

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses some theories related to the study. They are Writing, SGD (Small Group Discussion) and Recount Text.

A. Writing

1. Definition of Writing

Nunan (2003:88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the researchers are demanded to show the thoughts and organize them into a good composition. In addition, writing presents the researcher's concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written.

Writing is a productive skill that people have to master. According to Meyers (2005), writing is a way to produce a language which you do naturally when you speak. Writing is one way of conveying something to others through

texts or writing. It becomes complicated because we need to pay attention on the rules, different from speaking skill as the other productive skill.

Brown (2000) states that a writing is a product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise a text for clearer meaning, how to edit a text for appropriate grammar, and how to produce a final product.

2. The Steps of Writing

Harmer (2004: 4-5) states that there are four steps in writing process. They are:

a. Planning

Planning is an important step in the writing process. In planning process, the researcher has to think about three main issues. First, the researchers have to consider about the purpose of writing. It is important to know the purpose of writing since this will influence to a good writing result. By knowing the purpose of writing, someone can decide the most appropriate style of the language, therefore, the result will be effective to reach the purpose. The second, the audiences are writing for. The audiences here are the readers of writing. The audience will influence language style, diction, paragraph structure, etc. The third, the content structure of the writing, how best the sequence facts, ideas, or arguments which they have decide to include.

b. Drafting

Drafting means getting ideas on the paper in sentences and paragraph.

In the writing process, drafting is necessary for helping the researcher to write ideas and decide what should come first, second, third and so on, until the last.

c. Editing

In editing process, the researcher read again what they have written as a draft. Another reader's comment will help the author to make appropriate revision. Here, the researcher may change what the researcher have written if they find something bad. For example, the information is not clear, the grammar is wrong, the diction is not appropriate, etc. The researchers are able to change or correct it if they find those conditions.

d. Final Versions

Final versions are the last step of writing. This may look different from the first draft that has been made before due to there are many changes in editing processes. However, the researcher is ready to send the written text to the readers. From the explanation above, it can be concluded that there are four steps in writing. They are: planning, drafting, editing and final versions.

3. Factors Influencing Writing

To make a good writing the writer needs a lot of vocabularies, correct grammar and good comprehension. According to Nurgiyantoro (2001: 306-308), there are some components of writing. Content is the first component.

Content refers to a set of information that support the specific topic talked about. In the content aspect, the researcher can develop the details idea to describe the main topic. The second is organization. This means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

The following component is vocabulary. Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing. The next is grammar. Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it makes writing more meaningful. The last component is mechanic. Mechanic means how the students write. Paragraph is a combination of some sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

4. Purposes of Writing

Tarigan (1994: 24) summarizes the purpose of writing. The first purpose is the assignment purpose. The researcher writes since he or she is asked by someone. The idea to write does not come from the researcher himself. The second is altruistic purpose. The researcher writes to entertain the readers, to reduce the reader's sadness and make their lives much easier by using his writing. The persuasive purpose is the third purpose of writing. It aims to ensure the readers about the truth of the idea given by teacher. The following purpose is informational purpose. The purpose of this writing is to

give information to the readers. The next is self-expressive purpose. This aims to introduce the researcher to the reader. The creative purpose is the next purpose. It tends to get the artistic values. The problem-solving purpose is the last purpose. This writing is used to solve the problems faced by the researcher.

5. Criteria of Good Writing

Tarigan (1994: 6) explains some criteria of good writing. A good writing result shows the abilities of the researcher in arranging the materials to be a good structure, to write clearly (unambiguous) and to use the sentence structure, language and examples well. Therefore, it makes the readers easy to understand the explicit and implicit meaning. The next criteria of good writing are to write surely; it can take the readers' interest to the main idea of the writing; it can describe the main idea clearly and logically. The researcher has to have the ability in criticizing his draft of writing and then revise it to get the better one. The key of the successfulness in writing is the willingness and the abilities of the researcher in revising his draft. The last for a good writing result shows the proud of the researcher to his writing.

