

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher describes about the related theories which used in this study, such as definition of writing, aspect of writing, writing process, definition of recount text, generic structure of recount text, grammatical features of recount text, guided imagery, confluent imagery, procedures of guided imagery, teaching activities, previous study, summary of this study and action hypothesis.

#### **2.1 Writing Skills**

##### **2.1. 1 Definition of Writing**

Writing is one of the productive skills in English. Through writing the writer can communicate with each other in a written style. Before writing, the writer needs to arrange the general ideas that we will write, as Finnochiaro (1974:86) he states that writing is included as a form of noted thinking. It means written is one of the way to generate language which came based on thought.

The way to express feeling is by writing. The author or writer can share their ideas through writing. According to Richard Kern (2000; 172) Writing is a useful transmittal of information. It will help the learner to imagine what they had seen in the world by their own.

Oshima & Hogue (1997:2) state that writing is a forward activity which contains of the writer thought that she or he is going to say. It means writing is a step. It needs to prepare first before start to write. The final result of writing is a text that contains of the idea of the writer.

From the definition above, it can be decided that writing is one of the important skills that has to be developed by students because it is very important

for communicating besides the oral communication. So, the students need to develop this skill.

### **2.1. 2 Writing for Junior High School**

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. According to Jeremy Harmer (2004:31-32) Writing has always been used as a means of reinforcing language that has been taught. In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rule and vocabulary.

When writing, students need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. It can provoke their language development.

Teaching writing for Junior High School is not an easy job, because the range age of Junior High School students varies between thirteen to fifteen years old. They can be named teenagers. Teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Perhaps because of the enigma of teaching teenagers, little is specifically said in language-teaching field about teaching at this level. Nevertheless, some thoughts are worth verbalizing, even if in the form of simple reminders.

Considering those facts writing skill needs to be sharpen. Without practice a lot, students will get difficulty to write. Because of that, students need to be prepared by the teacher to write because to have a good writing students need to practice regularly.

Writing in junior high school becomes important because in KTSP curriculum and based on the syllabus there are some text that students must mastery on writing recount, narrative, descriptive, procedure and report text.

Recount text is one of the text which should be taught in the classroom.

According to the syllabus, there are two basic competence in writing recount text for junior high school in the eight grade, the details as follows:

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
<b><u>Menulis</u></b>	
12.1 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar	6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
a	6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>recount</i>
b	

Table 2.1. Standart Competence and Basic Competence

Based on the basic competence, there are some activities that students must mastery, those are students are able to complete the paragraph or text using correct verb, students are able to rearrange the paragraph into a good text and students are able to write a complete recount text.

### 2.1. 3 Aspect of Writing

In addition, Jacob et al (1981:90) states that there are five aspects of writing.

Those aspects are:

a. Content

It is refers to substance of writing. It have to unity with each statements or sentences. It is also presents as unit in developing a subject.

b. Organization

It is refers to the logical organization of the content or we called it coherence. It contains sentences that are logically arranged and smoothly.

c. Vocabulary

It is refers to the selection of words which are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can.

d. Language Use

It is refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanic

It is refers to the use graphic conventional of the language. Such as the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one other.

In short, writing is a process of transferring one's idea into written form. In this case, the students are expected to make text in logical order. Then, to make the text or paragraph meaningful, the students or writer must give attention to those aspects or components of writing above.

#### **2.1. 4 The Writing Process**

In producing a text, the readers have to follow some steps which helped the writer become easier to write a text. Those process are prewriting, drafting, revising, and writing the final paper. Each steps has function to make the writing become a good writing.

##### **1. Pre-Writing**

There are three crucial activities which have to be done in prewriting based on Zemack and Rusimek (2006:8). Those are choosing a topic, gathering ideas, and organizing. In addition, to choosing topic, gather ideas, and organize the writing. Based on those crucial activities, there are five prewriting techniques that can be applied to the students. Those are as follows:

a. Free writing technique

It means write down in rough sentences or phrases everything that comes to mind about a possible topic.

b. Questioning technique

It means students generate the ideas about who, why, when, what, where and how questions about a topic. Through those questions, it will develop student's writing in their paper. In questioning, we generate idea by asking as many as questions as we can think about our topic.

c. Making a list, also known as brainstorming

It means to write down ideas of all kind-good or bad-on piece of paper.

d. Clustering technique

It is also known as diagramming or mapping is another strategy that can be used to generate material for a paper. This technique is helpful for people who like to do their thinking in a visual way.

e. Preparing a scratch outline technique

A scratch outline often follows free writing, questioning, list making, or diagramming or it may gradually emerge in the midst of these strategies.

