CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the supporting theories of language features in which include 1) A Genre-Based Model of Language, 2) Language Features as A Focus in Writing Development, 3) Recount Text, 4) Recount Text Types, and 5) The Process of Genre Writing.

A. A Genre-Based Model of Language

Language use in writing is a form of communication in making language process in doing things. Language processes in time and space. In writing, language is formed to be abstract with involvement of arranging clauses into a sentence: the main idea is the main clause; supported ideas are subordinate clause and so on (Hammon, 1991). While in genre, text, language is typically indicated to be a production from individuals in which the shape and structure of language is determined into social degree. The perspective of language claimed as a social process that needs analysis arrangements of language (genre, text) as language features formed by individuals in social context to serve social needs.

Language in genre and text is aimed to concern primarily for 'what's going on in writing'. Writing in a course is typically embedded to what writing is purposed to. Whereas when genre plays its role in narration, its social degree will be functioned to make reader easy to indicate for what text is functioned to. Which is through the process of sequencing events and people in space and time. Therefore, technical description of language features of recount text is recognized by writer to make the writing process effective and efficient. Whereby, Freadman (1994) serves the concept outside a text, which is:

Genre is a concept that involving cultural practices; second, any models of genre represent contrast network according to parameters; third, genre is interactional structures, place occasion, function, and behavior; which is barely to think that genre is a text; fourth, cultural competence which need the ability of knowing the appropriate principle of any genres, knowing kinds of margin involves in, knowing how to vary it, being able to know how to shift one to another, and what is involved

in shift. In sum, that text is produced in social context and determined by social context also.

Genre is defined as a textual category that is built as a theory of an abstraction of real-life. Genre as theory orders us to make visible an abstraction of real life. And the process of making abstraction of real-life visible is by using another medium. Genre is classified by its social purpose and identified through the stages arranged to get its purpose. Theorists have a framework to classify text types (Martin, 1992, p. 501). However, in the context of education, an outline of genre theory is as follows (Kress, 1989):

- Genre is a result of social process

- Genre is social structure, in which about forms of text that are produced and the result of genre will get a certain social institution.

- Text is formed by the effect of social agents of individual that are involved in action with individual in their social history, and the particular context and with existing generic types.

- With social function of genre, text conveys and gives access to degree and social power.

- Genres have specific linguistic characteristic under the control of individual writers.

- Characteristics of texts, social place, and power is a subject are of curriculum.

The outline of genre above is seen that genre is as a social process text. Whereas Kress chooses Saussure's approaches that concede genres as social process. Social process more deals with the processes that form text. Which is the process of forming text is indicated as genre theory. However, the point focus here is on theory by Kress's social process of genre theories. Another theory to be focused here is on Wittgenstein (1953) as an additional theory involved in social process of text that is idea of texts is needed as 'language games'. In language games, meaning and language are performed by writers' understanding of rules in the form of narration. Narration process is commonly used in any genres, as recount text. Whereas recount text is as a product of social process. Therefore, recounting process needs performances of language features of recount text to narrate a recount text.

B. Language Features as A Focus in Writing Development

In recount text as a product of narrating process in social process above is a way to look at one that is specific characteristic in writing which is about language features. The features of language of recount text is able to be identified through a coherent arrangement of words, clauses, and sentences that are structured according to a system of rules. In this way of focusing on language structure of a text is claimed a text as a product. Whereas a product of L2 writing of being able to involve their linguistic knowledge and the vocabulary choices, cohesive devices, and syntactic patterns that are existed in texts. As stated by McNamara & Mccarthy (2010) the linguistic structure assessed in writing covers three large constructs: lexical, syntactic, and cohesion.

To analyze the quality of text, lexical items are the most feature considered in text. The large number of using various lexical diversity of unique words and lexical sophistication, the text is being written cohesively. Lexical sophistication is indicated as words that are more likely found in academic text Coxhead (2000), words that are less familiar, image able, and concrete. Whereby, a text that is formed by using a great number of sophisticated words is categorized as great writing product. In writing development, lexical sophistication has fourth dimension: long words, nominalizations, abstract nouns, and attributive adjectives. Another features to analyze the quality of text is through syntactic complexity. Syntactic complexity focuses on complete sentence production. The other feature to analyze the quality of text focuses on text cohesion. The cohesion of text can be examined through connectives that are generally through pronouns, repeating lexical items, the use of conjunctions in connecting ideas, and the way of substituting lexical items. Cohesion refers to the presence or the absence of elements in text that is able to connect segments of text together, which is usually known as text-based. While coherence is reader-based, which is in every reader's understanding of text is various based on linguistic knowledge in every reader has. Therefore, through text cohesion, the quality of text can be seen through the formation of inter-connectivity of text based on textual features.

