# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this chapter the researcher review some related literature. This study presents a review of related literature which covers review of related theories and it consists of the nature of writing, teaching writing in English, the teaching of writing for SMP students, strategy in teaching writing, recount text, picture series, task based instruction and previous study.

## 2.1  The Nature of Writing

According to J.D Angelo (1989:5), writing is a form of thinking. It means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. Cohen and Reil in Kusumaningsih (2001:1) say that writing can be defined as communicate act, a way of sharing observation, thought, or ideas with ourselves and others. It is a tool of thinking. By writing we can tell about people, remember the facts and ideas.

Based on the statement above, it can be concluded that writing is expressing ideas, facts, feeling, experience, and thought in written form. In writing, the aspects include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing.

Writing, one of the productive skills, is considered difficult, especially writing in a foreign language. According to Axelord and cooper in Ma'mun (2004:5), writing is a complex process and such contains element of mastery and

surprise. When students want to write something they should have a lot of information, ideas, and thought in their mind so that they will be able to express them into sentences, paragraphs, and an essay.

The writing ability is the main activity of composition. The writing should be systematic and detail. A knowledge or study about good writing or how to write composition is much needed.

## 2.2 Teaching Writing in English

Writing is the one of skills in English that must be mastered to all students in the English class. Based on the Ur Penny (1996:159), he says if learning writing is very different with other, because in writing there are much aspect must be use by writer like: grammar, vocabulary, style, content, and the activity of the procedures and receivers of the different kinds of discourse. So, most of students dislike with writing lesson, because in writing usually there are many something that must be mastered like mentioned above, so students feel afraid would be start write. Not all students are afraid with writing skills but also there are students who like writing skills too.

According to Maxom (2009:93-94) it reinforces Writing activities are usually solitary affairs. Most of the students can write when he or she in quiet situation or lonely place, so they can concentrate in her or his write activities. Not only that the teacher can pretty straight forward to set students an essay task, for example, and ask them to include particular words or phrases. If the teachers do this, He or she should have some involvement in planning the written piece with the students, so that they have sufficient structure. Usually the teacher uses the

board to show what kind of information or expressions can be used to go in each paragraph before they start writing by themselves. Absolutely before the teacher lets students to write, the teacher must have some plan or mind mapping that would be write by her or his students in their class or in their home.

Related with Maxom (2009:157- 161) there are six items that we might understand first about teaching writing in English as a foreign language. Those six items are we might know that.

First, The teacher gives opportunity to her or his students to write with own themselves language, after students listen and read information from their teacher or from some book, after that, they can copy that information in to write with different language but the theme is same with use own themselves language, so they challenge write with use a decent sentence. This will be the foundation for future written texts.

The second, Paying attention to basic writing skills, that is the students still need attention from the teacher as guides for start to write, here the teacher should be give opportunity to write although he or she just duplicates writer from the their teacher who has written clearly. The teacher should be correction the write from the students and give advice about write well and smart.

The third, completing sentences that is, the students can cluster or join between subject, noun, verb, and adverb and adjective to be some sentences, when students have the hang of basic sentence construction, they can start working on the content by using a wider range of grammar and vocabulary. They can incorporate more adjectives and adverbs to create interest. In addition, the teacher

can practice various expressions of opinion such as I think and in my opinion to make their expressions sound more natural. After that the teacher can to check the writer's students

The fourth, Moving on to paragraphs, it means that the students after can make sentences, students can improve their capability to make paragraph, so become short story. In this case the students must give topic sentence in beginning paragraph or the end paragraph. He or she can add supporting idea in the topic sentences. Moreover teacher must be give advice about using punctuation like comma, full stop, when the students know how to master a sentence and build sentences into a paragraph, they are ready to tackle a more substantial task where they write a complete text.

The fifth, Structuring a Writing Lesson, it means that the students might know her or his shape write. The write is formal or are the write is informal. For example using register, which means the right formal or informal style, and adapting to different kinds of texts.

