

## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

#### **2.1. The Aim of Teaching Writing in Junior High School**

Knowing the importance of education especially English, the government of Indonesia establishes the curriculum that is used by the institution of education itself. It is called School – Based Curriculum (KTSP). In the KTSP curriculum 2006 for Junior High School, it proves that writing becomes one of the components to measure students' competence in English subject (Elva Moria, 2013). Actually, there are some skills that should be achieved by students they are speaking skill, listening skill, reading skill, and writing skill. Related to it, writing becomes one of the standard competencies based on the KTSP, the objectives of English for Junior High School is that the students are expected to be able in achieving the functional level (BSNP, 2006:15) In Tridyan (2012). It means that they have to be able to communicate English in oral and written form in their daily life. As stated in standard competency for writing in junior high school is students are expected to be able to express many kinds of meaning (interpersonal, ideational, and textual) in monologue especially in the form of descriptive, narrative, recount, procedure, report (Depdiknas, 2006)

According to English Content Standard of the eighth of Junior High School, English means of communication either in spoken and written. In this case the researcher only focuses on eight grades students of junior high school. Based on Kurikulum Tingkat Satuan Pendidikan (KTSP), The objective of English for students in Junior High School are they have to be able to achieve the

functional level, by communicating through oral or written form. By the statements above, the researcher concludes that writing skill especially in the form of text is very important to be understood by the students in Junior High School by determining curriculum that is used. So, the aim of teaching writing for junior high school is the students have to be able to produce and expand their writing ability to write English composition in good term of English culture. Meanwhile, the researcher focuses on recount text only.

## **2.2. Writing Skill**

Writing skill is one of the skills that should be mastered by the students in learning English. Besides that writing is an activity of expressing ideas in written form by word becomes sentence and sentence becomes paragraph. As stated by Fairbairn and Winch (2000) that Writing is about selecting words and word for extending meaning, it used to express the writers' ideas by selecting and putting proper words in proper places.

By writing, the writer can also communicate with other person even they are in long distance or across the country or across the city. It helps them to transfer their message through writing. According to Graham and Perin (2007:146) the explosion of electronic and wireless communication in everyday life brings writing skills inside as never before. By writing every people can communicate and delivery what they will say in near or far distance even is not in speaking form. Writing tends to be less flexible than those of conversation, and the language which is used tends to be standardized (Broughton, Brumfit, Flavell, Hill, Pincas 1978:116). So, the writers should consider the meaning of their

writing form to deliver the message of the writers' writing to make the reader receive the message clearly when the writers carry the message itself.

Writing becomes one of the important skills in teaching and learning process of English as foreign language. According to Graham and Perin (2007:146), Most contexts of life (school, the workplace, and the community) call for some levels of writing skill, and each context makes overlapping, but not identical, demands. So, it helps us to express our idea briefly and share everything what we want in the form of the word, organize them into a sentence and become a good paragraph. It will need more concentration to be a good story, a book, or an article. It makes us become an author, a director and so on.

Alice Oshima and Hogue (1997) stated that writing is progressive activity. It means that before writer write down what his or her will write, absolutely he or she has already thought first what he or she is going to say in the form of writing. As stated by Graham and Hebert (2010:11), that teach writing students are comprehension are improved by learning the skill and processes that go into creating text. So, by teaching writing text for the students, it can improve their ability in writing whether increase their knowledge in English. According to White and Arndt (1991) they further suggest that producing a text should be involve six recursive procedure; drafting, structuring, reviewing, focusing, generating idea, and evaluating. By this statement, writing has six procedures or rules to successive results of the process. First, we should be able to make a plan or sketch before writing; it helps us to have a plan what we will write down on a piece of paper from an idea in form of draft. Second, structuring is become one of the procedures that should be paid attention. Before writing a good sentence and

organize it into paragraph, we have to pay attention in arranging and constructing from several complex parts become a product with the quality of being well organize. Third, writing needs review to attention of instituting change if necessary as the mistake that we have done in writing the sentence or paragraph. Rereads what we have written is easier to find some errors in writing. Fourth, we needs focus in doing anything to make what we produce success in producing further in writing, we have to focus as the Centre of concentration. Fifth, idea is main necessity in writing, to achieve a good text or story we have to generate our idea become a good paragraph before in text form. By writing we can express our idea easier in organizing it. Sixth or the last recursive procedure in writing is evaluating, after writing some sentences into a good paragraph. Writer needs to evaluate what he/she have written in the story or text, it is done as the form of value or assess if there are any mistake in her/his writing and also acceptable in English culture as English composition. By paying attention in the sixth of recursive, writing skill will achieve briefly and clearly.

