CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about definition of writing, writing process, writing purposes, the requirements for good writing,improving writing skill defintion of genre, kind of genre, definition of recount text, definition of self talk, types of strategy, and pervious study.

A.   The Concepts of Writing

1.   Definition of Writing

According to Murray (1985:3) Writing is one of the most disciplined ways of making meaning and one of the most effective methods we can use to monitor our own thinking. When we want to write something we have already been thinking what we are going to say in written and it needs a thought and also ideas, so the purpose of writing it self is to give information.

Taylor said in Murray book (1985:7) Writing is how you discover what you think and find out what it is I want to say.So writing is closely related to speaking not only in such item of content, organization of ideas and vocabulary but also the relationship of the ideas or the coherent with the other sentence. From some definitions above, it can be concluded that writing is a system of human communication which represents a symbol. By writing, we can share our idea, feeling, or anything that exist in our mind. Writing procedures students to focus on generating

idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2. Writing process

In teaching writing we should focus about how the process itself. According to Richard (2000:225) There are a variety of writing process, they are prewriting, writing and revising. All of those steps are important to make our writing better and systematic.

a. Prewriting

According to Richard (2000: 226) prewriting is the ways to get started. It is to exploring the senses, to facilitate idea gathering based on a topic of interest or brainstorming and freewriting.

b. Writing

According to Harmer (2004: 31) writing as one of the four skills of listening, speaking, reading and writing has always formed part of the syllabus in teaching of English. When writing, students frequently have more time to think than they do in oral activities. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing outs into their minds.

c.   Revising

According to Harmer (2002:5) Revising is the important step to do after we have produced a draft. We have to anlyze the content of the draft may unclear, ambiguous or confusing. in this step we have to ensure that the paragraph is coherent and improve the grammatical accuracy. And we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

3.   The Writing purposes

Writing is one way to make someone can expresss their idea or it can give information from the author to the reader. So we have to know what are the writing purposes.Accoeding to O' Malley and Pierce (1996) There are three purposes of writing that describe the kinds of students writing.Those are:

a.   Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, directions, or ideas. Examples ofinformative writing include describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas or relationships.

b.   Expressive or Recount Writing

Expressive or Recount Writing is a personal or imaginative expression in which the writer produces story or essay. This type of

writing often used for entertainment, pleasure, discovery, poems, or short play.

c.   Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.

4.   The requirements for good writing

According to Richard (2000: 221) If we want to know and write an interesting text, we should know what does writing include.

The usual things assosiated with writing are word choice, use of appropiate grammar (such ad tense and article use), word order, mechanics and organization of ideas into a coherent and cohesive form.

A good text and paragraph normally focuses only on one idea that is expressed in the topic sentence. In a paragraph basically consist of three parts; those are inroduction, body, and conclussion.

In writing a good paragraph fulfills four aspect:

a.   Unity

A paragraph has unity when all of the sentence mention and support one central idea that is called a conrolling idea in a topic sentence. To maintain the paragraphs's unity, supporting sentence must directly explain/ support the controlling idea in a topic sentence.

b.   Completeness

A paragraph is complete when it provide sufficient information to convince readers that the paragraph's content is correct or truth. A complete pargraph consist of a specific topic sentence and enough details to clarify, anlyze, and support the main idea in the topic sentence.

c.   Order

The order information in a paragraph depends on the subject matter, the writing purpose, the writer's preferences. It concerns with what information is to write firsttltm secondly, thirdly, later, next, until the last information to the end paragraph.

d.   Coherence

It is gained if each sentence in a paragraph is closely related to the next sentence to stick the ideas from the beginning to the end by using connecting words, phrases or sentences. Coherence is important because it helps readers get the idea of a paragraph easily.

5.   Improving Students' Writing skill

Improving students' writing skill can be done if there is a good preparation. In this study, self talk is a strategy that uses to improve students' skill in recount text.

According to Richard (2000:235) some problems that can influence students' writing skill.

a. Teaching the less proficient writer. It problems came from some students use ineffective writing strategies.

b. The students can't write English. Some students have negative attitudes about writing or lack confidence in themselves as writers.

c. Teacher response . the students do not always understand or pay attention to the content of the teacher's response to their written work.

That the students problems in writing. As the teacher it should be better to give solution when they get problem. The teacher should showing these students how to write, changing their attitudes and building confidence and explore different ways for students to get feedback on their writing.

6.   Teaching Writing skill

Writing is one of the four skills always formed part of the syllabus in teaching English. There is no doubt that writing is the most difficult skill for learners to master. According to Cahyono (2011:131) Writing skill is one of the four important language skills that the students should possess.

So, as the teacher should focus to the how about the process of writing when teaching writing. Becuase of that writing teachers need to help students' develop their writing skill such as in editing their written. Editing here it means the teacher should correct the grammatical, Lexical, and other mechanical error in writing.

B.   Genre

1.   Definition of Genre

A way of expressing something or yourself in wriitng we have to understand about the genre. According to Harmer (2007:31), genre is a type of

written organization and layout (such as an advertisement, a letter, a poem, a magazine article, etc) which will be instantly recognized for what it is by members of a discovery community that is any group of people who share the same language customs and norms.