C. Recount Text

Recount text is included in one of some text types that is used in classroom to tell stories (Butt, D, et.al, 2003). Telling stories is a process of thinking to product a text of an idea which is already got. To explore the story of people to be told in a text involves of using knowledge of lexico grammar and texture in order to make the story that is going to be written is coherently entertained to people with the existence people and events in the story to show how both are significant. And the types of text to retell stories are derived into three genres; recount, narrative, and news story (Butt, D. et.al, 2003). Recount text is to tell what happened in the past as a content in sequencing events in a text. Recount is also about context of language use and substantive content to make concept what students are required to write about in entertaining event with the sequence of people and events of the story.

In Merdeka Curriculum that is currently implemented in all education learning programs put the object of learning to students' activeness in applying English in six elements which is as the score of students' understanding in language learning to achieve learning success in curriculum. In senior high school materials for recount text is taught to students to be able to comprehend a text through reading and to be able to construct a text through writing according to approach used to teach students. The aim of recount text for students is ordering students to understand the content and the context of a text regarding to what the text is functioned to. As writing form must relate to what the social function of a text (Hyland, 2003). Students are ordered then to identify elements in recount text to know how the way of writer writes the event in sequence. Whereas in the process of transferring writer's goal to what the text will be functioned to, writer then uses rhetoric structure, linguistic features and social function. To prove students' understanding in learning recount text, the final learning objective in Merdeka Curriculum is students are ordered to construct a simple recount text using generic structure, language features, and social function of recount text based on students' topic (kemendikbud, 2018).

1. Generic Structure of Recount Text

According to Derewianka, Jones (2016), recount text as a genre process of telling event of people that involving place and time has particular structure that is used to make the process of telling event goes through a number of stages

to reach its purpose. In recount text, the stages to tell event is started with beginning that is introducing people that took action, when and where event took place, and another next stage. The initial stage in recount text is orientation which contains of who? When? And why?. In telling event is put in the next stage, named event. In the event stage, connectives are used to create sequence of event. And the last stage is reorientation which is to represent people or participants to the point when they started. In which the detail stages in recount text is explained through an example of recount text,

Orientation
Last month, my sisters and I went to Malang.
We stayed at our uncle's house in Malang, East Java.
The house had some views with a big garden that was full of many kinds of orchid.
and a small zoo beside the garden with a view of Arjuna mountain behind the house.

Series of Events
In the morning, my sisters and I were looking at Arjuna mountain through a window in a bedroom.
The view was so incredible.
We then were going down stairs to pour water over orchids.
We were cleaning the leaves and touching the orchids.
It was so funny.
But it was disgusting when we saw a caterpillar on the leaves.
Then we went to get closer to look at the small zoo.
We saw rabbits were eating carrots there.
My sisters took a picture of me with rabbits.
After that, we took a rest
Before we took a bath
We were enjoying while staying here
Though at once we saw a caterpillar that made us shocked

Reorientation
My sisters and I hope our next holiday will stay at another beautiful place.

2. Language Features of Recount Text

       At the example above about the stages or the generic structure of recount text, there are also underlined words that are indicated as language features of recount text. Gerot & Wignel (1994) classify types of language features of recount text that are found are; specific participants, circumstance of time, circumstance of place, temporal sequence, past tense, and material process. While other types of language features structure of recount text are served in the text below, which are identfied (Kenworthy, 2005); There are specific participants: My sisters and I; Text is written in simple past tense; There are also verbs that do action: went, to pour; There are connectives to connect clause: after, then, before; There are first speaker used: I, We; Events are told specifically that makes the text interesting; There is personal impression; not for factual recount; There is descriptive words to answer the questions who, what, and how to get detail information of the text; There is also existing proper nouns to describe the characters in recount text.

