

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In a part of review of related literature consist of some theorist which support this study. I took some theories related to the topic for many sources theory description about writing, concept sentence, recount text and teaching writing using concept sentence.

#### **A. Writing**

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

In learning English, there are four skills that should be mastered those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Jack C. Richards and Willy A. Renandya (2010),”Writing is the most difficult skill for second language learners to master”. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources. According to Rise B. Axelrod and Charles R. Coopers’ said, “writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage”. Marianne C. Murcia (1991:233) said, writing is “The ability to express one’s

ideas in written form is a second or foreign language". It means that writing is an activity to express our ideas in written form.

From the definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. Writing is productive skills. There are some factors influencing writing to be a good one such as grammar, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph. In this research, the researcher would like to prove that the method of concept sentence it would be effective to make the students develop their creative thinking to make a good written text especially about recount text. As a result, the teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

## **2. Types of Writing**

Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown (2001: 343), there are five major categories of classroom writing performance:

### **a) Imitative or writing down**

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

### **b) Intensive or controlled**

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the

part of the writer. A controlled writing is to present in which the students have to alter a given structure through out.

c) Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

d) Display writing

For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

e) Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

Writing processes always deal with texts as the products. Feez, (2002:4) states that creating texts requires making choices about the words that are used and how it can be put together. She also states that there are various kinds of texts called text type. Meanwhile Anderson (1997:1) states that a piece of text is created when words are put together to communicate a meaning. Creating a text requires to make choices about the words that are used and how it can be put together.

According to Feez (2002: 85-86), the families of text type are: 1) Exchanges, simple exchanges is relating to information, goods and services; Complex or problematic exchanges; and Casual conversation. 2) Forms, simple

formatted texts; Complex formatted texts. 3) Procedures, instruction; Procedures; Protocols. 4) Information Texts, descriptions; Explanations; Reports; Directives. 5) Story Texts, which are narratives and recounts. 6) Persuasive Texts, which are opinion texts, exposition, and discussion. It is recommended that selections of the genres are those which reflect the students' needs outside the classroom and their goals in literacy development. The teacher may also develop their own examples based on their knowledge of the characteristics schematic structure and the grammatical patterns of the genres if there is no suitable model to give.

According to the standard of competence and the basic competencies of students at the second grade of junior high school, the students are expected to write a recount text orderly and grammatically. To produce qualified recount text, the students need to be stimulated in expressing ideas and to be guided in their writing process. Beside that, they also need to be supported by providing them qualified and understandable inputs.

### **3. The Purpose of Writing**

In writing, the mastery of sentence structure and the ability to choose appropriate words for the expression of the thoughts are required. According to O'Malley and Pierce (1996: 137-138) there are three purpose of writing that describes the kinds of students writing, those are:

Informative Writing, means that the writer can share knowledge or give information, directions, and ideas because informative writing helps writer to integrate the ideas and examine existing knowledge. Examples of informative

writing is describing experiences, analyzing concept, speculating on causes and effect, and developing new ideas.

Expressive Recount Writing is a imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poem or short play.

Persuasive Writing, means that this type the writers attempt to influence others and initiate action or changed. Writing includes evaluation of a book, movie, consumer product, or controversial issues.

## **B. Recount Text**

### **1. Definition of Recount Text**

Recount text is a text which retells events or experiences in the past which the purpose is informing or entertaining the reader. According to Anderson and Anderson (1997:48) recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened. Each of them begin with a brief introduction usually providing some background information to the organization stage. Similarly, Department and Education and Child Development of South Australia (2012) recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. A recount is a piece of text that retells past events, usually in the order in what they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred (Mark and Kathy, 1998:24).

Recount texts include experience, eyewitness, diary, newspaper reports, letter, television interviews and speeches

## **2. Types of Recount Text**

According to Derewinka (1990:15-17), recount text can be classified as follow:

### a) Personal Recount

Retell an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader.

Example: anecdote, personal letter, diary journal.

### b) Factual Recount

Report the particular of in incident by reconstructing factual information. Example: Police reconstruction of an accident, historical recount, biographical and autobiographical recounts.

### c) Imaginative Recount

Applying factual knowledge to an imaginary role in order to interpret and recount events. Example: How I Discover Radium, Day in the Life of a Roman Slave.

## **3. Generic Structure of Recount Text**

Wardiman (2008:61) states that there are three steps for constructing a written recount. They are orientation, event, and re-orientation.

Orientation is introduced the main characters and possibly some minor characters. Some indication is generally given of where or when the action

happens. Orientation takes in the first paragraphs that give the information about who, what, and where.

Events are where the researcher tells how the character react to the events. In order words, events are retell about what happened of the events. It includes his/her feeling and what he/she does. The order in which they happened usually chronological order consists of event 1, event 2, and event 3.

Reorientation is the evaluate remark which are interspersed throughout the record of events, but it is optional. Meanwhile, David Butt (2000: 218) explained the generic structure of recount text as the table below:

<b>Structural Elements</b>	<b>Example</b>
Orientation: ✓ Provide information about <i>who</i> , <i>where</i> , <i>when</i> .	There is the boy in my class...
Event: ✓ In the order in which they occurred.	He was taken in a hospital by ambulance
Reorientation: ✓ Rounds of the sequence of events.	And I had to write down what happened because I was in his group

Based on the statement above, it can be said that the generic structure consists of orientation, events and reorientation. Orientation, the writer introduces of participants, time and place. In event, the writer tells about what happened in the event. And reorientation is the optional element or include of personal comment of the writer.