6. The Task of Teacher in Writing

Harmer (2004: 41-42) declares that there are some teacher tasks in writing process. The teacher has to be able to make the students aware of the language used or others to know writing function by using whatever the ways, it is called demonstrating. Motivating and provoking are the second teacher

tasks in writing process. Teacher has to motivate and provoke their students to start writing and help them to find out their motivation. The students sometimes lost their idea, motivation and confidence. The teacher as the presenter of material has to help them to find their motivation back. The third teacher tasks in writing process is supporting. The teacher has to support the students when they get problem and need teacher's help to solve the problem. The next is responding. The teacher has to give reaction or suggestion to the student's writing draft. The last teacher tasks in writing process is evaluating. The teacher has to evaluate the student's task in order to know the student's understanding.

7. Characteristics of Written Language

Written language has some characteristics. According to Brown (2000), there are seven characteristics of written language. The first characteristic is performance. Written language can be read and reread for many times. Writing works such as literary works, important documents, and letters from many years ago still can be read at present. The second is production time. The writing process needs much time to plan, edit, and revise writing before finally it is finished as a final product. The third is distance. Between the reader and the writer, there is a distance both in time and space that bound them in negotiating meaning and message. As a result, the purpose and the audience must be planned well to minimize different of opinions between the reader and the writer.

The fourth is orthography. Written language is supported by the use of orthography in order to send the message as the role of stress, intonation, pitch, volume and pausing in speaking. For example, the use of an exclamation mark is to express surprise. Then a question mark is used for questions. The following characteristic is complexity. Written language is characterized by the use of longer clauses and more subordinators that make the written language complex. However, a piece of writing which has many longer clauses and more subordinators are not always considered as a good product.

Brief, clear, and meaningful sentences are actually needed, therefore are written in high complexity. The next characteristic is vocabulary. Written language needs a high variety of vocabulary. The frequency of word repetition is controlled in order to make a piece of writing more interesting, finding another synonym for a word is one way to do this. The last characteristic is formality. Written texts are typically formal because of the social and cultural uses. It minimizes the misunderstanding which is caused by language varieties in society. Formality is considered as an agreement for all people of different societies.

These characteristics of written language will be used as a guide to develop the scoring rubric. Based on its characteristic English teacher could help their students to create a good written either in English as a second or foreign language so that student's writing will be better.

B. Teaching Writing

1. Teaching Writing in English as a Foreign Language Classroom

Harmer (2001: 79) states the reasons of why the teaching of writing is important for the students of EFL classes. The first reason is reinforcement. This reason is in order to get new knowledge in English. It is difficult if we just count on the oral or spoken form of language which the students usually see. The fact is that students are more at ease when they see the language is written down where they can read, reread, analyse, and comprehend with relatively longer time. Many students think that writing down what they just study will give them better memories whenever they try to recall it.

The second reason is language development. Writing is a skill which demands the learner to learn in a long term. It is an ongoing learning experience as the performance of it is the actual learning process itself. The mental activity involved in the making process of written text is all part of the learning. The learning style becomes the next reason according to Harmer. There are some students who can unbelievably master new knowledge in English language very fast just by looking or listening, but in contrary there are also many of them who feel really burdened in learning the language because they cannot understand it even when they try very hard to absorb the knowledge. Writing gives them a chance to learn in a better way which is easier and effective. They are given time they need and they can make some reflection in their own way through writing.

Writing is as a skill. The writing skill is as important as the other three skills namely speaking, listening, and reading. In real life, not only speech form of language that is used for communication, but also the written one. Today, the one who holds the world is the one who know the information. And most information is written in mass media. The demand of writing ability is on the stage. We need to know how to answer letters, respond to invitation, advertisement and etc. The importance of learning spelling, punctuation and etc. in writing is equal to the importance of learning pronunciation in speaking.