In addition, learning English should pay attention some skills and writing is one of four basic skills in English. Writing plays two distinct roles in school. First, it is a skill that draws on sub skills and processes such as handwriting and spelling; a rich knowledge of vocabulary; mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies (such as planning, evaluating, and revising text) (Graham and Perin, 2007:9). Writing in clear sentences requires him or her to learn the rules of English written form in grammatical and mechanics such as the correct use of verbs and pronouns, commas and other marks of punctuation. Through writing students can develop

their English in many aspects in one cover. It gains the students achieve English acquisition in written and spoken aspect only through writing. Based on the statement above conduct that writing is expressing the idea, feeling, emotion, facts, experience and physical in the form of written and be supported in a good written English form such as grammatical, verb or pronoun, mechanics, punctuation etc. Teaching writing also has to gain with how the teacher extend and reach competence of writing successfully, because the way and the media which is used by the teacher is very important to support the students understand and apply it easier. Based on Nunan (2003:92-94) in Indahsari (2010) there are a few principles that every teachers should consider while planning a writing course to teach writing. They are as follow:

1. First principle is the teacher should understand the students' reason for writing. Teachers should pay attention on what their students write down in text or story form, for the goal of their writing itself. They have to understand the goal of writing instruction that delivered by teachers and the goal students' work. It is important to understand both and convey goals to students in way to make sense to them.
2. Second principle is the teacher should provide many opportunities for students to write. Teacher should help the student to stimulate their knowledge in writing form by making them practice writing with the different type of writing. As the example in reading, journal, letter or any type of writing can be practice in class as well.

3. Third principle is making helpful and meaningful feedback.

In order to encourage students become an independent writers, the teacher should provide some comments that instruct students to look for problems and correct them on their own work. It can very beneficial as the stimulate them to be a good writer in understanding their own message that they pour in their writing. As stated by Sriwulandari (2010) that as the helpful and meaningful feedback the teacher can use the vocabulary and symbols which is easy to understand by the students itself.

4. Fourth principle is how to evaluate the students' writing composition.

To know the result what the students have done in their writing. This is the teacher as the facilitator in guiding students to engage in the thinking of composing of writing. And the teacher may need to impose students' opinion in students' writing.

### **2.2.1 The process of writing**

To be good writing the students should practice to write and improve vocabulary. Adapted from Oshima and Hogue (1998:3-15) there are main stage of writing process that should be understood by writer :

- 1). Prewriting

Prewriting here consisted by some sub steps. Those are: choosing and narrowing a topic and by braistorming. Choosing and narrowing a topic is the first step that should be done by the writer when you are given a free choice of topics and can write about something you are interested in. Then, you must narrow the topic to a particular aspect of that general subject. After choosing the topic of

writing that writer will write, it must be narrowing by some points to make the subject in your writing clearly and completely. The second is brainstorming, here is after choosing a topic and narrowing the subject into a specific focus, the next step is generate the idea called brainstorming.

## 2). Planning

Planning here included sub steps such as: first is making sublist, The first step toward making an outline is to divide the ideas in the "communication problems" list further into sublists and to cross out any items that don't belong or that aren't useable. Second is writing the topic sentences that you have chosen, it most general sentence in paragraph form and express the central focus of the paragraph. Third is outlining, here you write the main points and sub points in order in which you plan and write about them.

## 3). Writing

Writing here consisted of some sub steps. Those are: writing the first rough draft is the first step in this stage is to write a rough draft from your outline. By this sub step you can continue and explore your first draft into a good paragraph as the specific focus of your writing. Next is proofreading the second draft, here is the next step to proofreading your writing by checking some component of writing. Those are: grammar, sentences structure, spelling and also punctuation.

