**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

## 2.1. Writing

Writing is one of basic skill that should be mastered by the students in learning English language. From writing the students can communicate with other in written form. It is similar with Hudelson (1988:1) writing is original product by someone in written text which the purpose is to deliver some information or their idea to the reader. According to Finocchiaro (1974:86) state that in writing the students should encourage their idea, experience, feeling also their thought which is those aspect are characterized as written thinking. Meanwhile, according to Byrne (1988:1) "writing is graphic symbols which is have to be arrange to form words, then combine some word into sentences, after that make it into a good paragraph or a text". It means considering about how to make a good text is a must by the writer, how to connect each words coherently so the reader can read and gain the information from the text fluently. Therefore, the written text must be revised in order that become a good writing. However, based on Nunnan (2003) define writing is a product or process. Which has complex process such as pre writing, writing and editing? Until become a good written text. Form those definitions; the researcher concludes that writing is indirect communication which is removed ideas, feeling, and experience into written form.

### 2.1.1. The Process of Writing

The writers takes time to make a good writing because they must do some process of writing. According to Graves in Johnson (2008:179) the process of writing has five elements. They are:

1. Pre-writing

   Pre-writing involves generating ideas, understanding the ideas of others and collecting information. As Gebhard (1996:227) states that prewriting is the ways to get started writing such as brainstorming, clustering, strategic questioning, sketching, free writing, exploring the sense, interviewing, and information gathering.

   One popular ways in brainstorming, here the teacher or the student can decide the topic. Then, they write the ideas. The second is clustering. Here, the students use the key words on the paper board. Then, they write other words that are related to main word.

   The third activity is strategic questioning, which the teacher give some question to guide his or her student's writing. For example : "what is your experience last holiday?" from here the students will consider the topic that they are choose. The fourth teaching, this activity offers the students to write a part of sketches that represent ideas. For example: the plot of the story.

   The next activity that can be used is free writing. It gives the students chance to put ideas into writing. Then, they must write for $5 - 8$ minutes. If the time is up, they must stop their writing and read aloud their

writing in front of the class. After that, they can continue to complete their writing again.

The sixth activity is exploring the sense, this is the unique activity because the teacher ask his or her students to daydreaming. It guides then to see, hear, smell, touch, and fell something that they dreams. Then, they will describe it into writing form. The next activity is interviewing. Here, the students have to interview their friends on a certain topic and write down on the paper. The last activity is information gathering, it is the activity which offers the students to collect information about certain topic, and then they can write it as essay.

2. Drafting

After the writers decide the planning, they have to write their ideas into the draft. From the draft, the writer will be able to write systematically and coherently.

3. Revising

Revising is the change that is given by the writers to rewrite if there are some errors in their writing. The stage involves adding, rearranging, and replacing. The writers must think twice or more in this stage because they must search the appropriate information with the topic and the paragraph connect with the other paragraphs.

4. Editing

This stage is correcting of there are some errors in the grammar, spelling, and punctuation. It needs to be done after revising.

5. Publishing

The final step of the writing process is publishing. The writers can share their writing to the readers. It can be shared through magazine, newspaper, blogs or read aloud in front of the class. The positive feedback and motivation responses on the result of writing will encourage the writers to do the best.

**2.1.2. Teaching Writing in Senior High School**

The term of teaching writing comes from the word teach and write. Teaching is a process of communicating specific lesson or subject. Writing is expressing idea or delivering some information in written form.

Writing is one of skills that should be taught in teaching English of senior high school students beside others skill. It considers as difficult skill because the students should explore their idea and express it in form of written text by using the right procedures. Such as pre-writing, drafting, revising, editing, and publishing. It should guide by the teacher systematically in learning process.

However, the writing material that should be taught in Senior High School already written by the ministry of national education of Indonesia in national syllabus. Moreover the standard competence and basic competence for senior high school especially $X^{th}$ grade in first semester can be shown in the table below.

