CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It covers some theories about writing, recount text, photographs sequence and the previous study. The explanation of each literature is explained briefly as follows:

A. Writing

1. The Nature of Writing

Coulmas (2002: 1) stated that writing has been with us for several thousand years, and nowadays is more important than ever. Writing not only offers ways of reclaiming the past, but is a critical skill for shaping the future. At least six meanings of 'writing' can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation. According to Aristotle, writing is secondary to and dependent on speech and, therefore, deserves to be investigated only as a means of analyzing speech. In contrast, Plato said, written words were silent, they lacked the immediacy of speech, and they were dead (Coulmas, 2002: 4-5).

Writing has commonly been viewed as a support skill, used to reinforce the acquisition of grammar, as in the grammar-translation method, or to support the memorization of language structures, as in the

audio-lingual method. Until recently, even the communicative approaches, with their emphasis on oral proficiency, have tended to de-emphasize writing. But ideas from writing-to-learn, writing across the curriculum, and writing for academic purposes movements in composition and English as a Second Language (ESL) have all had an impact on thinking about the place of writing in second language education.

Writing is a very demanding and complex task. Even a seemingly simple text can require considerable effort and expertise. Ron (1987:10) states writing is discovery process, it involves discovering ideals, discovering how to organize them and discovering what that you want to put ever to your reader.

2. Model of Writing

There are three main models of writing which underlie most of research studies and teaching methodology; writing as product, writing as process, and writing as social activity (Miller, 1998: 341-344).

a. Writing as product

Writing is considered to be the final product of writing activity. Writing activities lead to the production of various texts. According to Kinneavy (1971), as cited by Beard (1984: 56-57), the texts produced may be determined by emphasis given to any of the component of the 'communication triangle' which include writer, audience, and knowledge of the world. The combination of three

components of the communication triangle leads to the production of texts bearing on those features such as stories. In other words, the writing as product model focuses on the analysis of written texts as the final product of writing activity.

b. Writing as process

The model of writing as process came into being later than writing as product, and it is considered to be the antithesis of the approach which over-emphasizes the end result of the process (Caudery, 1955a). The model of writing as process relies on the conviction that writing is not a single activity, but one which is recursive. It means that writing has several stages and these stages can be performed from the initial to the final stages, and can proceed through again, until the final product is presented (White & Arndt, 1991).

The process of writing ends when the process of drafting results in the presentation of the final draft. According to Murray (1980), the final draft signals the termination of the exploration process in drafting and the final product shows that ideas have been clarified. It can be concluded that writing as process model views writing as recursive activity which consist of various stages such as planning, writing, reading, and revising.

c. Writing as social activity

The writing as social activity model views writing as an act of communication between writer and reader within an external context (Miller, 1998: 343). This model is based on the belief that there is shared knowledge (also norms and expectations) in the discourse community which affects text construction. Accordingly, an act of writing results in the production of texts which conform to the types of texts shared in community. The notion of text type, also called genres, may be best understood through the genre-based approach to the teaching writing. Proponents of genre theory (e.g., Martin, 1989) argue that language is a social construct and that it is necessary that teachers teach students how to produce texts such as those shared in the community. Briefly stated, writing as social activity emphasizes the production of texts according to the characteristics of genres shared in the society.

3. Teaching Writing

Harmer (2004: 31-34) states that teaching writing is the activity where students write predominantly to increase their learning of grammar and vocabulary of the language. Teaching writing helps the students to become better writers and to learn how to write in various genres. It is means that teaching writing is a skill that increase students' ability in the other skills like vocabulary and grammar and it make students to be able in written.

Writing is often believed to be most complex one compared to the three skills, i.e., listening, speaking, and reading. Writing skill cannot be separated from the others (listening, speaking, and reading). The teaching of writing began along with the introduction of the Grammar Translation Method (GTM) which signaled the beginning of the methodology of language teaching (Richard and Amato, 1988). As far as the GTM is concerned, writing was regarded as a language-based skill that assisted students to learn English (Reid, 1993).