**2. Drafting**

Drafting is an activity which the writer writes the paragraph or essay from start to finish. Use the writer's notes about ideas and organization (Zemack and Rusimek, 2006:9). It means after students have generated ideas, they need to write them down, and teachers have students draft their ideas in their ways. They write the ideas which they are going to write without paying attention to making mistakes.

**3. Revising**

In revising, the writer or the teacher needs to check the organization of the paragraph and look at the ideas. In short, the students need to consider revision of the content and organization of their ideas. However, this is not necessarily easy for students to do, so the teachers need to guide the students to revise their writing.

**4. Editing**

Editing is another aspect of writing and requires recognizing problems in grammar, syntax and mechanics (Gebrard, 2000:230). It means in this phase the students need to edit the mistakes in grammar. The purpose of this stage is to see where it works and where it does not.

**5. Writing the final paper**

The last step in writing process is to write a clear revision of the paragraph with all the revision and editing. Students needs to rewrite the text without

afraid or confusing about the mistakes because the editing has done before writing the final paper.

Here, the researcher will use a different strategy in pre-writing activities. The researcher use guided imagery to guide students gets their ideas before writing a text. The details of guided imagery will explain in the next sub topic.

## **2.2 Recount Text**

### **2.2.1 Definition of Recount Text**

According to Hyland (2004:29), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

Recount text include in the KTSP curriculum for students in Junior High School. It is on the eight grade, at the first semester. Students have to learn about recount text. The students needs to learn about recount text which is retell an event in a sequence.

### **2.2.2 Generic Concepts of Recount**

According to Hyland (2004:135), there are three generic structure of recount text. Those are:

#### **1. Orientation**

It provides the setting and produces participants. Usually it answer the questions such as who, where and when.

#### **2. Events**

It provides about what happened, and present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

### 3. Re-Orientation

It is optional-closure of events. It rounds off the sequence of events.

## 2.2.3 Grammatical Features of Recount

The common grammatical features of recount text according to Hyland (2004:135), those are:

1. Using noun and pronoun to identify people, animals or things.
2. Using an action verbs to refer to events
3. Using past tense to indicate the time of the setting
4. Using some conjunctions and time connectives to sequence the events
5. Using adverb and adverbial phrase to indicate place and time
6. Using adjectives to describe nouns.

## 2.2.4 Types of Recount Text

Furthermore, Derewianka (1990) identified that there are five types of recount text, they are:

### 1. Personal Recount

It is telling about activities whereas the writer involves or do by him or herself (i.e., oral anecdote, diary entry) use the first person pronouns (I, we).

### 2. Factual Recount

It is recording the particulars of an incident (i.e., report of a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately.



### 3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real.

### 4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure.

### 5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In this case of an autobiography, first person narration (I, we) is used.

From five types of recount text above, the focus of this research is personal recount. It tells the activities whereas the writer involves or do by her or himself.

It will be easier, because the students are involved in the story.

## **2.3 Guided Imagery**

Many students still difficult to get ideas when they want to write a text. They confuse how to start write. Appropriate strategy is needed here. Therefore, the researcher choose guided imagery to solve that problem. According to (Michelle Kim, 2001) Guided imagery is a technique in pre-writing that will permit students to visualize in depth before they are putting a pen to paper. This strategy will allow students to develop their creativity.

It builds a foundation for other projects and will help the students individually to stretch their minds. It encourages them to enjoy their class experience, to have a rewarding and relaxing time in school. Actually there are three categories of guided imagery, those are; guided cognitive imagery, guided affective imagery, guided

transpersonal. The combination of guided cognitive imagery and guided affective imagery is called confluent imagery.

### **2.3.1 Confluent Imagery**

Here we have the merging of cognitive (language skills) and affective (personal skills) objectives. Here confluent imagery means the combination of guided cognitive imagery and guided affective imagery. It is about the cognitive and the affective of students.