Table 1. Standard competence

| Standard Competence | Basic Competence |
|---|---|
| Mengungkapkan makna dalam teks tulis fungsional pendek dan teks monolog/esei tulis sederhana secara akurat, lancar, dan berterima berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer. | 6.1 Mengungkapkan makna dalam teks tulis fungsional pendek resmi dan tak resmi (mis.kartu ucapan, pengumuman dll) menggunakan ragam bahasa tulis secara akurat, lancar dan berterima. |
| | 6.2 Mengungkapkan makan dan langkah-langkah retorika secara akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam teks berbentuk *recount, narrative* dan *procedure* |

From the table above, there are some texts that should be learned by the students. Those are greeting card and announcement. In addition there are some text which taught in X$^{th}$ grade is recount, narrative and procedure text. Moreover, in this study the researcher will only focus on recount text because based on the teacher's interview the students usually got difficulty in grammar especially from simple past into past tense.

## 2.2. Recount Text

### 2.2.1. Definition of Recount Text

Recount text is a text which the fuction is to tell the writer's experience, based on Hyland (2004 : 29) recount is a kind of genre that has social fuction to retell the event which the purpose is informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct pat experiences by retelling events in original sequences. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

Recount tesxt 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 retell an

event in a sequence. We can look at the sample of recount in personal letters, police, insurance claims, and incident reports.

Recount text include in KTSP curriculum for students in Junior High School. It is on the eight grade, at the second 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

Every text in English language has their own Generic structure. It is also recount text, therefore based on Hyland (2004 :135) tehere are three generic structure of recount text. Thise are:

1. Orientation

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

2. Events

   It provides about what happened, and present event in temporal sequence. It is usually recounted in chronogical order. Personal comments and / or evaluating remarks, which are interspresed throughtout the record of events.

3. Re-orientation

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

### 2.2.3. Grammatical Features of Recount

The common gramatical 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 xonjunctins and time connectives to sequence the events

5. Using adverb and adverbial phrase to indocate place and time

6. Using adjactives 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. Factial Recount

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

3. Imagunative Recount

   Imaginative or literary recount entertain the reader by recreating teh events of an imginary world as though they are real.

4. Procedural recount

   A procedural recount records the steps taken in completong 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 the writer involves or do by her or himself. It will be easier, because the students are infolved the story.

**2.2.5. Problem writing in recount text**

   There are many problems in writing recount text. The problems are in the content, organizing, vocabulary, grammar, and spelling (Ngabut, 2003). First is content. The problem of students is difficult to identifying main ideas and supporting sentences. So they could not produce a good paragraph or text. It happened because they are not able to formulate main ideas and supporting sentences.

   Second is organizing. A good paragraph of the text describes all the things logically, clearly and easily to make the reader understand. But many students have a bad organizing in a text usually, they write directly without organizing. Moreover, the students' problem occurred in the matter of coherence. Third is vocabulary. The problem of vocabulary is in the part of diction. The fourth is grammar. It happened when the students wrote recount text which

applied past tense with regular verb selection. Fifth is spelling. It came up when the students wrote the recount text in the zone of mechanism and punctuation.

Based on the experts above there are many problems in recount text. So that the teacher must be applying a new method especially writing method to make students more interest and enjoy with writing.

**2.3     Task Based Approach**

**2.3.1.  The Definition Of Task Based Approach**

Task based approach is the development approach from communicative approach. This approach already used since 1980s in learning English as foreign language. Which provide the students with some kinds of task which involves the students to communicate and for instance puzzle, problem solving, etc. There are Many researcher already try to define the word task itself, for instance. According to Prabhu in International Journal of English Studies/University of Murcia (2004: 47) Task is an activity which compel the students to gain the learning objective and produce the outcome and controlled by the teacher in the process. Moreover other definition came from Lee in Sae-ong (2010: 7) as an alternative activity in classroom by asking the students to do some exercise which the focused are te interaction between the students also their participation in the  classroom activity. Meanwhile one of the goal giving the students task is to maximize the used of students language resource (Richards, 2006: 31). Based on Breen in Nunan (2004: 3), define task as an activity which give the students opportunities to use their language and require the students to improve their knowledge and ability about the language itself during the communication. Similarity Willis in Nunan (2004:

3), achieving the learning outcome by using communicative purpose of the target language called "task". Based on (Solarcs, 2006), task based approach give chance for the students to take the active roles which can increase their participation and motivation in learning the target language

From the related studies we know that task based approach is the appropiate way to develope the students centre learning. And make it as creative task is important also.