Later, when the Audio Lingual Method (ALM) dominated second language learning, speech was considered primary and writing served to reinforce speech that is stressed for the mastery of grammatical and syntactic forms (Raimes, 1983). The Communicative Language Teaching (CLT) then moves toward seeing writing as the exercise of linguistic skills. With the view of writing as a communicative ability, the students are expected to be more empowered in using English as a means of communication (Coe, 1988).

Since the early years of GTM, through the era of other language teaching approaches such as the ALM, to the most recently-introduced CLT, writing has been an important aspect of language teaching. It continues to be taught as a language skill although each of the teaching approaches gives writing a different emphasis (Doggett, 1986), from using it as the "handmaid of the other skill" (Rivers, 1968: 241), as a support

skill in language learning, for example, to reinforce grammar, vocabulary, and reading, to use it as a means of communication.

Besides, Raimes (1987: 36) explains that there are six purposes of teaching writing, i.e., writing for reinforcement, training, imitation, communication, fluency, and learning. In the writing for reinforcement type, students are asked to write in order to demonstrate their accuracy in using English sentences. As it emphasizes accuracy over fluency, this type of writing is criticized as inhibiting production of ideas. In writing for training type, students are given model texts longer than sentences and asked to write according to the rhetorical patterns of the texts. This type of writing operates at a discourse level.

In the writing for imitation type, students are asked to write according to the linear and various types of texts as produced by native speakers of English. Students are made familiar with typical formats of English writing which is different from their native language. In the writing for communication type, students are made aware of the purpose in writing and the audience they are writing to. In this type, students write with a reader in mind and have feedback from the teacher as the reader of their written texts. In writing for fluency type, writing is considered to be a means to generate and explore ideas. Students are given freedom to develop their ideas and continue writing, without taking into account grammatical accuracy as they are eventually given time for revisions of their drafts. In writing for learning type, is meant to encompass the other

five purposes in the teaching of writing. Students may be given various writing tasks either of any of the five types or through combination of some of them. Any of the writing tasks are given to provide students with opportunities to write and at the same time to learn. Thus, writing is considered to be a learning activity which is beneficial for a language learner.

Parallel with the fact that writing is beneficial for a language learner, methods of teaching writing nowadays should respond to students' needs to function effectively in most of today's world. As suggested by Kroll (2003), the phenomena known as globalization and the internet revolution have brought the expansion in the use of English throughout the world. She indicates that full participation in the world community can require a fluency in English that goes beyond the spoken language and embraces a variety of uses of the written language as well. In other words, more students need to develop more writing ability than ever before in history (Coe, 1988: 291).

The teaching of English in the Indonesian lower and upper secondary schools seems to constitute one stage of instruction (Huda, 1999). As a foreign language, English in Indonesia is only taught in schools as a subject of instruction; it is not used in social as well as official communication. Very limited school time is devoted to teaching English subject, either as a required or optional subject. Time thus become one of the most precious resources and a constraint at the same time, for both

teacher and students. Murray (1985: 8) stated that the first responsibility of the writing teacher is to experience this essential surprise. The teacher cannot teach what the teachers don't know. It is unfortunate that the students can pass through twelve years of instruction in reading, writing and language without having their writing come.

As this is the case in English teaching, many secondary teachers are tempted to see writing as one of the first things to be cut back, or relegated to the end of the teaching unit or to homework. In short, the time allocated for writing was considerably inadequate; writing received insufficient attention in secondary education. Very often students were just given sentence exercises, then paragraphs to copy or to manipulate grammatically.

In the department of English, in particular, writing means expressing ideas in acceptable written English for a particular purpose, such as explaining events or phenomena, telling a story, describing an object or a process, and arguing over a particular issue, and persuading other people.