The sixth, Energizing the class with pre-writing tasks, it means that a pre-writing task is usually necessary because such tasks energized and prepared the students. They allow for collaboration and help students to put together ideas which will make the actual writing task more successful

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## 2.3 The Teaching of Writing for SMP Students

According to English Syllabus of School Unit Level Curriculum (KTSP), the teaching of writing for SMP students involves the teaching of

paragraphs or text. The texts advocates are: recount, narrative, descriptive, procedure and report.

Recount text is a kind of text that is usually found or presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc. The main elements of recount are orientation, list of events, and reorientation. In the orientation step the writer mentions people and things that are involved, time of the event, the place, and the situation. In the list of events, the writer tells the events happen chronologically. In the reorientation, the writer concludes the story by giving comments.

Narrative text is a kind of text that tells a story. It is developed in some steps: orientation, complication, resolution, evaluation, and reorientation. In the step of orientation, the writer tells the characters in the story, their names and the place they live, their ages, their condition, and their willing. In the complication step, the writer presents the unexpected event that happens to the characters. In the resolution step, the writer tells how the complication was solved. In the evaluation step, the writer invites the reader to think what meaning or values that are taken from the story. In the reorientation step, the writer concludes the story by giving comments.

Descriptive text is a kind of text to describe something, people, or objects. Procedure text is a kind of text that tells a procedure of making something. Meanwhile, report text was a kind of text to report an event, things in the world, animals, and flora.

In this study, the focus is only to recount text, since this kind of text becomes problems for the students and it needs to be solved immediately. The strategy applies to improve the students ability in writing recount text is pyramid planning strategy.

## 2.4 Strategies in Teaching Writing

Become a teacher is not easy because he or she might has strategy in his teaching. The reason is suitable strategy can lead the student to success learning. Strategy can help teacher to be efficient in time and media. In teaching writing, strategy is needed since writing is complex skill and it needs conscientious.

Based on the Gebhard G. Jerry (1996:225-234) there are some strategies that student can do include: composition writing, prewriting Experience, drafting, Revising, Editing, Language play writing, Newsletter, Pen pals, Dialogue Journal writing.

### 2.4.1 Composition Writing

The teacher can give assignment writing to their students about short story, description of people, places, or object, comparison, elaborate definition, arguments and more. When the students finish doing the assignment, the teacher can check and evaluate the errors with red ink to their student's assignment like: give some comment in margin, such as very interesting or good use of the present tense. On the other hand, the teacher can let to their students to write their idea as they attempt to put meaning into prose. In this case the teacher can provide chance

for their students to develop workable strategies for getting started (finding topics, generating writing, focusing, planning content and organization), for revising (deleting, adding, reorganizing, modifying,) and editing (working out problems with word choice, grammar and mechanics, and sentence structure.

## 2.5 Recount Text

### 2.5.1 The Definition of Recount Text

According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happen. Recount text means the form of the text telling about someone experience in the past that used in curriculum 2004, there for the experience of the readers themselves, such as their adventure and their day's activities. Recount text means telling about oneself adventures or the day's activities (Echols, 1975: 471).

### 2.5.2 The Nature of Recount Text

Recount is reconstruction of something happens in the past. Many experts proposed the concept of recount. The first, Derewianka (1990:14) defines that a recount is the unfolding of a sequence of events over time and the purpose is to tell what happens. It sets the scene who, what, where and when (orientation) it recounts events as they occurred (events ) and has closing statement (re-orientation) it is use in past tense and showed as chronological order.

The same opinion, Gerot in Wignell (1994) explains that recount as a text that to tell events for the purpose of informing or entertaining. Recount text has three schematic structures: orientation, e vents, and re-orientation. The orientation

provides the setting and introduces participants. The event tells what happened in what sequence. Re-orientation is optional closure of events.

