

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with theories used as the basis for supporting the research. It presents about definition of writing, the purpose of writing, definition of teaching writing, types of writing taught in junior high school, teaching writing using WH Question, how to assess writing and previous study.

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 (2002:303), "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' (1985:3) 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".

According to Marianne C. Murcia (1991:233), 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.

On the other side, Barnet and Stubb’s (1983:3) said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice”.

From the opinion of the experts, it can be concluded that the writing is the process of generating ideas for a piece of writing, so it can be understood by others. It can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph. From the ideas previously, the writer conclude that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning.

2. The Writing Process

Every writer follows his or her own writing process. Often the process is a routine that comes naturally and is not a step-by-step guide to which writers refer. Being conscious of your own writing process is especially helpful when you find yourself struggling with a particularly

tricky piece. There are three steps in the writing process mentioned by Karen Blanchard, and Christine Root in their book; *Ready to Write: A first Composition Text* (2003:41).

Step one: Prewriting (Thinking about your topic and organizing your ideas). Step two: Drafting (Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument). Step Three: Revising (Improving what you have written).

If the writers follow the steps, and practice by writing often, they will find it easier to write paragraphs and to improve their writing.

a. Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise.

There are several ways to warm up before start writing:

1) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them.

To brainstorm, follow these steps:

- a) Begin with a broad topic.
- b) Write down as many ideas about the topic as you can in five minutes.

c) Group similar items on the list together.

d) Cross out items that do not belong.

2) *Clustering*

Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas.

Jack C. Richards (2002:316) said that pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing.

3) *WH-Question*

As we know, there are two question word in English that are WH question and Yes/No question. Here, the writer explain about WH question in English. Park (2000:2) stated that Wh- question are questions beginning with where, what, when, who, and why. WH question is a word used to inquire information. The requested information can be hours, locations, who, where, etc. While Brown (2000: 279) stated that Wh- questions play important role in interrogative words. Celce-Murcia and Larsen-Freeman (1999) suggest that teaching Wh-questions as lexical units at the earliest stages of English language development is one method of fostering the benefits of Wh-questions without confusing students with the complex grammar involved in their formation. In writing text, WH-question can be used as a technique to generate ideas to writing a text and expected to be

able to improve their achievement in writing especially in recount text. The wh- questions are used to help students to identify the information from each part of the generic structure of the recount text. For example “ what/who, when and where ” can be used to ask for the information in the orientation, because orientation includes the title and the introduction of the characters of the story, the setting of time and place. Who/what can identify the characters of the narrative story, when can identify the time setting of the story and where can identify the setting of the story of recount. Therefore the students can understand how to differentiate the generic structures of recount text easily.

b. Drafting

After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: drafting. Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

c. Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising. When students revise, they review their text on the basis of the feedback given in the previous stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader.

In another source, John Langan (2006:20) stated that writing is a process that involves the following steps:

- 1) Discovering a point-often through prewriting.
- 2) Developing solid support for the point-often through more prewriting.
- 3) Organizing the supporting material and writing it out in a first draft.
- 4) Revising and then editing carefully to ensure an effective, error-free paper.

B. Teaching Writing

1. The definition of Teaching Writing

Teaching writing is intended to develop students' competence in constructing sentences and paragraphs. It is also to train students compose short texts or essay grammatically. The responsibility lies on the teacher's shoulders to enhance their students' abilities to express themselves effectively. Teacher is hoped to guide the students to organize their ideas during the process of writing. Celce-Murcia (2001: 219) states that teachers cannot adequately serve their students armed simply with a general understanding of methods and materials, but teachers need to familiarize themselves. Similarly, Richards and Renandya (2002:350) add that teacher's correction may lead to the students' improvement on writing work and may make writing interesting, challenging, and enjoyable. Responding and giving feedback to the students' writing can be both oral and written form.

Moreover, Nunan (2003:88) delivers an idea that teaching writing is the process of delivering ideas and thoughts into sentences and paragraphs.

Thus, teacher is hoped to enable students to organize the ideas, sentences and paragraphs correctly. Then, Watkins (2005: 71) supports the above ideas that the process of writing is not a single act but a collection of acts. A writer selects the topic to write, organize the ideas, write a draft, read, and revise it. So, the process of writing needs long time. It means a teacher should let the students to use the time longer in writing a task. Next, teaching writing is one of some difficult skills to be taught by many teachers in the classroom. As teachers, we are given the responsibility of improving and enhancing students' writing, in both content and in grammar. Harmer (2007: 112) adds that teaching writing is used as a practice tool to help students practice and work with language they have been studying. Teacher does not only prepare the techniques and the material to teach but also involve in the activity as well. A teacher, beside teaching and giving task to write to the students, he/she should guide and give feed back to the students' writing. These steps will develop the students' skill in writing. Comments and revisions on the student's writing will increase the students' progress in writing. That's why writing is very difficult to be done by many teachers. It needs many tasks to do for teachers in revising the students' papers.

Furthermore, teaching writing at school should be based on the students' need. Nowadays, writing will be something much crucial for the students when they have the national examination. The students are assigned to write many kinds of genre. Some of them are descriptive, report, procedure, narrative, recount, and others. So, for preparing them well, the

teachers have to pay much attention to the generic structure and the language aspects that related to the constructions those texts.

2. Types of Writing Taught in Junior High School

Based on the standard competencies and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount, and narrative.

a. Procedure

Mark Anderson (1998:28) said, A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

1) Features of procedure

a) Constructing a procedure

A procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal. Some procedures have other stages such as explaining, why each step is necessary.

b) Grammatical feature of a procedure

Procedure texts usually include the following grammatical features:

(1) Sentences that begin with verbs and are started as commands.

