

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses some topics that related to the research. It includes the nature of writing, the teaching of writing in Junior High School, the writing process, recount text and process-genre approach.

#### **A. The Nature of Writing**

Writing is a spiraling process that takes us through a series of activities.<sup>1</sup> Writing is a process transfer the main idea from the brain and makes the supporting idea on the paper to be read by the reader. Writing is easing and make satisfied to person who likes write in life. Beside that writing is a form of thinking. It means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. So it is relevant that all of in our brain can be showed by expressing many actions in writing. After the writer found a topic in the brain, the writer will explore it into the paper.

Writing is also as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the readers.<sup>2</sup> Writing also can be defined as a communicate act, a way of sharing observation, thought, or ideas with ourselves and others. It is a tool of thinking. By writing we can tell about

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<sup>1</sup> Teresa and Yudith, *Independent Writing*, (USA : Heinle & Heinle Publishers, 1993), 20.

<sup>2</sup> David Nunan, *Practical English Language Teaching*. (New york : MC Graw Hill, 2003), 8.

people, remember the facts and ideas. Based on the statement above, it can be concluded that writing is expressing ideas, facts, feeling, experience, and thought in written form. So the writing ability means the ability to express idea, thought and feeling in written language. Writing skill is complex and difficult, requiring mastery not only the grammar but also the spelling, punctuation and the organization of idea as one of the language skill.

There is an opinion that writing is a process not a “product”.<sup>3</sup> This means that a piece of writing is never complete. It is always possible to review and revise, review and revise again. Beside that, the writing is a goal. It means that the activity to develop and produce writing ability to fulfill such purpose as a note taking summarizing, narrating, reporting, and replaying required for various real life situation.

## **B. The Teaching Writing in Junior High School**

According to English Syllabus of School Unit Level Curriculum (KTSP), the teaching of writing for Junior High School students involves the teaching of paragraphs or text. The texts advocated are recount, narrative, descriptive, procedure and report.

Teaching is guiding and facilitating learning enabling the learner to learn and setting the condition for learning.<sup>4</sup> In the teaching learning, teacher and students are the important components in the classroom. Teaching

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<sup>3</sup> A. Oshima and Hague. *Writing Academic English* (Tokyo: Wesley Publishing Company, 1991 ), 3.

<sup>4</sup> Brown Douglas, *Principle of Language Learning and Teaching*, ( New Jersey: Prentice Hall Inc., 1987), .

writing is an action to teach about the writing for the students, based on the syllabus and the curriculum in the school. Teaching writing if classified based on the purpose is divided by two, there are writing for learning and writing for writing.

Writing for learning role is where students write predominantly to augment their learning of the grammar and vocabulary of the language.<sup>5</sup> This concentrates to understand about the major material in the learning writing. Writing for learning role activities usually the language itself that is the main focus of attention in the classroom.

Then writing for writing is different, because the objective here is to help the students to become better writer and to learn how to write in various genres using different register. There are good real life reasons getting students to write such things as emails, letters, and reports.

### **C. The Writing Process**

Learning how to write by writing is process of writing. According to Jeremy Harmer, process of writing is a way of looking at the people do when they compose written text.<sup>6</sup>

The process of doing writing has four elements they are planning, drafting, editing, and final draft.

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<sup>5</sup> Jeremy Harmer, *How to Teach Writing*, (New York : Longman, 2004), 31.

<sup>6</sup> Ibid.,12

## 1. Planning

Before starting to write, the writer must try and decide what is he or she is going to say, think, plan or make detailed note. After getting inspiration, the writer should try to write down what he or she got or makes a list of outline if considered necessary.

When doing a plan, writer has to think about three main issues. The first issue is that the writer needs to consider the purpose of his or her writing and to notice the type of text will he or she wish to produce. He or she also needs to consider the language, information that will he or she used. Secondly, the writer should notice to the audience or object that will write for. In this notice the writer should focus on the shape of writing (how it is laid out, how the paragraphs are structured, etc.) and also choose the language whether it is formal or informal. Thirdly, the writer has to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which he or she decided to include.

## 2. Drafting

Drafting is making a list of the concept of writing. That will be continued to the whole contain of writing. According to Robert and Nancy, drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce.<sup>7</sup>

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<sup>7</sup> Robert Scholas and Nancy R Comley, *The Practice of Writing*, (New York: Longman,2000), 18-19.

### **3. Editing**

After doing drafting, the writer usually checks and rearrange into what he or she has written called editing. Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by checking a paper for mistakes in grammar, punctuation, usage and spelling. He or she needs a long time, carefulness, and patience. This aim of this process needed in order to checking out the mistakes, numerous error and etc. <sup>8</sup>

In this editing, the writer also needs some helps to the readers to comment and make a suggestion by the purpose to make appropriate his or her revision.

### **4. Final Draft.**

After the writer has edited his or her writing, the writer produces final draft to revise the original draft because there was founded many things have changed from editing process. He or she continues to publish or send his or her writing into the readers.