Sudarwati and Grace (2005:61) state that recount text is a text to tell something that happened in the past. The purpose of a recount is to give the readers listeners what occurred in a series of event and where or when it happens. This idea Support by Siswanto (2005: 201) states that recount is text that tells someone past experience in chronological order and uses simple past tense. Recount text has three main parts: orientation, series of events, re-orientation. The orientation tells who is involved in the story, when, where and why the story happens. The series of events tell what are going on in the story. The re-orientation concluded the story.

Moreover, Wardiman and ell (2006) defines that a recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. They also explaine characteristic of recount text: (orientation) told who involved, what happened, where the events took place, and when it happened. (Events) tell what happened and what sequence. (Re-orientation) consisted of optional-closure of events/ending.

Based on the experts above, it can be concluded that recount text is a text that is written to telling an activity or story in the past.

### 2.5.3 The Purpose of Recount Text

A recount has social function. Recount is told what happened. The purpose of a social recount is to document a series of events and evaluate their significance

in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

### 2.5.4 Types of Recount Text

There are three types of recount. They are:

### 2.5.4.1 Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker have been personally involved in (e.g. oral anecdote, diary entry).

### 2.5.4.2 Factual Recount Text

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount).

### 2.5.4.3 Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events.

### 2.6 Pictures Series

A picture series is an illustration of picture that can be used as two dimensional representation of person, place or thing (Rivai and Sudjana, 1991: 12). It means that picture is one of the media of communication that can show people, place and thing that were far from us.

Students can construct their knowledge during learning recount text easily by using media. One of the media is picture series which draws a story. Picture series is the row of picture that has relationship. This medium fulfills the principles of using media issued by Nyoman S.Degeng (2001). Media which can be used to make the students learn more easily and the teacher taught easily is the main part of the learning process. The media must be used in integrated way in teaching and learning and not only as ice breaker of teaching and learning.

To understand the way of the picture series, the students needed to appreciate it in abstract way. In the same way, when they express their ideas to construct the story in a good coherence as well as unity, they have to think it in abstract way too. Both of them will be easier for them in learning process if the teacher can use picture series. It can not only help the students to get ideas more realistic in understanding the recount text but also in constructing ideas to create it.

During the students are writing the text, they can use top-down technique in predicting the content of the text based on understanding of picture series (Brown, 2004:217). They can predict the content of the text easily based on their understanding about the picture series. The pictures give the schemata to the students to construct ideas from their background knowledge and experience.

**2.6.1 Nature of Picture Series**

Learning English needs more practices in every time activities because without it, students will not success in communicate to express their ideas, opinion, and feeling. There are many activities that can be used by the

students to teaching writing recount text. One of them is picture sequence or picture series.

Many experts propose the concept of picture series. First, Gerlach (1980:99) says that when the students can arrange some picture in sequence or series, that was ordering. They must order events, object or characteristic. Addition by Ur (1981:60) defines that task requires students to evaluate connected pieces of evidence and recognize causal, temporal or progressions relationships between them. Several pictures are given to student and asked to put them into some sort of logical order. He adds if the items are complex and the criteria for ordering and each student is given one or two of the component ideas, which someone can describe or read out, not show.

Moreover, Silvia (1991:51) states that several pictures that give for the student, the picture told about one story in sequence. The same opinion by Harmer (1991:42) states that when the student write based on the picture series, they can use to construct the story. Each of which is shown a picture from story sequence.

At last, Brown (2004:227) states a series of three or six pictures depicting a story, line can provide a suitable stimulus for written production. He also says that the pictures must be simple and unambiguous because an open-ended task at the selective level would give test takers too many options. Based on the experts above it can be concluded that picture sequence is a series of photographs dealing with one subject. It must tell a story, present an event, describe a scene, reveal a person, or show how to do something. The most successful picture series creates several visual images that contain emphasis and action.

**2.6.2 The Use of Picture Series in Writing Recount Text**

The use of picture series within writing activities must be motivating and interesting. In writing recount text, the use of picture series is very useful and helps the children to brainstorm the students' idea. A picture series not only provides students with basic material for composition but also stimulates their imaginative powers (Heaton, 1996: 33). It means that by using picture series, the students' imaginative power can be stimulated and they will have a concept in their mind about what they are going to write. They can compose their idea easily because picture series can give information about the object clearer by looking at the picture series.