       In recount text to be seen by reader at first, is through marks of words, clauses, and sentences that are structured on a paper or page whether is a coherent arrangement based on a system of rules or not. This way of concerning through structures of text encourages a focus of language features of text (Hyland, 2019). Focusing on language features of recount text is seen as a product of writer's knowledge of recount text. Whereas, the focus is an intention to strengthen language patterns use regarding to language features of recount text

       In a text that is developed with sentences that are structured to have meanings with one another is seen through micro level of textual language of recount text. Moreover for another one that is more specific micro criteria of language features that is used in sentence is categorized in syntactical language that is about internal elements of sentence structure. Further information about language features elements in recount text are classified here, into two main points of criteria in assessing recount writing (Knapp, Watkins, 2005):

a. Textual Language

Textual language deals with the way of text is combined together of the way that sentences are structured and how sentences make sense with one another. The criteria of textual language are; is paragraph organized logically and meaningfully? Is a range of simple, compound and complex sentence structure used in text? Is the tense used appropriately and maintained consistently? Is the use of pronoun used appropriately? Does the text use a variety of connectives appropriately?

(1) Connective

The connective is used to link linguistic units in writing such as sentence, clause, phrase and word. And the kinds of connective mostly used and found in writing words, clauses and sentences are for, and, nor, but, or, yet, so, when, which, who, where, after and so on. And the types of connective used in sentence structure divided in the kind of sentence. In which in a compound sentence, to link two independent clauses uses coordinating conjunction, i.e; for, and, nor, but, or, yet and so. And in the complex sentence, the conjunction used to link dependent clause into independent clause uses subordinating conjunction, such as; when, where, whom, after, because, and so on.

(2) Reference

Another element had in textual language is reference. Reference is the way to introduce information by using pronoun which mostly used to continue naming by maintaining the way of reference. Pronoun refers to pronominal reference which can form subject as singular subject pronoun (I, you, she, he and it) and plural subject pronoun (we, you and they). And the pronoun of singular object pronoun is (me, you her, him and it) and for plural object pronoun is (we, you and them). And the possessive pronouns for singular pronoun are (mine, yours, hers, his and its) beside for the plural possessive pronouns are (ours, yours and theirs). And another pronoun is possessive adjective to describe possession which is for singular possessive adjective (my name, your name, her name, his name and its name) and for plural possessive adjectives are (our names,

your names and their names). The other pronoun mostly used as reference is reflexive pronoun for singular pronoun, which is (myself, yourself, herself, himself, and itself) and for plural pronoun is (ourselves, yourselves and themselves).

(3) Tense

In the genre of recount text in which the aim of writing text is to retell past event that fulfill happened in the past, the tense used that included in the language features of recount text is simple past tense. It is so important to look at the application of the verb form written in the text according to the writer's understanding of the genre writing.

(4) Sentence Structure

The structure of sentence is first indicated by identifying the kind of sentence belongs to. There are four kinds of sentence; Simple Sentence (which has only an independent clause or main clause), Compound Sentence (has two or more independent clauses linked together by using coordinating conjunction for, and, nor, but, or, yet, so and comma), Complex Sentence (is a sentence that has one independent clause and one or more dependent clause which linked together using subordinating conjunction when, while, who, after, and so on). Compound Complex Sentence (has one or more independent clause and one dependent clause linked using conjunction of coordinating conjunction and subordinating conjunction).

By dealing the elements of textual language in linguistic features of recount text can be drawn the elements belong to textual language are connectives, pronouns, past tense, simple, compound and complex sentence structures are organized well in logical paragraph. The criteria of textual language in recount text is used to assess writing related to how sentence structures, tense, pronouns, and connectives are structured and work with one another. Connective is included in the aspect of textual language in developing writing genre text. Connective is a term of functional word of conjunctions that join units of language such as words, phrases, clauses, and sentences in writing logical with the relationship of cause and effect, time, and comparison or addition. Reference

is the way to introduce information that maintained in the text. Reference that mostly used in writing is pronouns. The use of pronoun is to continue naming and to control the flow of information given in a sentence to other sentences in maintaining the use of reference to introduce information. Another aspect of textual language in writing is tense. Tense in genre is used to introduce information based on the social function. Whereas recount uses past tense in narrating event. The appropriate use of past tense in recounting event is important to control the way of event being narrated. And the other aspect of textual language in narrating recount is sentence structure. Sentence structure criterion is a strong indicator in developing recount text. Writers are writing with the move of narrating from simple, compound, and complex sentences.

b. Syntactical Language

Syntactical language deals with the internal structure of the sentences that is used. The criteria of syntactical language are; do the sentences have essential verb element? and do the statements have main verb and the subject in the correct order? Do the subject and verb agree with number and person? Are preposition used correctly? Are articles used correctly? Is punctuation correct?

