

## CHAPTER II

### REVIEW OF THE RELATED THE LITERATURE

This chapter describes some theories related to the study. They are the definition of writing, the process of writing, Guided Question, recount text, and the implementation of Guided Question in writing.

#### A. Definition of Writing

Writing is an activity of expressing ideas or thoughts into written form and composing them into good writing. The writer has to consider the processes of writing in order to create a clear writing to the reader. Writing is a functional communication, making learners possible to create imagined worlds of their own design.<sup>1</sup> Writing as one of four language skills is considered as a difficult skill because the writer should consider some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system) It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity. This means that when you firstly write something down, you have

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<sup>1</sup> Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step actions; it is a process that has several steps.

Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer does not actually appear on the page. It is a means of communication. Whenever the writer wants to write, he has to knowing the audience or reader, It will help in reaching the the goal of communicating clearly and effectively.<sup>2</sup> Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought. Finnochiaro says that writing has been characterized as written thinking.<sup>3</sup> It means that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to develop their ideas and feelings to produce into a good sentence, in order to inform the other.

The type of writing system which exists in the native language is an important factor in determining of speech with which students learn to write.<sup>4</sup>

There are two types of writing: a) Practical Writing : This type deals with the

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<sup>2</sup> Alice Ochima and Ann Hogue, *Writing Academic English, A Writing And Sentence Structure Handbook*, (Addison-Wesley Publishing Company), 2nd Ed, p. 2.

<sup>3</sup> Mary Finocchiaro, *English as a second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc, 1974), p. 86.

<sup>4</sup> Mary Finocchiaro, *English as a second Language: from Theory to Practice*, p.85.

fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc. b) Creative or Imaginary Writing: This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

## **B. Purposes of Writing**

According to Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning. Those are prefated as follows.

### **1. Informative**

It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

### **2. Expressive or Narrative**

It is represented by "expressive writing" or "narrative writing " that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative is often used to perform a pleasure discovery, story, poems, or short play.

### **3. Persuasive**

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It efforts to influences others and

initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.<sup>5</sup>

### C. The Process of Writing

Harmer suggested that the process of writing has four elements.<sup>6</sup> The elements are planning, drafting, revising or editing, and final drafting.

#### 1. Planning

Before starting to write, the writer tries to decide what it is s/he is going to say. This way may involve making detailed notes. When planning, s/he has to think about three main issues. In the first place, the writer has to consider the purpose of his/her writing since this will influence (amongst other things) not only the type of the text that the writer wants 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, how 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.

#### 2. Drafting

The first version of a piece of writing is called drafting. This is said first version of writing because it is needed to revise. Perhaps the order of

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<sup>5</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137-138.

<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, (Malaysia: Longman, 2005), p.4.



information is not clear yet. 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.

### **3. Editing (reflecting and revising)**

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 in recognizing their own errors. Thus, a self assessment checklist may help them monitor their own writing. Also, peer editing groups may be much more effective to monitor the errors.

Reflecting and revising are often helped by other readers (or editors) who comment and give suggestion. Another reader's reaction to a piece of writing will help the writer to make appropriate revision. We have to analyze the content of the draft which may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step, we can enrich our writing content by adding new sentence to support others idea, or deleting some sentences which are irrelevant with the topic.<sup>7</sup>

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<sup>7</sup> Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd, p. 5.

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are: a) Add new ideas to support the topic. b) Cross out sentences that do not support the topic. c) Change the order of the sentences. d) Using the following checklist to revise your paragraph. e) Make sure you have a topic sentence. f) Cross out sentences that do not relate to the main idea. g) Check to see if the sentences are in the right order. h) Add new ideas if they support the topic sentences. i) Make sure you have included signal words to help guide the reader. j) Check the punctuations, spelling and grammar.<sup>8</sup>

#### **4. Final Drafting**

After the writer has edited their draft, made the changes that the writer considers to be necessary, the writer produces final draft. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. Be sure to include all the writer corrections. Write neatly and legibly-a carelessly scribbled paper seems to say that the writer does not care about the writer's work. 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. Requirements of Good Writing**

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words

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<sup>8</sup> Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd, p. 44.

that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. A paragraph is a group of sentences which contain relevant information about one main or central idea.<sup>9</sup>

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion. In writing a good paragraph, we should concern to two things. They are unity and coherence:

a. Unity

Unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence, all of the sentences stick together.

b. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a good paragraph. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless.<sup>10</sup>

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<sup>9</sup> Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995) p.13

<sup>10</sup> Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p. 20-21

### **E. Writing Skill**

Writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing.

Independence is the ability to function in a given area without depending upon another's help. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

### **F. Teaching Writing**

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at



all in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.<sup>11</sup>

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text.

Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

#### **G. Guided Question**

Guided question is a method which is the writer used in this research. Guided question is a method of teaching English in which he teacher gives some questions to the students applied to a topic in teaching writing.