## 4). Revising draft

Revising draft consisted of revising content and organization. After writing your rough draft, the next step is revise it. You can change what you have written in order to improve it when you revise it. The component that should be

checked is over for content and organization. including unity, coherence, and logic. You can change by rearranging, adding, or deleting. all for the goal of communicating your thought more clearly. more effectively, and in a more interesting way. The next is writing the final copy this is the final sub step in all the main steps of writing, and the writer ready to write the final copy to hand in. Absolutely, you have to make sure that you make all the correction that you noted in second draft of your writing.

### **2.2.2 The components of writing**

There are several components in writing that can be evaluated based on Brown (2001:357), those are: content, organization, discourse, syntax, vocabulary, and mechanics. He stated that content include thesis statement, related idea, development idea, use of description, consistent focus. Organization include effectiveness of introduction, logical sequence, of idea, conclusion, appropriate length. Discourse include topic sentences, unity of paragraph, transitions, discourse maker, cohesion, rhetorical convention, references, fluency, economy, and variation. Mechanics include spelling, unctuation, citation, neatness and appearance. In other hand according to Heaton (1988:135) there are five general component in writing. Those are: language use, mechanical skill, treatment of content, stylistic skill and judgement skill. But the reseracher only explains five of those several components in writing. Those are: content, organization, language use, vocabulary, and mechanics. As the following below:



### **2.2.2.1. Content**

Content is the substance of writing. Based on Heaton (1988:135), content is the ability to think creatively and develop thoughts, excluding all irrelevant information. It is concluding of ideas, experiences, illustration, fact, and opinion, and all the parts of what the writer will write to deliver what they think, which the writers need to design their writing. The content will be acceptable to the reader if it is constructed so well.

### **2.2.2.2 The language use**

To write a good writing the writers should be understand how to write use effective sentence patterns. Language use is the ability to write correct and appropriate sentences (Heaton, 1988:135). It is backing of good grammatical. The grammatical English essay must full fill tense, nominalization, articles, Relative clause, verb, subject, verb number agreement, pronoun, conjunction, definite and indefinite articles, and cohesive devices such as lexical repetition, referential pronouns, synonym and substituted phrase (Halliday and Hassan in Budiharso, 2004:60). Based on the (Budiharso, 2004:60) good writing is same in the form of good grammar. So the writers should paid attention more on grammatical rule of writing. The language features in Recount text are first using simple Past tense, the second is using Action verbs, Nouns and pronouns as pronouns, the third is using Conjunctions and time or Chronological connectives, and fourth is using Adverbs and adverb Phrases Adjectives.

### **2.2.2.3. The vocabulary use**

The next important part of writing is vocabulary. Vocabulary is words and also multi units (Nunan, 2003:130-131) in Wulandari (2010). Vocabulary is the

special set of words in a part of specific language. The other hand vocabulary is a set of words, terms, codes, which are used by language, sentence, group, community, work, or in field of knowledge. The more words or vocabulary that the writers know more clearly the writer will be able to express themselves.

#### **2.2.2.4. The organization**

The readers could not understand easily what the writers mean in their writing or essay without organizing the essay. A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea Alice Oshima (1998:16). One very common problem in longer composition is weak paragraph ideas organization. Organization here includes the organizational pattern of recount text orientation, events, and re-orientation.

Besides that, we should decide which scheme use for ordering what the main point from the writing that will be delivered to the readers. We have to realize that the best order is the one that makes our topic clearer and to be understood by the readers.

#### **2.2.2.5. Mechanics**

Mechanics of the text is the part of organization to make a good writing. On the other hand, eventhough it become the part of it. It also become the part that under estimate by the witer, so there are many mistakes of writing in the mechanics itself. As a stated by (Heaton, 1975:138) Mechanical skills is the ability to use correctly those conventions peculiar to the written language. Punctuation, as stated in a scientific or technical report, you pay special attention to mechanics in order to express your thoughts more precisely Indahsari (2010). According to Heaton again, he stated that writing is complex and sometimes

difficult to teach, require mastery not only in grammatical and rhetorical, but also the conceptual and judgment elements, and one of the element is mechanics. So, mechanics is elements of writing that should be paid attention on it. According to Oshima and Hogue (1997) mechanics of writing here consist of capitalization and punctuation (commas) which have their own rule. Here as the theory that will be used by the researcher in mechanics. So, by this statement above the researcher only focus on mechanics of writing beside on generic structure and language feature.