4. **Problem in Writing**

Writing is one of four basic skills that should be mastered by the students. Writing becomes very complex process since it is a productive skill. There are some problems faced by the students in Junior and Senior High School student especially to do with expressing their ideas, feelings,

and thought. As the beginner, it is very hard for them to start and write something. Moreover, they need something can fish out their ideas.

According to Nurgiantoro (2001: 298-299), there are some problems faced by the students in learning writing. Those are:

a. Organizing idea

The problem usually faced by students in writing composition is about how to organize the idea into sentence. In writing composition, students usually write the content which is not suitable with the theme. It happens because students get difficulties in developing their idea and sometimes they don't know what they will write.

We can write composition well if we know the rule in writing paragraphs. Before we write composition, we start by choosing the theme, then, make an outline which can help us in arrange the sentence or paragraphs. By those ways, we can avoid some mistakes in writing composition. Of course, content of the composition will suitable with the theme.

b. Lack of vocabulary

Vocabulary also becomes an important part in writing composition. We release if we are not mastering the vocabularies well, of course we will get difficult in writing.

Most of the students face this problem because they are not mastering the vocabularies. So, they often write sentence which is not

communicative. They usually choose incorrect words they want to write something in their composition.

c. Grammar accuracy

When students try to make composition, they are confused whether their sentences are grammatically correct or not. Most of beginner students do not master English grammar well. They just start to learn English so their competence is still weak especially in grammar. It becomes a problem when they have to make composition which consists of sentences. The conditional becomes more complex by the teacher used to teach with GTM (Grammar Translation Method) in the class. As we know that GTM focuses on grammar accuracy in teaching learning process.

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

B. **Recount Text**

1. **Definition of Recount Text**

The definition of recount text was stated by Anderson & Anderson (1998: 24), a recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. This will give a description to the readers what occurred and when it occurred. It also is a good or bad memory of the students or their experiences in past events. Examples of recount text include eyewitness accounts, newspaper report, letter, conversation, television interviews, and speeches.

Recount text means the form of the text telling about someone experience (the experience of the writers themselves) in the past, such as their adventure and their day's activities. This statement is in line with Echols (1975: 471), recount text also means telling about oneself adventures or the day's activities.

Besides, According to Rosyadi (2011), recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting.

According to Knapp (2005: 224), recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people.

Recount text is text function as for telling an incident in the past. Recount is to tell "what happened". A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008: 9). Recount tells a series of event and evaluates their significance in some ways. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

A recount text has a social function. Recount tells 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 recount is to tell a sequence of events so that it entertains. The recount has expressions of attitude and feeling, usually made by narrator about the events.

2. **Generic Structure of Recount Text**

According to Rosyadi (2011), there are three generic structures and some language features of recount text.

Generic Structure	Function
Orientation	Introducing the participant, place, and time of the event

Events	Describing series of event that happened in the story
Reorientation	Stating personal comment of the writer to the story

Language Feature	Example
Introducing personal participant	I, my group, etc
Using chronological connection	Then, first, etc
Using linking items to do with time	On Wednesday, next, later, etc
Using action verb	look, go, bring, etc
Using simple past tense	Looked, went, brought, etc

According to Anderson and Anderson (1998:24), a recount text usually has three main sections. The first paragraph gives background information about who, what, where, and when (called an orientation). This is followed by series of paragraphs that retell the events in the order in which they happened. Some recounts have a concluding paragraph, however this is not always necessary. They also stated that there are three steps in conducting recount text. The first is introductory paragraph that

tells who, what where and when, the second is a sequence of events in the order in which they occurred and the last is a conclusion.

Boardman (2008: 287) stated that the steps for constructing of written recount text are:

a. The First paragraph that give background information about who, what, where and when. It is called on orientation.

b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.

d. A reorientation which "rounds off "the sequences of events or retell about what happened in the end.

According to Boardman (2008: 287), in making of functional grammar, the significant common grammatical patterns of recount include:

a. Focus on specific participant.

b. Use of material process or action verb.

c. Circumstance of time and place.

d. Use past tense and focus on temporal sequences.

