the beginning of the series. When it was shown on American television, it received poor reviews.</p> <p>After a while the audience grew and The X Files became popular with both adults and teenagers. By this time carter was able to spend more on production.</p> |
| Reorientation | <p>The X Files has been nominated for many awards and continues to attract a growing audience.</p> |

4. The Language Features of Recount Text

There are some language features of recount text, as follows:

- a. Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdotal storytelling (Just imagine –

I'm in the park and I suddenly see a giant bat flying towards me!).

- b. Words that show the order of events (then, next, first, afterwards, just before that, at last, meanwhile).
- c. The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind).
- d. Personal recounts are common (first person: I was on my way to school ... We got on the bus).
- e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.¹⁹

C. Think Pair Share (TPS)

Think pair share is a cooperative learning discussion. It is simple technique but very useful which developed by Frank Lyman of the University of Maryland. Think pair share has grown out of the cooperative learning developed by Frank Lyman (1985) and his colleagues at the University of Maryland. It is an effective way to change the discourse pattern in a classroom. It challenges the assumptions that all recitations or discussions need to be held in whole-group

¹⁹ Government of South Australia, *Engaging in and Exploring Recount Writing: A Practical Guide for Classroom Teachers*, (Australia: Government of South Australia Department for Education and Child development, 2012), p.2

settings, and it has built-in procedures for giving students more time to think and to respond and to help each other²⁰.

Think pair share is a powerful tool, it is only as powerful as the prompt on which students are asked to reflect. Use prompts that require students to analyze the various points of view or the components that are inherent in your standard target. Ask questions that require students to explain how these components fit together or affect one another.²¹

It is an effective way to change the discourse pattern in a classroom. Suppose a teacher has just completed a short presentation or students have read an assignment or a puzzling situation the teacher has described. The teacher now wants students to consider more fully what she has explained. She chooses to use think pair share strategy rather than whole-group question and answer. Think pair share has some steps should be followed by the teacher such as:

Step 1 : Thinking, the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2 : Pairing, next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answer if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing.

Step 3 : Sharing, in the final step, the teachers asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around

²⁰ Richard Arends, *Learning to Teach*. (New York : Mc. Grow Hill Companies, 2009), 370

²¹ Persida Himmele, William Himmele, *Total Participations Technique* (ASCD: 2000)

the room from pair to pair and continue until about a fourth or half of the pairs have had a chance to report.

This is a simple and quick technique; the instructor develops and poses question, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. “Pair” and “Share” components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class²²

²² Mandal, The modern journal of applied linguistics, *Cooperative learning strategy*. (India. 2009), Vol 1-2 94-102.