- (2) Time words or numbers that show the order for carrying out the procedure.
- (3) Adverb to describe how the action should be performed.
- (4) Precise terms and technical language.

b. Descriptive

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader about something looks like. It attempts to gain a picture with words. As Barbara Fine Clouse (2004:142) said, “Description adds an important dimension to our lives because it moves our emotion and expands our experience”.

c. Recount

According to Mark Anderson (1998:48) Recount is a piece of text that retells past events, usually in the order which they happened. The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

1) Features of recount

The recount text type retell past events, usually in the order in which they happened. Mark Anderson (1998:49) said, The steps for construction a written recount are:

- a) A first paragraph that gives background information about who, what, where, and when called an orientation.

- b) A series of paragraphs that retell the events in the order in which they happened called events
- c) A concluding paragraph is called re-orientation, but it is not necessary.

2) *Language features in recount*

The language features usually found in a recount text are:

- a) Proper noun and pronouns to identify those involved in the text
- b) Action verb
- c) Descriptive word to give details about who, what, what, when, where, and how.
- d) The use of the past tense to retell the events.
- e) Conjunction and time connectives.
- f) Adverb and adverbial phrase.
- g) Words that show the order the events.

3) *Kinds of Recount Text*

a. Personal recount

These usually retell an event that the writer was personally involved in.

b. Factual recount

Recording an incident, eg. a science experiment, police report.

c. Imaginative recount

Writing an imaginary role and giving details of events, eg. A day in the life of a pirate; How I invented...

4) *Example of Recount Text*

Holiday in Pasir Kencana Beach

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

d. Narrative

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. On the other hand, narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The narrative text short story is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text.

According to Mark Anderson (1998:3) There are many different types of narratives including: humor, romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary-novel, etc.

1) *The Narrative Scaffold*

a) Orientation

In this paragraph the narrator tells the audiences who are in the story, when it is happening, who are in the story, when it is happening, where it is happening, and what is going on.

b) Complication

This is part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

c) Sequence of events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The even can be told in chronological order or with flashback. The audience is given the narrator's point of view.

d) Resolution

In this part of the narrative where the complication is sorted out or the problem is solved.

e) Coda

The narrator includes a coda if there is to be a moral message to be learned from the story.

2) *Language Features in Narrative*

a) Noun

b) Adjective formed noun phrase; long black hair, two red apples, etc.

c) Time connectives; then,before, soon, etc.

d) Adverb and adverbial phrase; here, in the mountain, etc.

e) Action verb in past tense; stayed, dimed, etc.

f) Saying verb and thinking verb; said, told, felt, etc.

C. Using Wh - Question

1. Teaching Writing using WH Question

In teaching writing process, the teacher must be able to stimulate thought and creativity of students in expressing their feeling and opinion in

writing. The teacher teach narrative text writing using wh question like this.

- **Writing personal experience stories (holiday)**

Students work individually. The teacher give some list questions that related the theme, that is writing personal experience stories (holiday).

The example of some list question that given by the teacher :

- a. Who is on holiday?
- b. When the holiday is caried?
- c. Where the holiday is held?
- d. Why hold a holiday?
- e. What happens when the holidays?
- f. How do you feel when the holiday?

These are some examples of questions about the holiday using wh question. After the students answer some questions above, the teacher give a piece of paper and then the students start to write the personal experience stories about holiday on a piece of paper. After all the students have finished writing each story, the teacher asks the students to collect his or her results then the teachers provide assessment using scoring rubric.

2. How to assess writing

After the students have finished writing each story, the teacher provide assessment using scoring rubric. According to Brown (2001: 357), the categories for assessing writing are :

Writing Rubric – Recount

Name: _____ Date: _____

Content	Organization	Vocabulary	Mechanics
It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.	It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.	It includes the vocabulary that used by the students	It includes spelling, punctuation, and citation of references, neatness and appearance.
1-10	1-10	1-10	1-10

Marking Scale

0 = E 10 = D 20 = C 30 = B 40 = A

D. Review On Previous Study

This is a review on previous study of the use of WH question strategy. The thesis written by the student of IKIP PGRI Pontianak entitled “Teaching Writing Text Writing Trough Guided Wh- Question” by Rafika Mutiara. Based on the result of the data computation, the researcher found that the t-test score (8,20) was higher than the t-table (2.042) at 5% the degree of freedom (df) = N – 1 (35– 1 = 34). It could prove that teaching descriptive text Writing through guided WH-Questions was effective to develop the students’ achievement. Meanwhile, the effect of the treatment (ES) is 1,36. It was used to answer the problem of how effective the use of

guided WH-Questions technique in teaching descriptive text writing to the eighth grade students of SMPN 7 Pontianak in academic year 2013/2014. Based on the result ($1,36 > 0,8$), it was categorized as high effective. Therefore, the Alternative Hypothesis is accepted, and the Null Hypothesis is rejected. So, it can be proved that the use of wh question strategy is effective to be used.

The writer's study is similar with the study above, because both of them use WH Question technique to improve writing ability. The Rafika's study say that t-test was higher than t-table, it means that teaching writing use WH Question technique was effective. Then in the writer's study, the writer found t count = 14.000 and t-table = 1.782. it is know that t count is bigger than t-table. Based on the result above the Alternative Hypotesis is accepted and the Null Hypotesis is rejected. So, it can be councluded that WH Question technique is effective to be used in teaching writing especially in Recount text.