If we are writing within certain genre, we need to consider a number different factors. We need to have knowledge of the topic, the conventions and style of the genre, and the context in which our writing will be read. It is important to pay attention the genre in our writing before we start to write what we want to write.

Genre are divided by two major categories, they are fiction (about things, events, and characters that are not true) and nonfiction (about things, events, and people that are based on fact). From these two major categories, we can classify even further. For example, fiction can be divided into poetry, drama (plays), or prose. Those categories tell us something about the form of the work. Further, we also classify fiction according to layout and style. There are picture books, which contain words and pictures, novellas or short novels, and short stories, which are much shorter than novellas. Finally, fiction can be classified by content and theme. Here is where we find our common genres: adventure stories, science fiction/fantasy, mystery, horror, romance, realistic fiction, and historical fiction.

2. Kinds of Genre

According to Hartono (2005: 4) there are fifteen of genre text, they are:

a. Recount is a kind of genre used to retell events for the purpose of informing or entertaining

b. Narrativeis a kind of genre used to amuse, to entertain and to deal with actual or various experience in different ways.

c. News is factual text which informs readers events of the day which are considered newsworthy or important.

d. Exempulmis a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

e. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

f. Spoof is a kind of genre used to retell an event with humorous twist.

g. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

h. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

i. Report is a kind of genre used to describe the way things are, which reference to arrange or natural, manmade and social phenomena in our environment.

j. Analytical exposition is a kind of genre used to persuade the reader or

listener to take action on some matter.

k. Discussion is a kind of genre used to present (at least) two points of view about an issue.

l. Description is a kind of genre used to describe a particular person, place or thing.

m. Review is a kind of genre used to critique an art work or event for a public audience.

n. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.

o. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

C. Recount Text

1. Definition of Recount Text

According to Anderson (1998:24) A recount is a piece of text that retells past events, usually in the order in which they occurred. It purpose is to providethe audience with a description of what occurred and when it occurred.

2. Language feature

Recounts usually include the following grammatical features:

a. Proper nouns to identify those involved in the text

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

c. The use of the past tense to retell the events

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

3.   The recount scaffold

In step one it tell about intriductory paragraph that tell who, where, and when. And in the step two it tell about a squance of events in the order in which they occured. And the last is about the conclussion.

D.   Self-talk Strategy

1.   Definition of Self-Talk Strategy

Atheles and and Choaches (2011) believe that self talk is an intervension it can boost productivity, motivation and confidence. So, I conclude based on those statement that Self talk is a conversations that a person carries a mentally about self, about others and about environments. can help students to deliver their thinkking and felling easily, because self talk give good contribution for the students to explore their knowledge and make the students be confidence and creative one.

In a review Hardy's article (2006) give a through analyze of the self talk literature. Self talk can be seen as verbal statements addressed to one self. Self talk serve at least two function it can be instructional and motivational. Hardy also conclude that self talk is multidimensional in nature.

2.   The Types of Self Talk

a.   Instructuctional

Intructional self talk happends when we need to guide ourselves through a specific task, such as learning a new skill.

b.   Motivational

Motivational self talk usually is used when we want to psych oueselves up for something challenging. It can increase confidence.

According to research published in the journal of personality and social psychology there are steps of self talk strategy:

1)   Identify what you want to achieve

2)   Match self talk to your needs

3)   Practice different self talk in your writing with consistency

4)   Create specific self talk plans

5)   Train self talk plans to perfection

3.   Models of Teaching Recount Text Using Self Talk Strategy

Using Self Talk is the strategy that can make the students creative, confidence and motivated to explore their prior knowledge applied in writing skill. It based on what are they know in real life. Self talk strategy surely can help the students remember about events and places. It is appropiate applied in writing recount text, because recount text use to reconstruct past experience by retelling events.

The researcher in this research used self talk strategy. 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 self talk strategy, explain the strategy as clear as possible. Then, The teacher gives instruction how to apply the strategy.The teacher gives instruction to the studentsto write a

recount text based on the titlewhich is prepared by the teacher. Self talk strategy is explore thier prior knowledge based on what are they know.

4. The Minimum Mastery Criterion of English Course

The MinimumMastery Criterion (KKM) of English Course every school is different. This research was conducted in second grade of MTsN Tunggangri Kalidawir. Before conducting classroom action research, the research carried out the Minimum Mastery Criterion (KKM) of English course by doing interview with the English teacher. From the interview, the research 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.

5. 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 byNofriadi entitled "Teaching writing recount text through self talk strategy in the academic 2010/2011".He used self talk as the strategy to help the students more confidence and more creative in writingespecially in generating the idea and give the the motivation in writing recount text. The result of this study showed that self talk strategy was able to improve the students' writing skillrecount text. The research

showed thatthere were an improvement in writing recount text using self talk strategy and 80% of the students passed the KKM.

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). The differences of this research with previous research are : first, the subject of this research is MTsN Tunggangri Kalidawir. Second, this research use self talk as the strategy but the material focus in retelling past events with real condition to improve the students' writing skill in recount text.

In this previous study, the researcher had position as the reader and observes how to apply 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 to the different class. The researcher wanted to know whether the strategy of previous study effective or not in other class. So the present study is originally belonging to the present researcher.