In the teaching process of writing, according to Ur's theory (2009: 167), it is more efficient for a teacher to select and to grade the language which will be learnt in the class. That is to minimize the waste of time as much as possible on frustrating incomprehension and use it to the actual action of practicing where they can perform writing with the knowledge they have inside their heads and also use it as an alternative to learn new language.

Clark (2003: 2) states a theory that the skill of writing cannot be done by having knowledge to be filled in students' heads that is why the goal set in learning must be to enable students to develop an effective writing "process" which can be learnt even after the class meeting hours. Ur (2009: 169) suggests that the nature of learning is to practice the process. It is the activity through which language skills and knowledge can be mastered in a better way. Giving students condition, situation and space to do what they need to learn in effective activities is believed to be the most important way of viewing what we called as learning.

At any given point of time in the process of teaching, teachers need to clearly inform students about the objectives of learning the lesson. There are two aspects which must be separated, accuracy and fluency. Students have to know whether the focus is on the accuracy aspect or the fluency one. When the accuracy is emphasized, teachers tell the students to get the language right including the form, grammar, words choice and sentence structure. But if the objective is fluency, they are concentrating on the message delivered to the readers (Brumfit: 1984 in Clark: 2003). Harmer (2004:84) says that the purpose of every writing activity must be focusing on giving chances for students to become fluent writers as the absolute success of teaching writing is to make them feel confident to write.

Emig in Clark (2003: 10) encourages students to keep their personal writing as part of building their writing habit. This expressive writing walks along with the need of mastering the fluency aspect in writing on literacy or academic writing topics. Moreover, he claims the writing of thoughts, ideas, experience in free pressure and anxiety with rapid flow of words fosters cognitive development. From the explanation of the reasons why the learning of writing skills is important, teachers and students can get the idea of how important writing is for them in order to master English language. Moreover, from the theories of learning writing skills in English proposed by some eminent experts, it can be inferred that learning how to write must not be done by filling students' heads with theories and knowledge but more emphasis on giving practices so they can experience the real process of making pieces of

writing because they need to build their writing habits to increase their fluency in writing in order to be confident writers which is one of the purposes of learning writing skills.

2. Teaching Writing in 2013 Curriculum

Writing is one of the compulsory subjects for students of Senior High schools. English learning in Senior High schools is aimed at making the students be able to gain functional level to communicate both in written and spoken forms. According to Brown (2000: 339), gradual writing is a thought process and writing is another word for Communicative Language Teaching (CLT). With its involvement in learner-centred regulation, student negotiations, and strategies for the learner's path to success and appropriate teaching process skills.

The syllabus that was created by government have standardized and took public tests by the education expertise. Therefore, in 2013 the curriculum the teacher should apply the learning strategy that optimizes student's sense so that the student can develop authentically in three aspects, those are cognitive, affective and psychomotor aspect.

Furthermore, according to the regulation issued by the Ministry of Education about the core competence and basic competence of English for senior high school grade X are set as the following.

Table 2.1

The core competence and basic competence of SMA and MA Grade X

<i>KOMPETENSI INTI 3 (PENGETAHUAN)</i>	<i>KOMPETENSI INTI 4 (KETERAMPILAN)</i>
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<p>3. memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>4. mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan</p>
<p>KOMPETENSI DASAR</p>	<p>KOMPETENSI DASAR</p>
<p>3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p>	<p>4.7 teks recount – peristiwa bersejarah 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>

The table above shows that class X students in the first semester will learn from how to analyse to compile recount text according to the context of its use. In addition, they also learn how to use various written languages accurately and fluently according to the context of everyday life. However, in this study the focus is only on one particular type of text, namely recount text. Another important concern in teaching writing in high schools is the age range of students. Their age range is between 12 and 18 which is usually called the puberty phase (Brown, 2000: 91). They are classified as teenagers. In this phase, students are in the process of transition, confusion, self-awareness, growth and development, and changes in body and mind. In addition, they are also in the phase of developing their attention span as a result of their

intellectual maturation, but this can easily be shortened because there are many distractions in their life.