### **2.3 Definition of texts**

Before we know and study about genre, we had better know about the text completely. It is because of genre and text has connected each other and very close in making a text. A text can be called as a structure and/or it may be put as a process. Text are often regarded as a series of appropriate grammatical structure, and so instruction may employ “slot and filter” frame work in which sentences with different meanings can be generated by varying the word in the slot Ken Hyland (2003:6). Additionally, a text is something common for us that we usually read. For some scholars, text refers to written language and discourse to spoken language (Anna Trosborg) Taken from ESL journal *The Aarhus School of Business*. Byrne (1988:70) stated that a text-read or listened to –offer a natural context for wide range of writing activity. The product of writing comes wide in many types from newspaper, novel, magazine, academic textbook, and letter in a text inside. So, it can be concluded that it is clear in defining and describing about text, we must also regard to the group of word meanings in one text. And if it is arranged in a good pattern it can be coherent to build a good meaning.

### 2.3.1 Genre of the text

Derewianka (*WRITING WITH A PURPOSE: A genre-based approach to school literacy*) A genre is defined as: a goal-oriented social process that has evolved in our culture to serve a particular purpose. As stated by David Lee (2001) genre is the level of text categorization which is theoretically and pedagogically most useful and most practical to work with. Genres theory known as genre theory about forward, methods and suggestion about the teaching of writing (Indahsari, 2010). It can be concluded that genre is important part of language which is used in discourse community as the theoretical and pedagogic purpose in writing. This theory is as a methods and media to teach writing for TFL.

### 2.4 Recount text

Recount is one of the genres of the text. Recount is retelling of past events. They are usually written as a series of events in the order in which they happened Yvonne (1998). It is typically text that has a purpose to entertain the readers by dealing with a sequence of chronological order that establishes a relationship between writer/reader/speaker/listener. Recount text has special characteristic that different with the other texts because it differs from other genres to its social function. It is supported by

Ruth Y.L. Wong (2010) that there are three types of Recount text; those are three types of recounts:

1. **Factual Recount:** To narrate a series of events, sometimes in order to evaluate their significance (e.g. a science experiment, a news report, a police report, an excursion).
2. **Personal Recount:** To narrate a series of events that the writer/speaker has been personally involved in (e.g. diary entry, oral anecdote, an autobiography).
3. **Literary/story/imaginative Recount:** To narrate a series of events which have been created by the imagination in order to entertain (e.g. a day in a medieval castle). So, a recount text is different text from the others text as story about the sequence of happening in past time and it has the purpose that is to entertain the readers. It includes the chronological events inside the story.

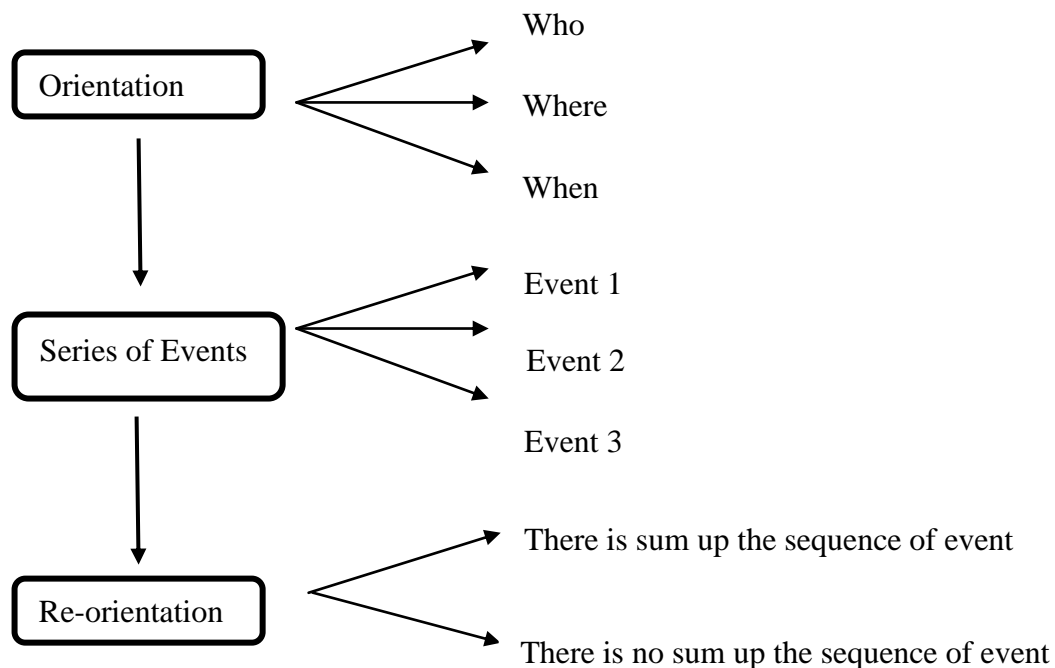
Here, the researcher only focuses on recount text generally. And it will be apply in good pattern of recount text in generic structure, language feature and also the mechanics. The researcher uses the theory of Ruth Y.L. Wong (2010) and Oshima and Hogue (1999:56:99) in term of generic structure and the teory of Mark and Anderson Kathy (1997) for language feature term, and also Oshima and Hogue (1997) in term of mechanics. The reseacher will describe the theory below.