And another common criteria to assess the quality of written text is through the use of syntactical language in written text which is in the internal structure of the sentence used in a text. Which the criteria included in syntactical language are; clause pattern, agreement, articles, prepositions, and punctuation. Syntax is the sophistication of well-formed of syntactic forms as well as the variety of syntactic forms produced, which indicates varied and sophisticated in producing units of the grammatical structures. And the items that are included in syntactical analysis are Qamariah (2015); types of sentences: simple, compound, complex, compound-complex; types of clauses: Independent clause and dependent clause; Tense used; Past, Aspect: Simple (non-progressive + non-perfective), progressive, perfective; Subject; Verbs;.

(1) First of all, as stated by Crystal (2003) sentence is not indicated as a linear structural of unit, yet sentence is combining each unit together that has relation to other units. Linear structure is presented to be; sentence is

combined with clauses, then clauses are constructed by phrases, and phrases are built by words. And Crystal divides sentence types which are major sentence, minor sentence and multiple sentence. In a simple sentence or major sentence only constructed by one independent clause. Which independent clause is one single complete clause forming a complete sentence, e. g, *I need you*. In any case, there is also dependent clause which is not as a single clause. Dependent clause needs another independent clause to form a complete sentence, e. g, *Before Sun arises,* There are kinds of dependent clause that appear as subordinate clause, such as relative clause, noun clause, and adjunct or adverbial clause (Hinkel, 2002).

(2) In the sentence structure, another important element is *verb*. Verb is the head of a sentence (Qamariah, 2015). As verb can stand independently without any units in a sentence, e. g, look! Move!. Verb is the cause of an agent does or the cause of other units given impact. And verb has various forms, which could be transitive verb that need object, intransitive verb that doesn't need object, verb copula, and modal verb looking at the form of verb used in the genre of text being written.

(3) Agreement. Beside the verb used in sentence, verbs are linked and based on the subject to be formed. Whereas, the subject of nouns or pronouns form that can be plural and singular.

(4) Prepositions in syntactical language refers to the relationship of noun with pronoun and another element in a sentence. In which the kinds of preposition divided into the uses of ; to describe relation of time (during, before, until, throughout, after, about, by, form, at, on, past, for, in and to), to describe place or direction (around, at, down, from, in, inside, of, on, through, to, forwards, up and with), to describe the agent (by, from, in, on and with), to describe manner (by, like, with and in), to describe condition or state (at, by, in, on, for and as), to describe quantity (for and by) and to describe purpose (for).

(5) Articles in sentence is the unit of *A* or *An* and *the.* The article of *a* and *an* are named as indefinite article used only for singular noun. While *the* is a
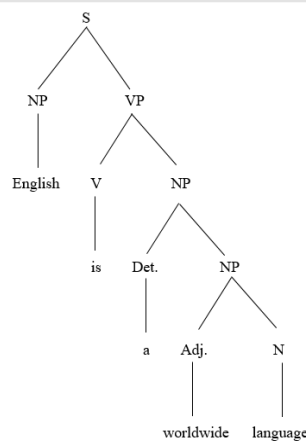
definite article used to name something which is clear meant between writer and reader.

(6) Plurals are form of noun that is countable by adding ending –*es* for nouns that end with word ends with –*sh, -ch, -s, -z* and –*x* and ending –*s* for noun the ending word is another than the ending words for ending –*es.* The ending –*s* and –*es* are used for regular plural nouns. For the irregular plural nouns have their own plural form, as like *knife – knives, cactus – cacti,* etc.

(7) The last unit of language use in syntactic is punctuation. Punctuation mark in sentence used to clarify meaning of phrase, clauses and sentences that separated. The forms of punctuation mark are comma (**,**), capital letter (*A, B,* etc), full stop (.) and etc.

The way to language of syntactic units applied is through the theory of syntax that first developed and invented by Noam Cohmsky (2002) which he stated that the process of studying sentences is constructed by the principles and process of how the sentences are constructed by understanding the language field study of syntax. The syntax as a field of language study reveals the theory of syntactic structure which is about the number of sentences which called as Transformational (Chomsky, 2002). Transformational aspects had in syntactic structure are; the linear order of words from left to right, the categorization of words into parts of speech and the grouping of words. From the definition of syntax and syntactical structure known in Chomsky invention, another branch of grammar contains the units of syntactic structure which deal with word structure, phrase structure, clause structure and sentence structure.