**2.6.3 Teaching Recount Writing Using Picture Series**

Beside conventions of writing, engagement of feeling is also of considerable importance. When feelings are touched, learners are totally involved in the writing and appeared at times to be writing above their expected capability. So the teacher should start by engaging the interest and personal involvement of the learner by building on learner input, whether it is connected with past experiences, present knowledge, interests, ideas, and personal characteristics, or future hopes, plans, and predictions. These things will provide a motivation for writing as well as the personal stimulus to take the writer through a number of barriers. Pictures, especially picture series have an important role in stimulating the students' interest and motivation in learning language.

English second language writing teachers find it useful for using pictures in their language learning. First of all, pictures provide a shared experience for

students in the class, a common base that leads to a variety of language activities. With a picture, however, all students, after close observation of the material, would immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So pictures are valuable, too, in that they provide for the use a common vocabulary and common language forms. In addition, a picture can be the basis for not just one task but many, ranging from fairly mechanical controls compositions, sentence-combining exercises, of sequencing of sentences to the writing of original dialogs, letters, reports, or essays. Finally, because everybody like to look at pictures, their use in the classroom provide a stimulating focus for students' attention. Pictures brought the outside world into the classroom in a vividly concrete way (Raimes, 1983: 27).

Pictures, especially picture series, carry with them implicit recount, making them ideal for generating new short story ideas (Ginny Wiehardt, available at About.com Guide). Teacher can use picture series to provide a story for the students, and then they will easily get an idea and develop the idea into chronological story based on the picture series. The students must use their own imagination to develop their idea into a creative story. The teacher must use picture series in a great variety of activities in the classroom. The teacher must ask the students to place the series of pictures into the correct sequence and asks them make a recount story. This technique can be collaborated with the other techniques, for example jigsaw, storytelling, etc. The activities can be done individually or in group; the teacher must divides class into some groups and give them one or two sequential pictures for each group. So if the stories are completed, all pictures which are shared to the students would tell a story about

certain theme. This kind of activity can be one of the teaching learning activities in the classroom.

### 2.6.4 The Advantages of Using Picture series

Raimes (2002: 27-28) defines that series pictures is available resources as it provided:

a. Shares experience in the classroom.

b. A need common language form re use in the classroom.

c. A variety of tasks.

d. A focus of interest for students.

Gerlach and Ely (1980: 277) add some other advantage of using pictures in language teaching and learning.

a. Picture is inexpensive and widely available.

b. They provide common experiences for an entire group.

c. They visual details make it possible to study subject that would otherwise be impossible.

 d. Pictures help to focus attention and develop critical judgment.

 f. Pictures are easily to manipulate.

Yuswotowo (1991: 14) states that are two kinds of pictures that can be used as teaching media, they are the original picture and the picture illustration. The original picture shows the concrete shapes of the object or person related to the topic being discussed. The picture of illustration on the other hand are made in order to display a situation or an object needed for teaching activities such as illustration of a conversation between mother and father in a dining room.

Picture series is the original picture and a visual media that sure useful in process writing recount text. Picture series usually captures past events, and photograph surely can help students remember details about people, places and events. In short they can be powerful sources of text. Besides, picture series is worth a thousand words because one picture could tell students something even had sequences of story behind it. It is appropriate with writing recount text because recount text uses to reconstruct past experiences by retelling events and incident in order in which they have occurred. So the writer chooses picture series as visual media to improving writing recount text.

## 2.7 Task Based Instruction

Among recent manifestations of CLT (communicative language teaching). Task based instruction has emerged as a major focal point of language teaching practice worldwide (ellis,2005 in brown), as the profession has continued to emphasize classroom interaction, learner-centered teaching, authenticity, and viewing the learner's own experiences as important contributors to learning, task based instruction draws the attention of teacher and learners to task in the classroom. Moreover, skehan (1998) says that task based instruction offers students material which they have to actively engage in the processing of in order to achieve a goal or complete a task. It is aimed to develop students' interlanguage through providing a task and then using language to solve it.