#### **2.4.1 Generic structure of Recount text**

The generic structure of text becomes an important components of writing text beside the feature of the text. Because the researcher only focuses on recount text in term of generic structure, language features, and mechanics as her problem statement on chapter one. So, here the reasearcher explains the third theory that used by her to analyze. The model or scheme of generic structure of Recount text

according to Ruth Y.L. Wong (2010) The generic structure itself look like the following:

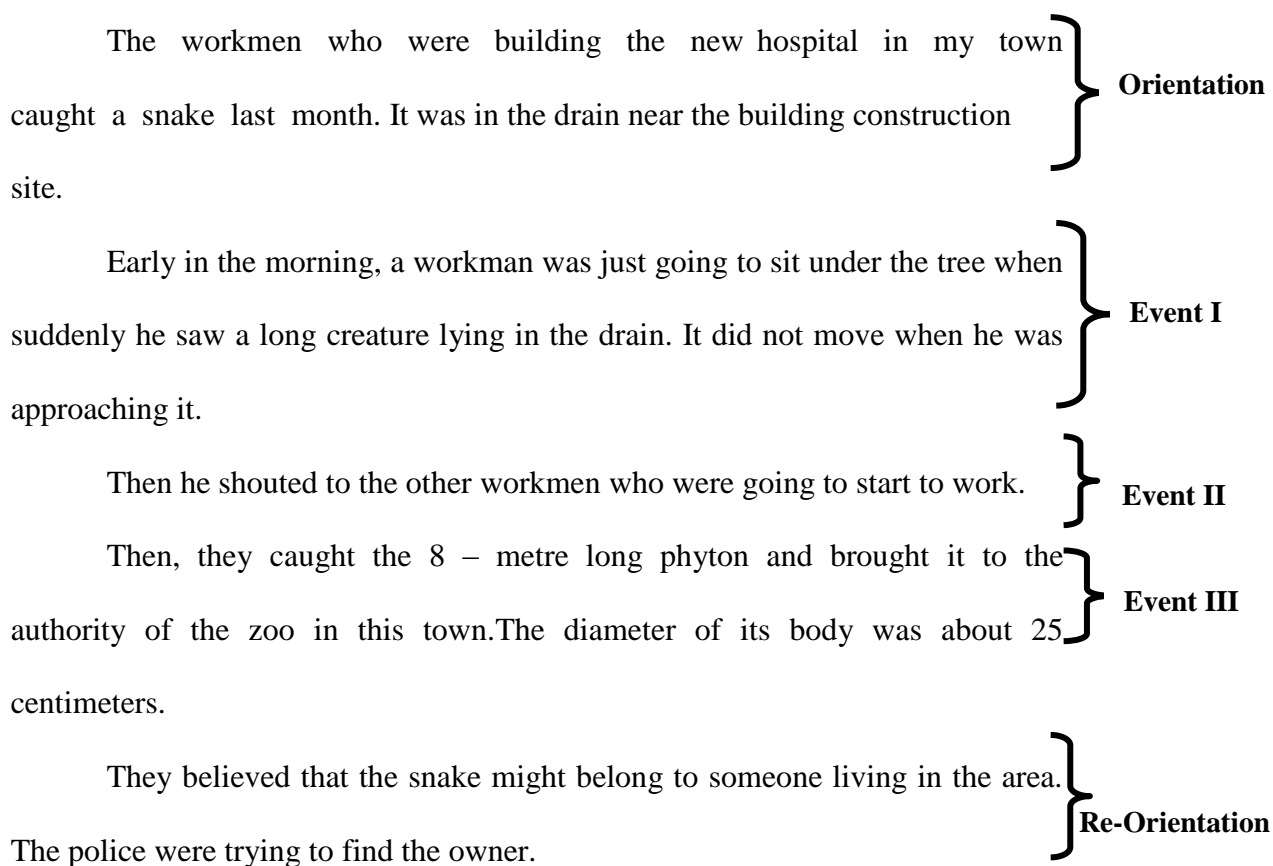
**Figure 1.1 Generic structure Recount text Ruth Y.L Wong Model**