Anderson and Anderson (1998:25) stated that recount text usually included the following grammatical features:

a. Proper nouns to identify those involved in the text

b. Description words to give details about who, what, when, where, and how

c. The use of past tense to retell the events

d. Words that show the order of the events (for example, first, next, then).

3. Types of Recount Text

In exploring how text works (Derewinka, 1990: 15-17), there are three types of recount. They are personal recount, factual recount, and imaginative recount.

a. Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in.

b. Factual recount is a recount that recording the particulars of an accident.

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

Literacy secretariat (2012: 1) stated that the types of recount text are not only as mentioned above, but also there are two types more. So, the types of recount text are:

a. Personal recount is retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter

b. Factual recount is reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts

c. Imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium

d. Procedural recount is recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings

e. Literary recount is to retell a series of events for the purpose of entertaining.

C. **Photograph Sequence**

1. **Definition of Photograph Sequence**

Photograph is a picture of a person or scene in the form of a print or transparent slide, recorded by a camera on light sensitive material, usually capture past events and a help students remember detail about people, place and events

Photograph are often used to remind people of areal experience or to suggest such as experience to the. For example, most of families have photograph album to remind themselves of happy time in the past. Photograph or real picture is one of visual aids that can be used in

teaching and learning English. It creates the situation for learning classes and interesting.

The Advantages of using photograph according to (Raimes, 2002: 27-28) a photograph is available resource as it provides:

a. Shares experience in the classroom

b. a need common language form are use in the classroom

c. a variety of tasks

d. a focus of interest for students

There are two kinds of pictures that can be used as teaching media, they are the original picture and the picture illustration. The original picture show 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.

According to Berger (1973:1) in his article a photograph is a result of the photographer's decision that it is worth recording that this particular event or this particular object has been seen. A photograph is already a message about the event it record. Photograph are the original picture and a visual media that sure useful in process writing recount text. Photograph 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, photograph is worth a thousand words because one picture can tell students something, even have sequences of story behind it. It is appropriate with writing recount text because recount text use to reconstruct past experiences by retelling events and incident in order in which they have occurred.

According to Barret (2000:3) since the early years of photography, people have been placing photographs in categories. In 1839, the year the medium was invented, photography was divided into its two oldest and most enduring categories when it was claimed to be both a science and an art. Another time-honored division from the early years of photography, and still in use but with different labels, divides photographs made as art into two groups, pictorialist and purist. Photography historian Beaumont Newhall, in his 1964 edition of The History of Photography, divides photographs into four stylistic trends: straight, formalistic, documentary, and equivalent.

Categories are designed for different purposes, and they use various means to distinguish photographs. The Time-Life great themes are distinguished by subject matter and are easy to use. The pictorialist and purist, or straight and manipulated, categories attend to photographic procedure and resulting photographic form. They tend, however, to wrongly suggest that straight photographs are not manipulated.

This system is designed to help viewers think about photographs and especially to interpret them. It has six categories: descriptive

explanatory, interpretive, ethically evaluative, aesthetically evaluative, and theoretical. Sequence is a series of related things or events, or the order in which they follow each other. According to Hornby in Oxford Dictionary (2004: 401), sequence is a set of events, actions, etc which have a particular order. Thus, Photographs sequence is some photos which are arranged sequently by using movie maker. Its function is to tell story or a sequence of events.