One proposed answer to the question raises in the above paragraph is TBI. It represents a middle ground between on comprehensible input and traditional language teaching focuses almost exclusively on grammar. According to ellis

(2003), although the emphasis of task based instruction is on oral communicative competence, it can encompass all four domains of language (listening, speaking, reading and writing): while grammar exercised (associated with traditional language teaching) prompt students to learn target language forms, and tasks guides students to actually use the target language. Skehan in H. Douglas Brown note that task emphasize primacy of meaning and present a communication problem that need to be solved.

Probably the most fundamental mind-shift of TBI is the concept of linking classroom instruction with the real world importance of language communication. Smith (1988) observed that:

> Anything child is not interested in doing should be modified or avoided. Forcing a child into boring or painful activity will merely teach the child that the activity is boring and painful, no matter how good we think it is for the child. Anything with a mark attaches should be avoided. Children quickly learnt that many school activities are worth doing only for the grade, and when they learn that, they learn that activity is intrinsically worthless. (Smith, p. 15)

For Lightbown (1998), the segregation between language instruction and language use can become a self-fulfilling prophesy when language knowledge and actual use are segregated in a way that language learning does not lead to grammatical competence under conditions of actual communication.

### 2.7.1 The Methodology of Task Based Instruction

There are two basic kinds of methodological procedures for teaching tasks. First, procedures that are relating to how the tasks specified in a task based syllabus can be converted into actual lesson. Second procedure are relating to how the teacher and learners are to participate in the lesson.

The design of a task based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. There are various design has been proposed. Ellis (2006) proposes there principal phases; pre task, during task, and post task.

1). Pre Task

Ellis explains that the purpose of the pre task phase is to prepare students to perform the task in ways that would promote acquisition (2006). Furthermore, Hermer adds that in the pre task, the teacher explores the topic with the class and might highlight useful words and phrases, helps students to understand the task instruction (2001:87). In the phase, the teacher must help the students to recall some language that must be useful for the task and also encourage the students. So, they understand the theme and objectives of the task. It can be done by doing brainstorming ideas with the class, using pictures, telling the teacher personal experience to introduce the topic, or hear a recording of others doing the same task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

2). During Task

In this phase, the students complete a task in pairs or groups using the language resources that they had, whilst the teacher monitors and offers encouragement. During the task, Harmer explains that the students' plans how they will tell their friends in their class what they do and how it went, then they report the task either orally or in written form. (2001:87). Thus, this phase trains the phase gives to practice the language. As stated by Lochana and Deb (2006) that this phase gives students opportunities to use whatever language they have, both in private (where mistake, hesitation, and approximate renderings do not matter long as the meaning) and in public (where accuracy of form and meaning were highlighted).

3). Post Task

The post task phase has a number of options. Ellis (2006) points out these options has three major pedagogic goals; (1) to provide an opportunity for a repeat performance of the task, (2) to encourage attention reflection on how the task is performed, and (3) to encourage attention form, in particular to those forms that provide problematic to the learners when they perform the task.

## 2.7.2 Task based instruction in writing

Task based instruction is a popular topic in ELT/EFL circles nowadays. It is accepted by its proponents as a flourishing method that might replace communicative language learning. Like many other method, task based instruction enters the language field form the education mainstream. Studies of teachers at

works demonstrated that, while teacher education programs teach trainees to plan, implement, and evaluate their program according to the "rational' model which begins with objectives and move through tasks to evaluation.

Willis in Filiz 2007 hints that almost any topic could lead to various task based activities and classifies types of task based activities, among which she includes problem solving and project work. She also states that each type of tasks involves different cognitive processes.

In task based writing, writing is driven by a task and used in social interaction. It is believed that form and meaning eventually are subject to the requirement of purpose. The aim of task based writing is to improve an individual's writing competence based on purposeful communication which cannot be separated from social context.