By the scheme above Ruth Y. L. Wong explains that orientation is provides background information needed to understand the text, series of events are narrated in chronological order (personal comments and/or evaluative remarks may be interspersed throughout the narration of the events) and re-orientation is optional. This is the theory that the researcher used in analyzing students' Recount text in term of generic structure. How do their written generic structure include orientation, events, and re-orientation. It is supported also by Oshima and Hogue (1999:56:99), they said that there are some parts that can support writing generic structure recount text, those are introductory paragraph consists of (introduces the topic, gives a general background of the topic, indicates the overall "plan" of the

essay, arouse the reader's interest in the topic), kinds of logical order consist of (Chronological Order, logical division of ideas/order of importance, two topic sentence tips), and concluding paragraph (final comment using word and expression, a summary of the main points, or a restatement, transition signals for comparison/contrast).

**Figure 1.2 The example of Recount text in term of Generic Structures**



*(Taken from contextual teaching and learning Bahasa Inggris sekolah menengah pertama kelas VIII edisi 4 )*

### 2.4.2 Language features of Recount text

As stated by Mark and Anderson Kathy (1997:50) in Tridiyan (2012), the language features which used in recount text are: *Past tense, Action verbs, Nouns and pronouns as pronouns, Conjunctions and time/ Chronological connectives, Adverbs and adverb Phrases, Adjectives*. Here the explanation :

#### 1. Using past tense

Past tense is the form tense in English grammatically, it used to describe something happened in the past. It commonly used verb to describe action in the past. It should be used only locates the situation in the past without expressing situation continuous in the future.

For the examples: David picked me up at the airport yesterday night with

My Girlfriend;

The citizen of United Kingdom had a strange disease that

Could not be cured.

#### 2. Action Verb

Action verb is form of pure verb that show the subject of the story performance of an action. It explains the verbs that do something and show something happening. It divided into two form regular and irregular form.

Example: **Regular verbs;** jump, dance, attend, etc. **Irregular verbs;** do,

Break, go, etc.

#### 3. Nouns and pronouns

- Noun is a single word used to name a person, place, animal, thing, or abstract idea as the subject of a sentence.

Example: doctor, magazine, picture, etc.



- Pronoun is the word that is used to refer or as a place-holder a noun, a noun phrase, or a different pronoun.

Example: Doni gives her a beautiful flower, and as Doni gives his  
Girlfriend a beautiful flower.

#### 4. Conjunctions

A conjunction is used to connect one word to other word, sentence, phrase, or clause. It belongs to part of speech. Conjunction divided into two, those are coordinating conjunction and subordinating conjunction.

Example: **Coordinating conjunction;** for, and, nor, but, or, yet, so.

**Subordinating conjunction;** because, since, unless, although.

#### 5. Adverbs and adverb Phrases

- An adverb is belongs to part of speech same with conjunction. It is used as the modifier of verbs or any part of speech. Adverb can modify verbs, adjective, clause, sentences, a phrase, and other adverbs. Adverbs is divided into three, those are adverb of manner, adverb of time, and adverb of place.

Example: **Adverb of manner;** seriously, slowly, carefully, etc.

**Adverb of place;** here, there, outside, etc.

**Adverb of time;** yesterday, now, seldom, often, etc.

- Adverb phrase is a prepositional phrase that can also be an adverb phrase; the functioning is as an adverb, as in the following sentences.

Example: The lightning of thunder flashed brightly *in the night sky*. Rina

Bought some vegetables when she went to the corner store.