2. **Models of teaching Recount Text Using Photograph sequence**

The use of photographs is important to generate the idea in teachong writing. This was in line with Rogovin (2000:1) stated using photographs may be helpful in arousing interesting a new subject or illustrating an important idea. It may intensify students' engagement with they are studying. Students may reflect on the connections between their own lives utilizing prior knowledge and the current subject of inquiry. According Rogovin (2000:1), in his article of Rogovin Collection, there are some ways of using photographs.

a) Before and after

b) Here and There

c) Another Point of View

d) Interview the Subject

e) Who's Missing

f) Are " They" All Alike?

g) Putting the Puzzle Together

h) Interviews with potraits

i) The photographer's Tools

j) The Photographer's Relationships

The Model of using pictures sequence was explained by Astuti (2011) in her thesis; the writer taught recount text trought pictures sequence and asked the students to make recount text based on the picture given and collected it. Then in the next meeting the students were asked to identify again the story of picture sequence which was given and identify the keyword of each picture to ease them make their recount text writing, then they were asked to revise and edit their writing before. The revision of their recount text writing was the data for the post test.

The reseracher in this research used modified strategy from photographs and pictures sequence. The model of teaching recount text that is used by the researcher are; the first, the resercher as the teacher explains and gives the example of recount text, explain about the generic structure and tenses of recount text, introduces photograph sequence strategy, explain the strategy or the way to use it as clear as possible. Then, The teacher gives instruction how to apply the strategy The teacher gives instruction to the students to write a recount text based on the title which is prepared by the teacher in photographs sequence. The photographs sequence is arranged by using movie maker and displayed by using projector in front of class

3. The Minimum Mastery Criterion of English Course

The Minimum Mastery Criterion (KKM) of English Course every school is different. This research was conducted in SMPN 1 Ngunut of eighth class. Before conducting classroom action research, the research carried out the Minimum Mastery Criterion (KKM) of English course by doing interview with the teacher. From the interview, the reseaarch found Minimum Mastery Criterion (KKM) of English Course in eighth class is 75. The certain value is the policy from the headmaster and the committe of that school. The decision of the KKM usually pased in annual meeting. The number of Minimum Mastery Criterion (KKM) is written in the raport book that is given in each semester to the students by the teacher.

4. Review of Previous Study

It is done in order to avoid any duplication, because the writer has found many colleague researchers have conducted their research on the same field, including the writer herself. Here the writer lets the readers know the previous study. The previous research was done by done by Puji Astuti (2011) in MA Darul Ma'arif Cipete South Jakarta, entitled "Improving Students' Ability in Writing Recount text through Pictures Sequence".

She used a picture sequences as the strategy to help the students in generating the idea and give the the motivation in writing recount text. The result of this study showed that through picture sequences strategy was able to improve the students' ability in writing recount text text at MA Darul

Ma'arif Cipete South Jakarta. The research showed that there were an improvement in writing recount text through picture sequences and 80% of the students passed the KKM. Moreover, Lilik Lutfiyah (2009) has conducted a research of second year students of MTs Mojorejo Blitar. She used a picture sequences as the strategy to help the students to solve the problems of difficulties in finding and generating ideas of the recount text. The result revealed that the problems of writing recount text can be solved by utilizing photographs.

This strategy is modified from two strategies; they are photographs and picture sequence. Photographs sequence can help the students to share, develop and organize their ideas to be a good paragraph. Photographs have been implemented successfully by Dwi Nur Indah at Sma Negeri 1 Batangan Pati in the academic year of 2009/2010. She used the photograph to help the students improve their skill in writing recount text. The research showed that the students' achievements who were taught writing recount text by using photographs is good. In previous study, the researcher tried to improve the students' ability in writing recount text. The researcher wanted to know how pictures sequence can improve the students' ability in writing recount text

Based on the previous studies the writer tries to find the similarities and difference of the research. The similarities of this research with previous research are : first, the research design used classroom action research (CAR). Second, the research use the thing that arranging sequence as the strategy.

The differences of this research with previous research are : first, the subject of this research is SMPN 1 Ngunut. Second, this research uses photographs sequences as the strategy to improve the students' ability in writing recount text.

In this previous study, the researcher had position as the reader and tried to modify the strategy to improve writing skill in recount text. By reading the previous study, the researcher found many advantages of the study and wanted to apply the modified startegy in different class. The researcher wanted to know whether the modified strategy is effective or not in this class. So the present study is originally belonging to the present researcher.