Here is the example of confluent imagery according to Galyeon, B. (1983), it is about how the students manage the conflict resolution. This is conduct in the fifth grade. The students will get their conflict in their own life like how the baseball player can negotiating with the team owners. The students role-played the situation by closing their eyes and visualizing themselves as the individuals in conflict. They visualized as the person there. Then they communicated via mental imagery interactions. In this lesson, cognitive objectives (political/economic differences) were merged with affective objectives (personal skill-conflict resolution).

The transpersonal imagery activity involving the use of sun, light, love symbology and energy transference expanded the vocabulary and grammar skills of elementary children, thereby merging the cognitive (language proficiency) objectives with the transpersonal objective.

According to the explanation above cognitive imagery is appropriate with the character of students which like to imagine something that they pleasure with. It is not only focus on students cognitive but also students affective because both of them are related in the students learning.

Thompson (as cited in Catto, 1989) used guided imagery as a prewriting exercises in an English class allowing students to tap into their inner awareness and to enhance their intellectual performance. Johnson (1984) reports using guided imagery with adolescents in an alternative program and also reports a study with students in a public school who used imagery three or more times in week. The results showed 25% fewer instances of disruptive behavior that students did in other classes. These students also scored significantly higher on reading, writing and oral communication skills. Johnson gives six reasons for using guided imagery in the confluent classroom:

- a. It allows each students to explore the topic in his or her own way.
- b. It provides the limbic system in the brain with positive associations to learning
- c. Imagery is an effective way for involving all of the student's senses in the learning
- d. It validates their feelings as a source of personal meaning
- e. It increases their self-awareness.
- f. It integrates their inner senses with learning.

So, based on those explanation, guided imagery is a focus strategy that helps students to imagine what they hear or read. Students can create image on their mind based on teacher's tells about. It will help students comprehend the text by hearing or reading. This strategy helps students to have a good idea to write. They will start to write, after their imagine the text that given by the teacher. There are three categorize of guided imagery; guided cognitive imagery, guided affective imagery and guided transpersonal imagery. It is also a combination of some categorize, it called confluent imagery.

Sight imagery is same as guide to build the students dream. To get the imagination or idea of students, the researcher need to develop the sight imagery.

Those are the questions for developing sight imagery:

- a. What is the first thing you see in this place?
- b. What recount words would you see to convey this vision to others?
- c. What do you see when you look at to either side? Behind you? Overhead?  
Beneath you?
- d. How do these images change with the passage of time – from morning (pause) to midday (pause) to evening (pause) to night? How do they change from season to season?

Here, the researcher use guided affective imagery and guided cognitive imagery, because the researcher wants to check the theory, is this theory appropriate in English Subject and teaching learning process especially in writing recount text.

### **2.3.2 Procedures of Guided Imagery**

According to Wells and Reid (2004:154) those are the procedures of guided imagery strategy as follow:

- a. Select a story or a passage from a novel that has powerful recount language. Read it to the class. Then, think about the setting and the characters and take the students on an imaginary journey into that place. Have the students close their eyes and guide them to imagine that they are in the setting of the story. They are slowly changing into the character, shrinking to become a snail, sitting in the marketplace resting after a hard morning's work, playing in the snow, shipwrecked on an open anything the story suggest.

- b. Have the students turn to the person beside them and tell what they imagined (talking out their story).
- c. Ask a few students to share their ideas with the whole group.
- d. Prompt a few students to share how they will begin their writing.
- e. Students go off to write. Stop every 5 to 10 minutes and ask students to share what they have written so far.

Here there are some directions to apply guide imagery based on Michelle Kim (2001) describes as follows:

**STEP 1: Reading.** The students must read a passages.

**STEP 2: Music.** Prepare the classic music to make students more relax

**STEP 3: Building the dream.** To make the students get into the most comfortable position they can within the room. If this means that they must get out of their seats and sit on the floor, that is OK, as long as you take special cautions to remind them that this is a learning exercise.

**STEP 4: Reading.** Read the selected passage on the following page, giving the students time to adjust and visualize each image.

**STEP 5: Writing.** Ask the students to open their eyes and write down the most vivid images in their minds. At this point, ask them to close their eyes again, listen to the music, and relive the experience. Ask specific questions about the feelings.