### 2.3.2. The Principle of using Task Based Approach

The principle of using task based approach already define from the previous research for instance, according to Larsen (200:144) said that the purpose of task based approach is providing the natural context for using the target language. Basae on Nunnan (2004) stated that there 7 principle of task based approach those are:

1. Scafolding means the teacher comducting the framework for the language used that already taught explicitly.

2. Task Chains, giving task continously and in turn, the present taks gives after the previous task have done and it should related with the next task

3. Recycling, conducted the students participation by practice a lot

4. Active learning, activate the students in learning process means halp the the acchieve better.

5. Integration, taught the integration between gramatical structur and semantic meaning.

6.  Reproduction to creation reflection, the learners should reproduce the
    language as like as the model from the teacher. therefore the teacher shoul
    make the creative task to guide the student work with grammatical
    meaning, the vocabulaties also the function of the languag.

In conducting task based approach there are several component that should
be known by the teacher before applied it. As Nunnan (2004: 41) writes the
consideration on designing the task. Those are:

1.  Goals is the learning objectives that want to gain teaching learning's task.
    The task itself always related with the curriculum. According to Clark in
    Nunnan (2004 : 4) said that in curricullum the communicative's purpose is
    enhancing the students relationship with other to share their ideas,
    exchanging the important information, gives their opinion, to get things
    done. Using the target language story telling, speech, songs.

2.  Require for speaking, writing or listening, also reading depend on the skill
    that have to be learn with the task. It can be taken from the textbook,
    worksheet, picture, tv programes and etc.

3.  Provide clear procedures to guide the student doing the input. It is based
    on the learning purposed to required the skill.

4.  Teacher's role are as facilitator, participant, the observer also the learner in
    teaching communicative (Breen and Candlin in Nunan2004: 62). It is
    should encourage students participant, and communicatives between
    others.

5.  The learner's roles are to learn the task and make the social interaction
    among those participantit called interpersonal role. It is related with

learning autonomy so the students are learn how to be autonomius learners.

6. Setting means the classroom management reflects the task. Wether have to be done inside or outside the classroom. If the task is better in form of environmental task. It can be the place, the media used, also the a multi-media language center

from those principle the researcher known that conducting the creative task is necessary in teaching learning process used task based approach. By considerate the design of the task that already explain above.

### 2.3.3. Type of Task

There are several types of task on task based learning according to Willis (1996 : 149) those are :

1. Listing, is a task thatcan help train students' comprehension and induction ability. The intance of this task are brainstorming and act finding it is produce completeng list and draft mind map.

2. Ordering and sorting, is a way to foster the students'comprehension, logic and reasoning ability by giving sequencing, ranking and classifying it is produced an informarmation ordered and sorted according to specific criteria.

3. Comparing, is a task to enhances students' ability of differentiation. Matcing finding similarities or differences are includ in this type of task.

4. Creative task, is a combination of other task type above which involves the students to do it in pair group to get the task done.

This task is listed from easy to difficult, and all of them reveal the recognition process of students. The task in task based learning should be applicable to real life to help students accomplish the task and show their communicative competence in classroom teaching and real live situation (Willis, 1996:149)

**2.4    Creative Task**

One of task type in task based approach is creative task which can be done by the students in pair or group and the teacher can mixed it with other task type in teaching learning activities (Willis, 1996). It is means that by using creative task can give a big chance to the students to work collaboratively with their friends so it can encourage them to be more active in classroom activity. Moreover creative task can mixed with other task type so the teacher has a chance to create an interesting classroom activity trough creative task based.

Moreover an appropriate strategy can decrease the student's anxiety and can enhance the students' participation. One of the strategy that can be used by the teacher is by giving the creative task to the students. Based on Khunyodying creative task is motivating activity and can increase the student's participation by giving a language game. It is similar with Betterman and Buckby (1994, p. 2) stated that using game in teaching learning process will help the teacher to create a useful and expressive activity in the classroom. From an expressive activity the students will be more active because they are important in teaching learning process and should be done the task with their pair or group.

**2.4.1 Teaching Recount Text Through Creative task**

From those explanations above the researcher use running dictation, cross word and the last is jumble picture puzzle.

