

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in this study. The review of related literature has a goal of providing previous studies and information concerned with the research problems, including overviews of the definition of writing, the purpose of writing, recount text and picture series.

A. Definition of Writing

Generally, writing is a way in sending message from the writer to the reader. According to Fred D. White said that writing is more than public communication; it is a way of thinking.⁸

Writing is an individual activity similar to Jo McDonough and Christopher Shaw said that writing, like reading, is in many ways an individual, solarity activity.⁹

Acording 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.¹⁰ They also said that writing is the most complex

⁸ Fred D. White, *The Writer's Art*, (Cslifornia: Wadsworth Publishing Company, 1986) p. 7

⁹ Jo Mc Donough and Christopher Shaw, *Materials and Method in ELT*, (Cambridge; Blackwell Publisher, 1993) p. 164

¹⁰ Phelps-Gunn and Diana Phelps-Terasaki, *Written Language Introductio*, (London, as Aspen Publication, 1982) p. 1

language mode, being four times removed from inner language, and adds the component of written expression to the earlier abstractions.

From the opinions above, writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skills and it also means communication.

B. The Purpose of Writing

Every activity has a purpose, so do writing. Writing also has a purpose. According to Martha Heasley Cox that the purpose of writing are¹¹:

1. *To inform*. You may have more than one purpose in any assignment. You may wish primarily to inform, that is, to convey information.
2. *To amuse*, when your purpose in writing is to amuse or entertain, be funny if you can; but examine carefully the humor you plan to use.
3. *To satirize*, satire is often a form of humor, but it is always humor with a serious purpose—to effect reform.
4. *To persuade*, if your purpose in writing is to persuade, you desire to influence your reader's thoughts or action.

The explanation above is the purpose of writing for general writer, but the purpose for students is learning. According to Fred D. White (1986) that writing means learning. Because of that writing has several other purposes for

¹¹ Martha Heasley Cox. *Writing Form Process Purpose*, (Chicago: Science Research Associates, Inc., 1962)

students in writing or it also can be called several other functions of writing for students. They are:

1. Writing can improve a students' academic performance.
2. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.
3. Writing enhances personal and community relationships.¹²

C. Recount

1. Definition of Recount

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports¹³.

2. Generic Structure of Recount

There are three generic structure of recount. They are:¹⁴

- a. *Orientation*: provides the setting and produces participants. It provides information about "who", "where" and "when".

¹² Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986) p. 18

¹³ Ken Hyland, *Genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

¹⁴ Ibid. p. 135

- b. *Record of Events*: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
- c. *Re-orientation*: optional-closure of events. It rounds off the sequence of events.

3. Grammatical Features of Recount

The common grammatical features of recount text are:¹⁵

- a. Use of nouns and pronouns to identify people, animals, things involved
- b. Use of action verbs to refer to events
- c. Use of past tense to locate events in relation to speaker's or writer's time
- d. Use of conjunctions and time connectives to sequence of events
- e. Use of adverb and adverbial phrase to indicate place and time
- f. Use of adjective to describe nouns

4. Types of Recount

There are three types of recount:

- a. *Personal recount*: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

¹⁵ Ibid. p. 153

- b. *Factual recount*: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
- c. *Imaginative recount*: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

Here the example of recount text:

Vacation to Indrayanti Beach

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|------------------------------|---|
| <i>Orientation</i> | Last weekend, after visiting my parent at Wonosari Gunungkidul, I and my family went to Indrayanti Beach to spend our holiday by our own car. |
| <i>Event 1</i> | The way to get Indrayanti Beach is very zigzag and it's very quiet in the middle of night. We almost got lost since we never go there before, but eventually we got there safely. We hardly got a room to stay overnight because it was long weekend so that we could not find a room easily. |
| <i>Event 2</i> | We got up so early in the morning that we could enjoy sunrise landscape at the beach. My son was playing white sand with his sister while I took their picture. |
| <i>Re-orientation</i> | A day at Indrayanti beach felt so short, we were quite tired for playing a whole day, but we were very happy. |

D. Picture Series

According to Harmer, there are many different objects, pictures, cards and other things, which can be used presenting and manipulating language. These objects help to involve students in activities during language lessons,

because they can provide students with a good starting point for language work and speaking activities.¹⁶

Image of the whole can be used in various ways such as the following:

- a. *Drills*: the lowest level of the student class, flashcard specifically used for sorting grammar as a gesture of different sentences and grammar practice.
- b. *Communication*: The images are very useful for a variety of communication activities. Teacher often uses images to creative writing. They want to convey to the students a story using at least three pictures in front of the class. He could convey to students to make a specific conversation on the topic of the picture.
- c. *Understanding*: the most suitable in the use of the image is to explain and analyze its meaning. In this case can facilitate teachers know the students' ability to be an understanding through the medium of drawing.
- d. *Ornamentation*: various types of images are often used weeks to make work becomes more interesting. In modern text books, for example, reading the text are decorated with pictures of very necessary as in magazines, newspapers and articles because it can attract students in the class besides that teachers can have the power to unite the minds of students.

¹⁶ Harmer, J. *The Practice of English Language Teaching*. (Harlow: Longman; 2007), p. 177.

- e. *Prediction*: the image is very useful to give predictions to students on the topic of what will be the next lesson. Students can see the pictures and try to interpret what is seen. This is huge benefit to involve students to a task.
- f. *Discussion*: images may provide simulation questions, like what is shown, what is felt, what it meant, and so on. By providing such simulations, the teacher can tell students to write a description of the image.

Picture Series Strategy is one of the effective strategies in teaching writing because the implementation of this strategy is combined with writing process approach and the four teaching and learning stages. According to Heaton that students may sometimes, in everyday life, be required to describe people, objects, places, and even processes. There will also be times when they will have to write about sequences of events, incidents, etc. and give directions. Pictures provide students with ideas for such tasks, enabling them to give their full attention to using written language¹⁷. According to Brown that when we talk about pictures, they include flash cards. Flash cards can be in the form of photographs, drawings, or pictures cut from magazines, and newspapers. For a language instruction, drawings or pictures are necessary to use¹⁸.

¹⁷ Heaton, J.B.. *Writing English Language Tests (New ed.)*. (London: Longman; 1991) p. 107

¹⁸ Brown, J.D & Bailey, M. *A Categorical Instrument for Scoring Second Language Writing Skills*. (Language Learning Research Club. University of Michigan; 1984)

However, picture series have some advantages in teaching writing. According to Wright that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Pictures help students to understand a more general context, which may be made of pictures, the teachers' actions, the students' actions, sound effect and words. This overall context of new language will have meaning to the students.¹⁹

In connection with that definition, picture series is media, medium, or tool in the form of images that are arranged in series with the aim that students can master the learning materials quickly and precisely by showing a series of picture in the presence of students in the learning activity, especially writing skills on recount text.

¹⁹ Wright, A. *Picture for Language Learning*. (Cambridge: Cambridge University Press; 1992) p. 86