Therefore, their characteristics as described above will be of concern to teachers in teaching English, especially in writing. As stated by Brown (2000: 92), in teaching high school students, teachers need to pay attention to the most important things in keeping their students' self-esteem high by: Avoiding embarrassment to students at all costs, affirming everyone's talents and strength, allowing mistakes and other mistakes to be accepted, emphasizing competition between classmates, encouraging small group work where risks can be taken more easily by adolescents.

The success of learning to write in Senior High School is determined by the way and styles of students learn and the goals that motivate them. That is the reason why teachers need to provide situations that encourage the development of students' writing strategies to increase their writing skills. According to Brown theory (2000: 346), there are several principles in designing writing techniques. Namely, incorporating "good" writing practices, balancing processes and products, taking cultural or literacy backgrounds into account, linking reading and writing, framing techniques in terms of prewriting, drafting, and revision.

Based on the explanation above, it can be concluded that learning English, especially writing skills in SMA class X in the first semester must also pay attention to the psychological condition of students. The teacher must also teach them the most appropriate learning styles and techniques. The hope is

that the target language will be achieved along with the teaching and learning process that runs more effectively.

C. Small Group Discussion

1. The Definition of Small Group Discussion

Small group discussion is one of the alternatives among various language teaching method. According to Barker (1999: 23) small group discussion is one of the cooperative learning methods that consists of three or more students interacting face to face with or without an assigned leader in such a way that each student's influences and is influenced by another student in group. Harmer (2004: 77) adds that one of the advantages of the implementation of small group discussion in writing is that the other students have more chance to concentrate on the language, think about what is being written, and evaluate it in a more objective way.

A good teacher should be able to make the situation and condition in the classroom as attractive as possible in order to make the students feel excited and more interested in learning and the use of small group discussion in teaching writing is a suitable alternative. In group learning, students may enjoy from time to time getting away from the usual pattern of learning and provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges (Brown, 2000: 178).

The teacher should have various methods to help the students in writing especially recount text. One of the suitable methods in teaching writing is small group discussion. According to Brewer (1997), small group discussion allows presenters to announce a topic or idea for group discussion among participants. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. Small group discussion carried out by dividing the students into groups.

According to Brown (2000: 177), small group discussion method is a group which consists of six or fewer students who are assigned a task that involves collaboration. Small group discussion refers to interacting in a face-to-face situation, so they do the dialog, not only with teacher but also with other learners. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2000). Students can share conversation discussion in group and exchange of their ideas.

2. The Advantages of Small Group Discussion

Small group discussion has some advantages (Brewer, 1997:27). Here all students in the group can participate. It is good way to get students interested in a topic. The students more easily to understand other students' explanation than presenters' explanation. The teacher can identify students who need assistance. The teacher can identify individual opinions about the topic. It

helps the students be active in relationships among ideas or concepts related to the topic.

3. The Procedures of Small Group Discussion

There are some procedures of small group discussion method according to Cristiani and Mintohari (2004: 3). The first procedure is providing a topic. Teacher as a facilitator to prepare the material that will be discussed and given to students before the class begin. Forming groups is the second procedure to make a small group discussion. Teacher helps students to choose the members of the group. The third procedure is that teacher gives the materials. Teacher not only provides the material, but also helps students to explain what they should do such as after getting the material each student in group has to predict by looking at the title of the text first and to know what the text about. After they get what the text about, they can discuss their information or knowledge that related with the text.

The fourth is that the students discuss a topic in their group and teacher moves around the class. In this activity, the students have opportunity to communicate each other to make their group more active and comprehend the text. The fifth procedure is for each group discusses about their discussion result to another group. In this procedure, after getting the discussion between members of their own group and getting the information of the text, the representative of each group discusses the result of their discussion to another group.