**2.4.1.1 Hot chairs**

Hot chair is a game which stimulus the students to answer the question from the teacher and each group should run and get the chairs to answer the question. The following is the step of using Hot Chair in teaching recount.

Table 2. The Procedures of Hot Chair Game

| Teaching steps | Teacher | Students |
|---|---|---|
| Pre teaching | - Greeting<br>- Ask the students attendance | - Answer greeting<br>- Answer the teacher's question |
| Pre writing | - Brainstorming by ask some question related with topic :<br>1. What did you do last holiday?<br>2. Where did you go?<br>3. With whom did you spend your holiday? | - Answer the teacher's question |
| Organizing | - Ask the students to make a group consist of 5 students each<br>- Explain about the language grammar use in recount text "past tense"<br>- Deliver the example of recount text and ask the students to discuss and find the past tense verb on the story and ask them to write their answer on the white board<br>- Ask them to discuss and compose 10 sentences in form of past tense related with | - Make a group consist of 5 students<br>- Attention of the teacher explanation<br><br>- Discussing and answering<br><br><br><br><br>- Discussing |

| | the topic | |
|---|---|---|
| | - Explain the rules of hot chairs (a representative of the choosen group will ask the other group with 10 sentences question that already disscused by them) | - Listen to teacher's explanation |
| | - Ask the students who sit in hot chairs to deliver the question | - Delivering the question |
| | - Ask the other group to answer the choosen group question | - Answering the question |
| | - Give score to the group who answer correctly | - See the score |
| Writing | - Ask the students to compose recount text based on the topic individually | - Make a recont text based on the topic individually |
| Revising | - Ask the students to change their writing with their group to do pair correction | - Change their writing and do pair writing |
| Editing | - Ask the students to edit their writing if there is a mistake | - Edit their writing if there is meeting |
| Publishing | - Ask the representative of a group to read in front of the class. | - Read in front of the class |
| Post teaching | - Review the material<br>- Explain the next meeting's topic | - Pay attention from the teacher reviw<br>- Listening to the teacher's explanation |

## 2.4.1.2  Running Dictation

Running dictation game is a game which needs a good teamwork

between the reader, runner and the writer to copy the story with a good writing by

dictation process. Here the procedure of running dictation.

Table 3. The Procedures of Running Dictation Game

| Teaching steps | Teacher | Students |
|---|---|---|
| Pre teaching | - Greeting<br>- Ask the students attendance | - Answer greeting<br>- Answer the teacher's question |
| Pre writing | Brainstorming by ask some question related with topic :<br>- Did you have bad experience?<br>- When did it happened?<br>- Where did it happened?<br>- Why it can happened ? | Answer the teacher's question |
| Organizing | - Ask the students to make a group consist of 5 students each<br>- Deliver the example of recount text and ask the students to discuss about the generic structer of the text<br>- Deliver the jumble sentence inside the envelope to each group<br>- Ask them to discuss to devide their group into runner, reader, writer<br>-<br>- Explain the rules of running dictation game which the reader dictation the runner then, the runner do dictation to the writer after that the writer write in the whiteboard.<br>- Ask the students to Play the game<br>- Give scores to the students and ask them to discuss and arrange into a good paragraph<br>- group question | - Make a group consist of 5 students<br>- Discussing<br>- Receive the envelope<br>- Discuss and deviding their group into runner, reader, writer<br>- Listen the teacher's explanation<br>- Play the game<br>- Discuss and arrange the jumble sentence into good paragraph |
| Writing | - Ask the students to compose a recount text based on the topic | - Make a recont text based on the topic individually |

| | individually | |
|---|---|---|
| Revising | - Ask the students to change their writing with their group to do pair correction | - Change their writing and do pair writing |
| Editing | - Ask the students to edit their writing if there is a mistake | - Edit their writing if there is meeting |
| Publishing | - Ask the representative of a group to read in front of the class. | - Read in front of the class |
| | - Review the material<br><br>- Explain the next meeting's topic | - Pay attention from the teacher reviw<br>- Listening to the teacher's explanation |
| Post teaching | - Review the material<br><br>- Explain the next meeting's topic | - Pay attention from the teacher reviw<br>- Listening to the teacher's explanation |

### 2.4.1.3 Jumble Picture puzzle

Jumble picture is one of puzzle game which use series picture as a media.