The syntactical structure studied in Transformational Generative Grammar presents *Tree Diagram*. Tree diagram is an information given to provide the sentence structure by shadowing the relations between the components in the sentence (Chomsky, 2002). As example in the tree diagram of simple sentence:
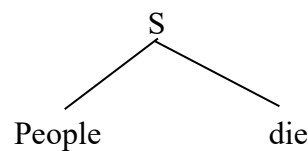
English is a worldwide language.

```
                        S
                   /         \
                 NP           VP
                  |          /    \
              English       V      NP
                            |     /    \
                            is  Det.    NP
                                 |     /    \
                                 a   Adj.    N
                                      |      |
                                  worldwide  language
```

There are the functions of sentence structure (Borton & Robets, 2016);

(1) Subject and Predicate

The largest constituent had in a sentence is subject and predicate, which the example is,

```
              S
          /       \
     People       die
```

In the diagram, the function of subject is to mention something (People) and the predicate used to be functioned to say something about the subject.

(2) Noun Phrase and Verb Phrase

All subjects in the sentence commonly formed of one thing of noun (N) in which they all are as noun phrases (NP) as name used to replace noun or pronouns in the sentence, as example *all kinds of people are going to die,* which *the people of rude people and kind people* are categorized in Noun Phrase (NP) centred in noun *people*. Besides, all that contained in predicates categorized as verb which in the sentence is included in Verb Phrase (VP), as example *remind me of you* which categorized as Verb Phrase centred in verb *remind*.

```
                                S
                  _____
                 /                           \
               NP                            VP
          /‾‾‾‾‾‾‾\                      /‾‾‾‾‾‾‾\
        All kinds of people           are going to die
           (Subject)                    (Predicate)
```
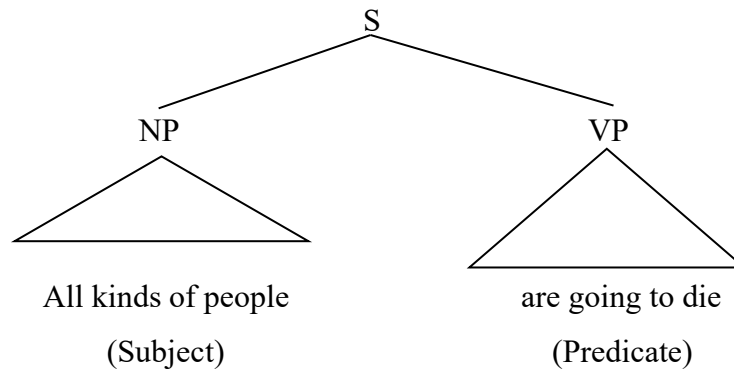
The S dominated by NP which places the left side, and VP places the right side.

(3) Dependency and function

Dependency is to describe the relationship of constituents according to their functions. The description below is the function of each constituent of A as a mother, B and C are sisters.

```
            A
          /   \
         B     C
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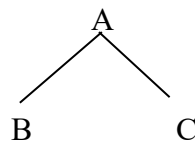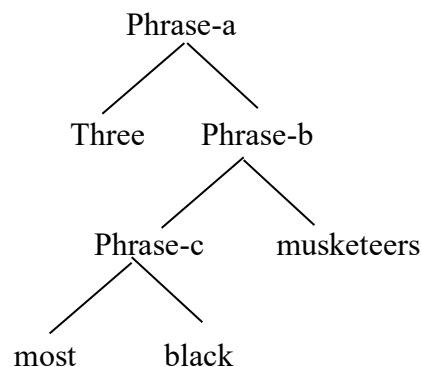
The A is a sentence, B is subject and C is predicate. The diagram shows relationship of sisters B and C as the same level in phrase markers. Subject and predicate are dependent with each other, so they are both obligatory constituents in the structure of sentences.

  (a)   Head

        A phrase has a head, which the head is an obligatory element of phrase which is a centre of all elements in phrase.

  (b)   The modifier-head relation

        The sentence as example is three most black musketeers.