The other members in the group may debate, clarify, give opinion, and criticize the result of discussion from another group. The next procedure is explaining the materials that was learnt. Teacher helps students to explain in details what they have learned and the teacher may give correction if any. The last procedure is answering questions which was prepared. After discussion between groups and teacher, each student tries to answer the question individually based on the tasks that have been provided by the teacher.

D. Recount Text

a. Definition of Recount Text

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones.

A recount text is a kind of text to retell the series or events which happened to the participant in the past. According to Gerot and Wignell (1995), a recount text retells an experience for telling as well as entertaining the readers. In addition, Anderson (1997) argues that recount is a piece of text that retells events aimed to give the audience a description of what happened and when it happened. Moreover, according to Hyland (2002), recount is a kind of category that has social function to retell experience for the purpose of expressive or entertaining. Recounts are the simplest text type in this genre.

Formally, recounts are sequential texts that do little more than sequence a series of events.

Anderson (1997: 49) suggests that recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened. Furthermore, Knapp and Watkins (2005) also say that recount text is a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre. Recount texts can function to inform and to tell stories of past events. In our live, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which increase the skill of reading.

b. The Structure of Recount Texts

In making a recount text, there is an important point which is worth knowing. According to Anderson (1997:53), a recount text has three main parts (Generic Structure). They are Orientation, Event, and Reorientation. Orientation is the opening of the text and the introduction of the topic of the text. It gives background information about who, what, where, and when. Event is usually told in a series of paragraphs which retell the events in the order of sequence when they happened. Reorientation is the last part of the

generic structure in recount text. It functions as the closing statement. It is a paragraph which contains a personal comment of the writer.

The language features of the recount text are the proper use of nouns and the use of the past tense. These are arranged in chronological order using time connectors which signal sequences or events, for example; then, next, after, in the meantime. This connector serves as a liaison, the use of adjectives and adverbs for details.

E. Previous Studies

There are several studies related to small group discussion method in improving students' English skill. The first previous study is from Siswanti, Ngadiso and Setyaningsih (2012). They talked about teaching reading with a small group discussion method. The research findings showed that the use of SGD could increase students' reading comprehension. In addition, SGD could be used to increase the class situation. The researcher also found the strengths and the weaknesses when SGD was used in teaching reading.

Maghfuroh (2015) emphasized the description of the implementation of small group discussion for learning to write descriptive text to class X students at SMAN 1 Menganti Gresik. The researcher applied a descriptive qualitative research design. Data collected from field notes revealed that teacher conducted small group discussion. The instruments used were questionnaire and students' compositions, which they were used to gather the

students' responses towards of small group discussion to teach writing descriptive. The results showed that students viewed small group discussions as a useful teaching technique.

The questionnaire revealed that small group discussion is helpful and enjoyable for writing skills. In addition, the results of the student composition analysis showed that the students wrote better after being given small group discussion. In conclusion, small group discussion could motivate students to write better.

Small group discussion is effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Amalia (2008). The aims of this experimental research were to find out how well small group discussion gave contribution to teach procedure text and to determine whether there was significant difference in the achievement between the students who were taught procedure text by using small group discussion and without using small group discussion. It was found that small group discussion could be used as the method in teaching English writing which was done by using experimental research. It could be proved that the post-test score of the experimental group was 76.31 and the control group was 72.54. It could be concluded that teaching English writing by using small group discussion was effective.

Relying on previous studies explained above, small group discussion can increase student achievement both in reading and writing. The differences

between the present study and the previous studies are on the subject and research design. In the present study, researcher conducted research at the first-grade level of Senior High School. While in the previous study, researcher conducted research at the third-grade of Junior High School. In the present study, researcher used classroom action research design. While in the previous studies, researcher used qualitative research design. In the present study, researcher used 3 instruments, namely test, interview and observation. While in the previous study, researcher used questionnaire and students' composition. The questionnaire revealed that small group discussion is helpful and enjoyable for writing skills. In addition, the results of the student composition analysis showed that the students wrote better after being given small group discussion.