## 6. Time connective

Time connective is important part in recount text because by time connective it will show the chronological order of the story. It connect things that happen at different time and different even.

Example: just, meanwhile, finally, in the end, firstly, secondly, then, now,

Later, after, before, etc.

## 7. Adjective

An adjective is a word which acts to modify a noun or pronoun in a sentence.

Example: Smart, diligent, cute, etc.

### 2.4.3 Mechanics

According to Oshima and hogue (1997) capitalization is capital letter that is used in English writing. They stated on their book that mechanics of writing here consisted of capitalization and punctuation (commas). Here some of rules that they divided on their book each example of each rules of using capitalization and punctuation look like the following below :

#### 1. Capitalization

Rules of capitalization :

1.1 Using in the first word of sentences.

Example : **M**other Teresa is admired for her work all over the world.

1.2 Using in pronoun **I**.

Example : The nuns and **I** try to care for poor, sick people throughout the  
World.

1.3 Abbreviation and acronyms, which are words formed from the first letters of the words in the names of organization.

Example : **FBI, IBM, AIDS, USA, YMVA, WHO, UNICEF.**

1.4 All proper noun. Proper noun include.

a. Name of deities. Example : **God, Allah Shiva**

b. Names of people and their titles. Example : **Jane P.Doe, Ph. D**

c. Names of specific places you could find on a map.

Example : **Gary, Indiana**

d. Names of days, month, and special days.

Example : **Monday, January**

e. Names of specific group of people (nationalities, race, and ethnic groups), language, and religion. Example : **Assian, Russian**

f. Names of geographic area.

Example : **The Middle East and the Southwest**

g. Names of school subject with course number.

Example : **Bussiness Adminitrasion 17B**

h. Names of specific structure such as buildings and bridges

Example : **Golden, Gate, Bridge**

i. Names of specific organizations (business, Clubs, schools).

Example : **Sumitomo Bank**

j. Title of composition, stories, book, magazines, newspaper, plays, poems, and movies. Example : **Introducing Myself.**

## 2. Punctuation

Rules of punctuation :

1.1 Put a period (full stop) at the end of a statement.

Example : My name is Jenifer.

2.2 Put a question mark at the end of question.

Example : What is your name?

2.3 Put an exclamation mark at the end of a sentence to show strong feeling.

Example : It sure is hot today!

### 2.1 Commas

Rules of commas

2.1.1 To separate items in series.

Example : I'm taking Spanish, English, physics, and economics

2.1.2 To separate the day of the month from the year, and after the year.

Example : Americans declared their independence from England on  
July 4, 1776, in Philadelphia.

2.1.3 To separate the part of an address in sentence.

Example : My address is 401 West 63rd Street, Apt. 13, New York,  
New York.

2.1.4 To separate the street name of the apartment number and city from the  
state in a postal address.

Example : 401 West 63rd Street, Apt. 13 New York, NY 10017

2.1.4 Before coordinating conjunction in a compound sentence.

Example : Because the sun is shining brightly, we don't need to bring  
umbrellas.

2.1.5 After a sentence connector in a compound sentence.

Example : We don't need to bring umbrellas, for the sun is shining brightly.

2.1.6 After a dependent adverbial clause that is followed by an independent clause in a complex sentence.

Example : The sun is shining brightly: therefore, we don't need to bring umbrellas.

## **2.5 Previous Study**

So far, there are only a few studies concerning of recount text especially for junior high school. The previous studies dealing with the language feature and generic structure of recount text. The researcher finds some problems from the previous study those are some students have many weaknesses in organizing their generic structure and language feature, and they do not write the material state based in the topic that given by the teacher. The students cannot pay attention in using connectives and adverbials, and also they rarely used imperative sentences as the instruction in their writing. It was stated by Romadhaniati, Sri Yuni (2008). And other problems appeared when the other researcher conducted the research. Based on Ani Dita Tridyan (2012) the researcher finds that the students still cannot explain the event in chronological order and also didn't mention the time that they used in each event. The students still have lacked in mentioning subordinate conjunction, and also the past tense that used in recount text. So, the researcher does her research differently with those previous studies. She wanted to know the students' concept of written recount text in term of generic structure,

language feature and also mechanics between one students and another student in order to make her research different with the previous study. In order making a good recount text in writing, in term of generic structure, language feature, and also the mechanics.