```
            Phrase-a
           /        \
        Three      Phrase-b
                   /        \
              Phrase-c    musketeers
              /     \
           most     black
```

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There are three phrases with the lowest structure is *most* functioned as same level with *black. Most* is dependent with *black.* Besides, *black* doesn't depend on *most.* This is one-way function/dependency of modifier. *Most black* telling how black the musketeers are. So the *most black* is an adjective phrase (AP). Notice here that modifiers are optional which is different with the head as an obligatory element. *Two* is optional modifier of the head *most black musketeers.*

(c) The head-complement relation

Is two-way dependency. *Dogs barked at middle night.* The first is the function of two way dependency of subject and predicate *at middle night.*
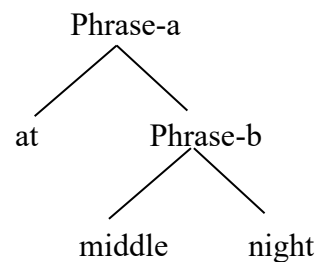
at exists with the existence of *middle night*, and *middle night* exists with the existence of *at.* So, both sisters of *at* and *middle night* are two-way dependency of the phrase prepositional phrase *at middle night.* In other words, the head *at* demands more expression which the more expression demanded is *middle night.* So, *middle night* is a complement of head *at*, not relation of modification.

D. Recount Text Types

Recount text is claimed as a generic process of narrating that is based on students' ability to apply relevant structural and grammatical knowledge to construct appropriate recount text (Knapp and Watkins, 2005). Through narrating process of sequencing people and events in time and space, the process of recounting is commonly used in six types of recount text (Derewianka, Jones, 2016):

1. Historical Recount is such a factual recount that takes story in the past involving recalling process to be accurate events.

2. The second type is personal recount which the format of story is using a third person narrator in telling a person's story. Yet the story of personal recount text is taken from writer's own experience.

3. The third type is factual recount in which to tell or to report incidents or events that are not had personally by the teller or reporter.

4. The fourth type is autobiographical recount is telling episodes of a teller's own life.

5. The fifth type is biographical recount is telling episodes of a person's life. Particularly episodes of an inspirational figure or heroes.

6. The six type is literary recount that is retelling with aesthetic features of factual or imaginary evens in sequence.

While some types of recount text above have primary aim which is to tell events that happened in the past, yet those types in 6 genres have different with the other genre in term of their record features of the episodes to be told: the subject matter (field), the intended audience (tenor), and when they are more written or spoken (mode).

E. The Process of Genre Writing

With writing, students are needed to make sure that they are involved in meaning-focused use, language-focused learning, and fluency development. And what students need to make sure in writing is all to make the uses of writing can make sense in their daily lives. While the focus of written is on language, writing becomes a process not a product (Abas & Abd Aziz, 2017). Therefore, writing needs involvement of knowledge about language, skills in using language, and the context in which writing happens (The Process Genre Writing Approach; an Alternative Option for the Modern Classroom. Emma Tudor, 2017). While students in writing genre have some points that are needed in their process of genre writing.

The first need is why are students writing a text (purpose)? In which students decide for what social context of the text. It needs students' knowledge of the text genre to identify how writing can be different in social context. When

students want to tell about event and people involved in the event, they have to decide for what the text is purposed to? While recount is retelling past event in temporal sequence. Learners must be aware of the purpose for writing. While students know the reason of what they write for, they can choose a topic.

And the second need, students need to know the audiences to exist group of people (tenor). In which students do not only write a text for their teacher. Whereas they are ordered to make a communicative purpose for their real audiences, that a text is not only seen as project (Hedge, 2005). When students have their own choice for the audiences involved in a text, then they are expected will be able to make a text by existing audiences and their relationship in a text.

And the third need is what is the text about (field)? Readers may assume to understand what is being told in a text. Here, students' ability of transferring idea into written form is needed. The ability is about students' knowledge of schematic writing, they can produce effective writing by generating ideas and drafting stages. In the process of generating idea according to stages of genre, students' knowledge of having vary vocabulary can control the process of idea that is being transferred. And the knowledge of schemata can control students about how and what to write. In which that students are expected to be able to construct the content of text according to model of text and their knowledge of vocabulary and schemata.

The fourth need in writing process, students need to know how is a text made? (Mode). In this process, students can make their text to be logical. In which the organization of the ideas that are formed in paragraph follows logical order. Which a text can be coherent. Through coherence, public can understand what writers' purpose through its logical order. Then students' knowledge of linguistic structure is needed here. They are ordered to be able to make the text sticks together. Through the cohesion of grammatical and lexical order. Lexical cohesion is about the use of lexis in a text. More vary coherent lexis used, the text is more cohesive, and the grammatical cohesion is aimed to avoid repetition in a text. Then students need to indicate language style used in a particular situation to a particular audience.