## **D. Recount Text**

### **1. The Definition of Recount Text**

Recount text is defined as a text that retells events in purpose of informing or entertaining. Recount is a kind of genre which is learned in the second year of junior high school. Recount is the text which usually

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<sup>8</sup>Ken Hyland, *Collage Writing Skills With Reading* (New York : Mc Graw Hill, 2008),19.

uses the past verb. Hartono said that recount text is categorized as “the story genre which functions to retell events for the purpose of informing or entertaining”<sup>9</sup> Actually recount text is a text which tells about the personal experience in the past time.

## 2. The Purpose and Generic Structure of Recount Text

The purpose of a recount text is to give the audience a description of what occurred and when it occurred in the past time. The recount text also has generic structure same as other genre.

Recount text consists of three parts, namely the orientation, series of events, and reorientation.<sup>10</sup>

- a. Orientation, it gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how;
- b. List/series of events, it tells a series of events in a chronological order and describes what happened.<sup>11</sup>
- c. Reorientation, it consists of a type of conclusion with a comment or a summary and evaluation about the topic of the story.

The recount text commonly use grammatical features include:

- a. Use of nouns and pronouns to identify people, animals or things involved

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<sup>9</sup> Hartono ,<http://teachingenglish4all.wordpress.com/2010/06/26/recount-text/>, accessed on June 22 , 2014.

<sup>10</sup> Sujatmiko Mukarto , Josephine, & Kiswara, *English on Sky 2 for Junior High School Students Year VIII*, (Jakarta: Erlangga, 2007), 16.

<sup>11</sup> Biber and Conrad, <http://teachingenglish4all.wordpress.com/2010/06/26/recount-text/>, accessed on June 22, 2014.

- b. Use of action verbs to refer to events
- c. Use of past tense to locate events in relation to writer's time
- d. Use of conjunction and time connectives to sequence the events
- e. Use of adverbs and adverbial phrases to indicate place and time
- f. Use of adjectives to describe nouns

### 3. The Example of Recount Text:

<b>My Holiday</b>		<u>Generic structure</u>
<p>Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.</p>		<b>Orientation</b>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.</p> </div> </div>		<b>Sequence of events</b>
<p>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</p>		<b>Reorientation</b>
<i>(Adapted from: <a href="http://www.andrewseaton.com">www.andrewseaton.com</a>)</i>		

Beside the generic structure or rhetorical features of a recount text, as Anderson & Anderson 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, when, where, and how;

- c. The use of the past tense to retell the events, and
- d. Words that show the order of events or connectors (for example, first, next, then, etc).<sup>12</sup>

## **E. Process-Genre Approach**

### 1. The Definition of Process-Genre Approach

Process genre approach is combination of the process approach and genre approach. The process approach is an approach about the process writing itself such as prewriting, drafting, revising and editing. An important element of the process approach is the meaningfulness of it brings to students who make a personal connection to the topic and processes they follow when writing about it. The genre approach is an approach about the context of drafting. Yan states that process genre approach is an approach allows the students to study the relationship between purpose and form for a particular genre as they use the recursive process of prewriting, drafting, revision and editing.<sup>13</sup>

### 2. The Procedure of Process-Genre Approach

The procedure of the process genre approach can be explained below. There are six steps, namely:

#### a. Preparation

In this step, the researcher begins preparing the students to write by defining a situation that will require a written text by placing it within

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<sup>12</sup> Anderson K& Anderson M, Ibid.

<sup>13</sup> G. Yan, *A Process Model for Teaching Writing*, (New York: English Teaching Forum, 2002), 43.



recount text. The purpose of recount text is give the audience a description of what occurred and when it occurred in the past time. This activates schemata and allows the students to anticipate the structural features of this genre.

b. Modeling and reinforcing

This step, the researcher introduces a recount text and lets the students consider the social purpose of text. Next the researcher discusses how the recount text is structured and how its organization develops to accomplish its purpose. The students may do some comparisons with other texts to reinforce what they have learned about recount text.

c. Planning

In this step, many meaningful activities activate the students' schemata about the topic including brainstorming, discussing and reading associated material. The aim is to help the students develop an interest in the topic by relating it to their experience.

d. Joint constructing

During this step, the researcher and students work together to begin write recount text. While doing so, the researcher uses the writing processes of brainstorming, drafting and revising. The students contribute information and ideas and the researcher writes the general text on the blackboard. The final draft provides a model for experimental group to refer when they work on their individual compositions.

e. Independent constructing

At this point, the students have examined model text and have jointly constructed recount text in genre. Then they undertake task of composing their own text on a related topic. Class time can be aside for experimental group to compose independently so that the researcher is available to help clarity or consult about the process.

f. Revising

The last step the students in students may check, discuss and evaluate their work with fellow students as the researcher again guides and facilitates. The researcher may make an effort to publish the students' work which will be impart a sense of achievement and motivate the students to become better writers.