#### **4. Language of Recount Text**

Barwick (1999:6) explains that language features of recount text are proper nouns and pronouns. The first, use nouns and pronouns is to identify

about people, animals, or things. The second, use larger and more complex noun groups build up description. The third, use words families are used to build topic information like hand phone, mountain, and beach. The fourth use varied action verbs are used to build word chains. The fifth use descriptive words add details about who, what, when, where, and how. The purpose of descriptive detail is to give more information to readers. The sixth use adverb and adverbial phrases sequence events in time and indicate place like in 997, on August 1945. Then, the seven to write a recount text used past tense to retell past events because recount text is a text that retell about the experiences what happened in the past.

The last, use conjunction in the way to write a recount text is very important. This is combine clauses and connectives to sequence events like a firstly, secondly, and that, after that, and etc.

## **C. Concept Sentence**

### **1. The Definition of Concept Sentence**

Concept sentence is one of the techniques of cooperative learning, where students learn with their groups to make several sentences in accordance with the keywords that have been given by the teacher to the students. Once given a certain time limit, then each group must send representatives of each group as much as two people ahead to be written on the board. groups are required to make a few sentences from some keywords that have been given. (Soejadi's opinion cited by Teti Sobari in the book of Learning Models, 2011: 2012).



Concept sentence method is a method of learning that begins with the step of conveying competence, serving material, forming a heterogeneous group, teachers prepare keywords, according to the materials, each group makes sentences based on the keywords (Erman: 2009). Moreover, Arends (2007: 37) states that Concept Sentence is a learning model that forms the students into heterogeneous group. It means that, in concept sentence, the students are divided into several groups and every student of the group has to make some sentences from the keyword given by the teacher. Further, they are asked to develop their sentences into paragraph. Likewise, as the technique emphasizes the students to work in group, the students are expected to cooperate with each other. Briefly the steps of concept sentence model according to Suherman, E (2008) with the delivery of competence, presenting the material, forming groups heterogeneously, preparing keywords according to the material to be taught and each group to make sentences in accordance with the keyword.

## **2. Steps to Use Concept Sentence**

Here are the steps of learning by using the concept of sentence model (concept sentence). Convey the purpose of the teacher convey the competence to be achieved. Present the information that the teacher presents the material related to learning in moderation. The formation of teachers form groups of four or more people in a heterogeneous manner. The second presentation of information is the teacher presents several keywords according to the material presented. Each group is directed to make a few sentences using some of the given keywords. Results of group discussions were re-discussed in plenary

guided by the teacher. Students are assisted by teachers to conclude (Huda, 2014 & Shoimin, 2014). Based on the opinion of these experts, it can be concluded steps of learning writing recount text with the concept of learning sentence model (concept sentence) as follows: (a) Delivering objectives: the teachers convey the competence to be achieved that students are able to write a recount text well. (b) Present the information: the teacher provides information on the recount subject matter. (c) Establishment: teachers form students into several heterogeneous groups with each group of approximately four people. (d) Secondary information presentation: the teacher presents some keywords that match the recount material and topic. (e) Each group is directed to make a few sentences by racing on a given keyword. (f) Teachers and students together discuss the results of discussions that have been held. (g) The teacher helps the students in concluding. (h) Students are then directed to write recount text according to several keywords as the main idea or main idea independently.

While, Uno and Mohamad (2012:95) explained some procedure of Concept Sentence. They are (1) Teacher shows or tells the learning objectives (2) Teacher presents the material (3) Students are divided into some group (4) Teacher give some cards that have some keywords of the material or the topic (5) Every group make some sentences using minimum four the keywords of material and make it be a paragraph (6) Result of group discussion will be discuss again under guide of teacher (7) Teacher and students make a conclusion.

### **3. The Benefits of Concept Sentence**

Concept Sentence method is an interesting method for each student, assisted in developing their ideas in writing. The advantage of this teaching learning process using Concept Sentence was to provide the opportunity for students to exchange ideas at group discussion, encourage students to work with their group. The strengths of teaching writing by using Concept Sentence are as follows: (1) The students are more active and easier to write and to express their idea in writing (2) most of the students have motivation and enthusiastic the task because the Concept Sentence can help them (3) the students have less error in grammatical and they can choose appropriate vocabulary.

#### **D. Previous Study**

Previous studies are results of research that has been conducted by other researchers before. In this part the researcher shows some related researches which also talk about teaching strategies are applied by the teacher in recount text. Those studies are explained as follows.

The first study is a research conducted by (Fransisca Dita Damayanti, Riyadi, Amir.(2013). The Effect of Cooperative Model Concept Sentence to Students' Writing Skill in Narrative Text) Based on the research, Concept Sentence kooperatif model is more effective than the direct learning model on the writing of narrative writing for fourth graders of elementary school as the Diponegoro Cluster of Central Magelang Sub-

district. Based on the research, Concept Sentence kooperatif model is more effective than the direct learning model on the writing of narrative writing for fourth grade of elementary school as the Diponegoro Cluster of Central Magelang Sub-district.

The next study comes from Lolita Kurnia Febriasari & Eko Purwanti (2014), *Increasing Skills Writing Narrative Views Through Concept Sentence Model Assisting Visual Media*. Based on the research, concept sentence model assisted by visual media can improve the teacher skills, student activities, and narrative essay writing skills of fourth grade students of SDN Petompon 02 Semarang. In other study to get students' mastery in recount text, a researcher using manual technique to know the students mastery in recount text. However, in this study the researcher use one of a new method to make the students more interesting in teaching learning and also to know the effectiveness of students mastery in recount text.

From the second previous study, the research presents has difference in grade of the research. So this research tries to know the effectiveness of Concept Sentence of second grade at junior high school. The researcher predict that using Concept Sentence can make the students very interested and joyful in recount text because based on the explanation about the previous study of Concept Sentence method, it is appropriate to be used in recount text.