According to McLaughlin, M. & Allen, M.B. (2000) states that there are three steps of imagery, those are:

- a. Teacher reads a recount passage to students pausing occasionally to share what he sees in his mind and the emotions he is feeling. Point out to students the rich text that helped create the images and emotions.

- b. Teacher asks students to close their eyes, breathe deeply and relax as he reads a recount passage.
- c. Throughout the passage, pause to ask students what they see, hear, taste, smell and feel.

Actually all of the procedures has a simillirativity. The expert states guided imagery has reading as the step, then play music, then building the dream, reading again then writing. Among three procedures from those expert above, the researcher more prefer to Michelle Kim (2001) because it is more simple and has a same purpose with the researcher. The researcher expand the procedures into here:

- a. Firstly, the researcher gave some pictures to the students related to the topic (Holiday, Eid Mubarak, and Unforgettable moment) and asked some questions.
- b. The researcher asked the students to take a deep breath, close their eyes and concentrate.
- c. The researcher played classic music for making the students more relax.
- d. The researcher read a text to guide the students. For the first the text is about orientation part.
- e. The researcher asked the students to open their eyes and tell their orientation part to their friend in pair.
- f. After telling the orientation part, the researcher asked students to close their eyes, take a deep breath and played the classic music and the researcher gave guided text about events part.
- g. After asking the students to open their eyes, the students tells their events part in pair.

- h. After telling the events part, the researcher asked students to close their eyes, take a deep breath and played the classic music and the researcher gave guided text about the last generic structure that is reorientation part.
- i. The researcher asked the students to open their eyes and tell their reorientation part to their friend in pair.
- j. After that the researcher asked the students to make a title of their story.
- k. The researcher asked students to make an outline or draft at the worksheet.
- l. Then, the researcher asked students to make a complete recount text individually.

### **2.3.3 Teaching Activities**

There are three stages in teaching activities, those are pre activities, whilst activities and post activities. Here the researcher will explain the steps of teaching writing paragraph using guided imagery:

#### **a. Pre Teaching Activities**

The researcher opened the teaching learning process by greeting, asked students condition and checked the attendance. Then the researcher gave brainstorming by asking students about their past experience using shows some pictures. Firstly, researcher asked “Do you ever go to holiday?” then, researcher asked students to look at the slide that researcher had made in front of them.

#### **b. Whilst Teaching Activities**

The researcher asked students to look at the slide. There are some pictures of some places in Indonesia which is possible that students had visited before and some event likes birthday party or celebrating graduation and gave some

questions. Then, the researcher gave one recount text. The researcher asked the students to identify the generic structure and verb in the text. The students submitted their assignment. All of their assignment was changed to the other and correct it together. After that, the researcher asked the students to take a deep breath, close their eyes and concentrate. The researcher played classic music for making the students more relax. The researcher read a text to guide the students. For the first the text is about orientation part. The researcher asked the students to open their eyes and tell their orientation part to their friend in pair. After telling the orientation part, the researcher asked students to close their eyes, take a deep breath and played the classic music and the researcher gave guided text about events part. After asking the students to open their eyes, the students tells their events part in pair. After telling the events part, the researcher asked students to close their eyes, take a deep breath and played the classic music and the researcher gave guided text about the last generic structure that is reorientation part. The researcher asked the students to open their eyes and tell their reorientation part to their friend in pair. After that the researcher asked the students to make a title of their story. The researcher asked students to make an outline or draft at the worksheet. Then, the researcher asked students to make a complete recount text individually.

c. Post Teaching Activities

After the students write their writing paragraph individually, then the researcher asked students to collect their assignment and review the explanation about recount text, it is to measure the students knowledge about writing recount text and ask students if the is questions about recount text.



## 2.4 Previous of the Study

There are some previous studies which related with the use of guided imagery. Firstly, the journal article is written by Oktaviani and Armilia Riza, M.Pd entitled "*Teaching writing by combining guided imagery and four Square strategies for junior high school students*". The result of this study proved that using guided imagery strategy helps students to think and imagine freely. It is as prewriting strategy. The advantages of this strategy is to give opportunity for the students to start their writing. By using this strategy, teacher helps students to have good writing. Furthermore, students can write without pressure and they will enjoy this activity. Students will be free to write about someone and something. These strategies also can be applied in English classroom in order to make learning process fun.