Here the following steps to teach the jumble picture puzzle:

Table 4. The Procedures of Jumble Picture Puzzle

| Teaching steps | Teacher | Students |
|---|---|---|
| Pre teaching | - Greeting<br>- Ask the students attendance | - Answer greeting<br>- Answer the teacher's question |
| Pre writing | Brainstorming by ask some question related with topic :<br>- Did you have unforgetable experience?<br>- When did it happened?<br>- Where did it happened?<br>- Why it can happened ? | Answer the teacher's question |

| | | |
|---|---|---|
| Organizing | - Ask the students to make a group consist of 5 students each | - Make a group consist of 5 students |
| | - Deliver the example of recount text and ask the students to discuss about the generic structer of the text | - Discussing |
| | - Deliver some jumble picture puzzle | - Receive the jumble picture |
| | - Ask the students to discuss and make simple recount text that based on the picture that they already choose | - Discussing |
| Writing | - Ask the students individually to compose a recount text based on the picture that they already choose randomly | - Compose a recont text based on the topic individually |
| Revising | - Ask the students to change their writing with their group to do pair correction | - Change their writing and do pair writing |
| Editing | - Ask the students to edit their writing if there is a mistake | - Edit their writing if there is meeting |
| Publishing | - Ask the representative of a group to read in front of the class. | - Read in front of the class |
| Post teaching | - Review the material<br>- Explain the next meeting's topic | - Pay attention from the teacher reviw<br>- Listening to the teacher's explanation |

## 2.5.    Previous Study

The following are the result of previous study, which are relevant to present study. They are presented in order to give illustration in using creative task (game) for teaching writing recount text. For the first study is from Khunyodying (2014) about "the use of creative task to enhance the learner's motivation and listening and speaking skills for communication" .The aims of the study know how creative- task through game can be used to improve the students' motivation in learning English, especially in listening and speaking micro skills for communication. the researcher's used four game to improve the students' speaking and listening skills also their motivation, those game are; jazz chants, ask someone who, dialogue poetry, and race game. The result of the study was creative task trough game increase the students motivation in completing the task, through this kinds of task can make the students become the autonomy learner's. but in the implementation showed that the high proficiency level is not interest with the classroom activities. He used creative task same as the researcher now but the researcher used different game and differentiate the proficiency level to know the response of the high level in teaching learning process through game.

It is different some other's study which state the benefit and the successful teaching English by using creative task through game such as, a study from Mublasat (2012) about "the effect of using educational games on students' achievement in English language for the primary stage". In this study Mublasat want to know the role of educational games on learning foreign language and compare the teaching language using game with the traditional teaching. The

result showed that the first games have a good effect on improving the achievement for the primary stage and to create an interactive environment. Second using games in teaching English language are very useful to increase the students' motivation and attention during the class activities. The last through game the teacher can create good teaching's atmosphere and stimulate the students in teaching English as foreign language. It is same as the researcher's study using creative task (game) but the researcher using different game that is using mini scavenger hunt game.

It is similar with other study which conduct by Chirandon et.al (2010) about "the effect of teaching English though games" the aim of the study was to investigate the effect of teaching English through games. The result showed that teaching English language through games is very beneficial to beginners especially those in primary school. He used game in this study same as the researcher now but the researcher used different game by using mixed game those are puzzle, crossword, and maze game.

The next research came from Sigurdatottir (2014) which stated that using games are beneficial in teaching four language of English, based on his study there are some kinds of game that can be used in teaching those are; searching for people, fruit basket, walking the line, puzzle, mail game, who am I?, falling in a chart, story game, question game, and a mini scavenger hunt. He used some game in teaching language and he make some new game which mixed with other game, it is similar with the researcher using game but the researcher focus in  teaching recount text by using mini scavenger hunt game.

From the result of previous study above, the researcher can conclude that almost all of the experiment can give the significant effect on students language learning except the first study which the higher level is not active and motivated in teaching learning activities by using creative task (game) therefore the researcher is interested in conducting the research of the effect of creative task based on students writing recount text.