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<sup>11</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Ltd, 2004) p. 31

Guided writing technique focuses on creating paragraphs through writing process. By using it, students will not be left alone in creating their writing, but instead they will be guided and monitored from first until last step. It fulfills students' need in achieving their writing goal, and through teaching sequence it will enhance their writing and independence.

In guided writing, as in guided reading, the students progressively take control of the writing process. The teacher usually works with a group on a focused task. The teachers know what the students have already learned, what their needs and interest are, and what their next learning steps will be. These steps are generally identified as the learning goals for a writing task that follows on a model provided during shared writing. The students construct their texts individually, working with the ideas about writing already developed with the teacher. The teacher supports them in working out how best to convey their message to the intended audience.

The teacher can adapt guided writing technique based on the students' need. It can be a convention focus, such as reinforcing strategies for spelling, use of specific kinds of punctuation or capitalization. The focus can be one of the "authorial" aspects of writing, such as clarifying ideas or organizing and composing a paragraph.

Alexrod and Cooper said that asking questions about the problem and topic is a way to learn about it and decide what to do or say. It is useful and

systematic approach to exploring a problem.<sup>12</sup> They also said that there are several steps in using questions for invention. They are:

1. Think about the subject. By "subject" it means any event, person, problem, project, idea or issue. In other words in anything you might write about.
2. Start with the first question, and move right through the list. Try to answer each question at least briefly with a word and phrase.
3. Write your responses quickly, without much planning.<sup>13</sup>

Robinson called this method by guided writing or controlled writing. It is writing in which one cannot make a serious error so long as he follows directions. This is the same method which gives some questions about the topic by giving some questions which are called Question Paragraph, then turning the questions into a paragraph of affirmative statement.<sup>14</sup>

White also explained that the needs to know the topic might consider using the question. He called the method by 5Ws and H grid. It works because the questions is generate ( what, where, when, why, who, and how) provide a wraparound understanding of the topic. He draws the method by a table.<sup>15</sup>

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<sup>12</sup> Rice B Alexrod and Charles R Chooper, the St, Martin's Guide to Write, (New York : St. Martin Press, 1985), 475

<sup>13</sup> Ibid.

<sup>14</sup> Lois Robinson, Guided Question and free writing, (New York: Harper and Row publisher, 1976)

p.2

<sup>15</sup> Fried D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986), p. 40-41

Table 2.1 5Ws and H grid

| 5Ws and H grid |         |          |
|----------------|---------|----------|
| Question       | General | Specific |
| What?          |         |          |
| Where?         |         |          |
| When?          |         |          |
| Why?           |         |          |
| Who?           |         |          |
| How?           |         |          |

Based on the definitions of guided question above, the purpose of using guided question are: 1) To increase students' achievement in writing skill especially in recount text. 2) To make easier for the students' in exploring the topic which they want to write about.

#### H. Recount Text

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining<sup>16</sup>. 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"<sup>17</sup> Actually recount text is a text which

<sup>16</sup> Ken Hyland, *Genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004)

<sup>17</sup> Hartono, "In the internet "<http://teachingenglish4all.wordpress.com/2010/06/26/recount-text/>, accessed November 14, 2012



tells about the personal experience in the past time. The tense that used in recount text is past tense.

The purpose of the recount text is gives the reader a description of what occurred and when it occurred in the past time. The 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 reports.<sup>18</sup> There are three generic structure of recount. They are:<sup>19</sup>

- a. Orientation it provides the setting and produces participants. It provides information about who, where, and when.
- 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 is rounds of the sequence of events.

The common grammatical features of recount text are: a) Use of nouns and pronouns to identify people, animals, things involved. b) Use of actions 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

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<sup>18</sup> Ken Hyland, *Genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

<sup>19</sup> Ken Hyland, *genre and Second Language Writing*, p.135

sequence of events. e) Use of adverb and adverbial phrase to indicate place and time. f) Use of adjective to describe nouns.

**a. Types of Recount Text**

There are three types of recount :

**1. Personal Recount**

It is retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). It uses the first pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

**2. Factual recount**

It is recording the particulars of an accident (e.g. report of a 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).

### 3. Imaginative recount

It is taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

### 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.

### 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.

## I. The Implementation of Guided Question in Writing

In applying Guide Question technique in teaching learning process based on the explanation above, the steps in the teaching learning process are presented bellow:

1. Pre – activity

In this step, the researcher gives motivation and a perception about recount text to the students. The researcher explains recount text to them. Then, the researcher asks what is the generic structure of recount text.

2. Whilst – activity

In this step, The researcher gives some questions related to the topic. The question means to make easier for the students' in exploring the topic which they want to write about. The students' answer the questions before writing sentence of the paragraph.

3. Post - activity

The researcher asks to make a recount text. The students should answer the question. Then, the students must begin to write their stories based on the question that they answered.