Social interaction as the process of task based instruction in writing has some features that can stimulate learning and writing. These features are named as authenticity, autonomy and collaboration, respectively. The theme of authenticity in English learning resembles real world communication. In writing, authenticity means writing in real communication context, to real world reader, and by real English used outside the classroom. Autonomy stresses on the active role of students, which means students take charge of their own learning, select their method, and monitor and evaluate their progress and achievements.

In writing, social interaction encourages students to actively dominate their writing, to learn with individual's styles, and to be responsible for their own writing based on self reflection. Collaboration is a goal directed social interaction

(Vygotsky in Bai 2007). It involves heterogeneous working together towards a group task in which each member is individually accountable for part an brainstorming, meaning construction in the drafting stage and peer review.

Filiz (2007) explains that task based writing activities have the advantage of enabling the learners to see progress since their own hands shape the end product. They have the opportunity of reviewing the end product and doing necessary correction on it whenever they want.

In another hand, the teacher has some reasons for using a task based instruction method in a classroom. First, with task based instruction students must have to take the language that they have already learnt to complete a communicative task with their peers. This will provide learners with opportunities to retrieve language from memory that must never be used again. Next, students can communicate and improved their ability in writing with each other students had a proficient grasp of English grammar and vocabulary, open communication will be beneficial in order to activate the language already known.

A potential problem is that students must use the most minimal language in order to complete the task. Seed house suggests that students often lower their language ability in order to complete the task and goes as far as saying that the language that they write is similar. Consequently, students will tend to lose focused on the language that they are using and concentrate on the meaning they are trying to write form to complete the task, also, if the students do not have the skills to communicate or complete the task in the target language, this can diminish future inspiration to continue studying language for these students. The

last stage of TBI in writing is said to concentrate on the form of language used in the task. Being at the end of the task, teachers can show students the mistakes that they might have made and the correct language they can have used. However, once the teacher become involved again, the classroom turns into a controlled environment, which took away from the natural language being spoken and therefore diminishes the real world nature of the experience for the students. The table below presents the example of activities in each phase during the lesson according to Husna:

| Phase | Activities |
|---|---|
| Pre Task | • The teacher asks about what the students already know from the previous class.<br>• The teacher explains the material.<br>• The teacher explains and helps the students to understand the task instruction.<br>• The teacher lets the students to work individually and pairs. |
| During Task | • The students do a task individually using their language, but they can discuss and share with their friends in pair. While the teacher monitors and offers encouragement.<br>• The students report the task in written form (recount text)<br>• While performing the task and writing, students are monitor and feedback is provided. |
| Post Task | • The teacher asks the students to reflect on and evaluate their own or their friends' performances of the task. |

**2.8 Previous of the Study**

The following are the results of previous studies, which are relevant to present study. They are presented in order to give illustration in using picture series for the teaching write a recount text.

In 2009, Syaifullah conducted a study entitled "Improving the students' ability in writing the recount text through using picture series of the class VIII C students at SMPN Bati-Bati". And the result of this research indicates that picture series has advantages for students, that is becoming students are eager to write recount text. And also picture series has advantage for teachers that are becoming teachers teach writing recount text easily, because students are more interested in writing recount text through using picture series.

The next study entitled "Improving the Students' Ability in Writing Recount Texts through Picture Sequences at State Islamic Junior High School (MTsN) Lubuk Basung I West Sumatra" is conducted by Era Susanti in 2009. She found out that the picture sequences gives great contribution for junior high school students that are motivating the students in writing recount text so that writing recount text becomes enjoyable and interesting activity for them. The implementation of using picture sequences in teaching writing recount texts also obtains positive response from the students.

From the result of previous studies above, the researcher can conclude that almost of these experiments can give the improvement of writing recount text after using picture series in teaching of writing recount text.

Besides, on the basic of theoretical consideration and relevant research finding discusses above, the researcher is interested in conducting the study on the

use picture series as instructional media to improve eight grade students' ability in writing recount text at SMP Muhammadiyah 4 Giri.