CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It covers some theories about writing, recount text, chain story game, and review of some previous studies.

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.

Harmer (1998: 79-80) also states that the reason for teaching writing is reinforcement, language development, learning style, and writing as a skill in its own right. Some students acquire languages in a purely oral way, but most of us benefit greatly from seeing the language

written down. The actual process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of ongoing learning experience. Writing can be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication. So far, the most important reason for teaching writing is that it is a basic language skill. The students need to know some of writing's special conventions (punctuation, paragraph construction, etc).

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.

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.

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**

    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 happened. 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. Recount text means telling about oneself adventures or the day's activities (Echols, 1975: 471).

    According to Rosyadi (2011: 1), 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: 1-2), there are three generic structures and some language features of recount text. The generic structures and language features of recount text as following tables:

Table 2.1 Generic Structures of Recount

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

Table 2.2 Language Features of Recount

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

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.

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. Chain Story Game

1. Definition of Chain Story Game

Hadfield (1990: 78) states that a game is an activity with rules, a goal, and element of fun. The emphasis in the games is on successful communication rather than on correctness of language. Of course, not all kinds of games can be played in learning language.

Budden (in Nasyafi, 2011: 11) stated that chain story game is a game or activity that involves the whole class. Many of games recycle vocabulary and involve an element of fun. It is hoped that with using Chain Story Game, students can share their idea. After some ideas are collected, they try to organize them into a good paragraph.

Klippel (1996: 367) stated chain games have been popular in foreign language classes for quite a while. A well-known example is the "I went shopping..." game, which makes pupils repeat and extend an ever growing sentence. The basic rule for chain games is very simple: every player adds another link of the "chain" in his turn. These links may consist of letters, words, or sentences and the result can be

extremely long-winded – mostly in the case of chain stories – or quite funny.

2. **Steps to Conduct Chain Story Game**

Magee (1993) stated that the chain story involves group story development. The students sit in a circle. Each student begins a story, and after a specific time allotment, the story is passed along to another student. The next student makes his/her contribution and passes the story again. This pattern is repeated until all the stories have gone full circle and each student has his/her original paper. The end result of this activity is several stories, each completely different, written by the same group of students. After the writing has been completed, the students remain in groups, reading and discussing the stories. The students also correct the stories together.

In Nasyafi (2011), the steps in teaching writing using chain story game are:

a. The teacher tells to the students that they are going to write a story together

b. The teacher asks the students to sit in circles

c. The teacher gives a piece of blank paper for each student. And please make sure that students write their names on the right side of the blank paper

d. The teacher mentions to the students about the topic that is going to be discussed and ask them some WH questions (who, why, where,

when, what, how). For example, the teacher asks the first question that must be answered by each student "How long did you spend your holiday?"

e. The teacher asks the student to answer the question on the blank paper

f. After the students already answered the first question, the teacher asks the students to fold their papers. This step is to avoid cheating

g. The teacher asks the student to pass their paper to the student on their right side

h. Then the teacher gives the second question, for example "Where did you spend your holiday?"

i. The teacher asks the students to answer the question

j. After the students answer the second question, the teacher asks the students to fold the papers so their answer cannot be seen. The teacher practices the similar steps until the entire question are given. The next question such as "Why did you spend holiday there?" or "What happen then?"

k. The teacher asks the students that they should not read about their friend's answer

l. After all of the questions are given and already answered by the students, the teacher asks the students to open out the worksheet and give it back to the person whose name is written on the top of paper

m. The teacher asks some of the students to read their stories in front of the class. There will be a curiosity in the students' mind how the story will end. The students will develop their ideas in making a good story

Nevertheless chain games are easy to play, because their simple rules do not need much explanation at the start of the game. Since their language content is usually restricted to certain words or sentence types, they are suitable for slow learners and beginners with a limited command of the foreign language.

3. **Advantage and Disadvantage of Chain Story Game**

Writing chain stories is an activity teachers can use to make writing lessons more interesting for students. Chain stories make writing an interactive experience because students become involved as a group during the writing of a story, yet they are encouraged to express themselves as individuals. The stories they write show imagination, not just that a task has been completed.

However, the collaborative aspect of chain stories allows for discussions within a group. The final reading of the story prompts a great deal of discussion which appeals to learning styles which prefer group work rather than solitary writing. Chain stories offer students a choice. The teacher may suggest a topic, or ask the students to use particular structures, but students are encouraged to enjoy themselves and make choices in content within the framework. The greatest

advantage is that chain stories are interesting. They make writing enjoyable for the students. If students are interested, they will be motivated and will not regard writing as a boring activity. Thus, writing will be viewed as a positive experience. This is also a lively activity. Students enjoy writing and reading the completed story. Chain stories cannot be used in many lessons, such as vocabulary and practice verb tense.

However, one disadvantage has to be mentioned as well. In large classes chain games that require each pupil to have a go can become very boring for those who started the game and who will not be called up again. In this instance it is better if several chain games are played simultaneously in groups or if the turns in the game are decided on by chance so that everyone has to stay alert in case he is called upon for another contribution. One last general point: chain games should be played quickly; this keeps them interesting and exciting.

Chain stories have limitations, however. Teachers will not want to use them every day since they do not teach academic writing styles. They do, however, offer an alternative writing activity which students enjoy. Reactions to this activity are generally enthusiastic. Students enjoy reading the completion of a story which they themselves began. The results are often surprising and humorous (Magee, 1993).

D. Previous Study

The writer presents some studies that related to the use of chain story to improve students' recount text writing to prove the originality of this study. The first research was conducted by Nasyafi (2011) to find out whether chain story game is effective or not to teach recount text writing. The researcher used quasi experiment which there are two groups; the first group is called as experimental class which given a treatment by using chain story game in teaching writing of recount text and the second group is called as control class which taught with conventional method.

The second research was conducted by Putra (2013) to improve the ability of the first year students of MA Dar-el Hikmah Pekanbaru in writing recount text by using chain stories. The study consists of two cycles. The result is about 96.7% of the students reach the school minimum standard of English subject in writing recount text in second cycle.

The third research was conducted by Sofiati (2015) to find out whether or not the chain story has a significant effect on students' ability in writing recount text. The research is an experimental research with two group samples as experimental group which was treated by using chain story and as control group which was treated without using chain story. The result of this study is the experimental group gets significant improvement of students' achievement in writing a recount text.

Based on the previous studies above, the researcher concludes that chain story is effective to teach writing of recount text. The researcher is inspired to conduct a study using Chain Story Game to improve the

students' recount text writing. The difference between this research and the previous studies are the subject of the study. In this study, the researcher applies the strategy to the different school and students' condition that is X IPS-2 graders of MA Nurul Ulum Munjungan which is the students cannot construct recount text writing well and get low score in test. Besides that, the researcher uses pre-experimental research that is only takes a group sample which is given two treatments with pre-test and post-test.