Secondly, the title of the study is "*Teaching reading recount text by combining guided imagery and intra act strategies for junior high school*". It was conducted by Lianda Meta Seveny and Rusmala Dewi, S.Pd. The result of this study is guided imagery strategy creates the students' active thinking and active in learning because the activities more focussing the students in comprehending the text with the students' background knowledge.

The third is entitled "*The effect of guided imagery exercises on the creative performance of fourth grade students.*" By Theberge, Janice E in 1999. The research was conducted of two fourth grade classroom, the total of students is 38 students. Experimental group was 21 students and control group was 17 students. The design of this research was experimental. The experimental group using guided imagery for treatment and Control group using divergent thinking as the treatment. This researcher investigated the use of guided imagery as a teaching stimulus to improve the creative performance of fourth grade students in the elementary art classroom. The results was

guided imagery would stimulate a higher level of creative performance for the experimental group in four areas of divergent thinking, fluency, flexibility, originality, collaboration and in the overall total creativity score, than students receiving traditional methods to stimulate divergent thinking. So, the use of guided imagery as an effective tool for enhancing the creative performance and imagination of children. Implementing guided imagery exercise into the curriculum is one way to provide opportunities to practice mental imagery, nurture the child's imagination and help to increase the child's awareness to the power of this transformational practice of imagine thinking.

The fourth study was conducted by Lisa Sullivan (2006) from University of New Orleans the title is "*Guided Imagery's Effects on the Mathematics Teaching Efficacy of Elementary Preservice Teachers*". Here, the result has significant differences for both two groups, but these differences were found on different constructs. For experimental group, there are significant increases in subjects' overall mathematics teaching efficacy (MTEBI) but differences in subjects' thoughts about whether their effect could make a difference in student learning (MTOE) were non-significant. So, for the comparison of group, non-significant differences in MTEBI and PMTE were found, while there were significant increases in MTOE.

The fifth study was conducted by Wayne Henry Schlapkohl in 2001. The title is "*The effect of guided imagery exercises on perceived academic self-efficacy*". The participant was from undergraduate classes at a university in a large Canadian city and from community college courses offered in a mid-sized Canadian centre. There are 104 participants, 25 were male and 79 were female. They ranged in age from 17 to 49 with a median age of 20.00 ( $M = 23.97, SD = 7.81, N = 104$ ). The results are some confidence that self-identified low achieving, female, university students receive substantial benefit from using imagery exercises can enhance their confidence.

The sixth study is "*The effect of visualization and guided imagery in sport performance*" by Tracy C. Ekeocha, B.S in 2005. The participants were 67 subjects ranging between the ages of 18-51 (M=19.82 years) were recruited in the San Marcos area to participate in this study. The results of this study is needed to legitimize the use of this strategy. Furthermore, qualitative data found did suggest that there is merit in using guided imagery in mathematics methods courses. For these reasons, more research is needed on the use of guided imagery in teacher education.

Based on some previous studies above, the researcher choose guided imagery as the strategy because the researcher wants to investigate whether guided imagery is appropriate strategy in teaching writing recount text or not.

## **2.5 Summary of the Study**

Writing is one of the important skills that has to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, student needs to develop this skill because it is one of the way to communicate with the other. Besides that writing is also one of many skills that must be taught in junior high school. In the eight grade of first semester, students need to write recount text as their assignment.

Guided imagery strategy helps students to think and imagine freely. Actually there are three categorize of guided imagery but here the researcher use confluent imagery because the researcher wants to combine between guided cognitive imagery and guided affevtive imagery to increase students ability in writing recount text. Confluent imagery is appropriate for students because in confluent imagery there are two aspect that will help students to learn, is that cognitive and affective. Actually based on the previous study, there is no study of guided imagery which applied in English subject, so the researcher

try to apply guided imagery strategy as the strategy to teach writing recount text in the junior high school. Hopefully it will have effect to student, so we know whether it has positive or negative effect.

## **2.6 Action Hypothesis**

So, this is the action hypothesis based on the description above:

Ho: There is no significant influence effect of using Guided Imagery Strategy on Students' writing recount text at the eight grade of SMP N 2 Kebomas Gresik

H1: There is significant influence effect of using Guided Imagery Strategy on Students' writing recount text at the eight grade of SMP N 2 Kebomas Gresik